GENERAL FACULTIES COUNCIL
AGENDA

Thursday, April 3, 2025, 1:30 p.m.   In-Person Modality
Meeting #636   Biological Sciences 587

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Weller[1]	PowerPoint	
3.	Safety Moment	Stein[2]	Document + PowerPoint	
4.	Remarks of the Chair	McCauley	Verbal	
5.	Question Period	McCauley	Verbal	
	Action Items			
6.	Approval of the March 6, 2025 Meeting Minutes	McCauley	Document	1:53
7.	Approval of the UCalgary Course Experience Survey (UCES) Operating Standard and Revisions to the Teaching and Learning Committee Terms of Reference	Benoit[3]/Arseneault[4]	Document	1:55
	Discussion Items			
8.	Revisions to the General Faculties Council (GFC) Academic Staff Criteria and Processes Handbook	Yates[5]/Wheeler[6]	Document	2:15
	Information Items			
9.	Social Innovation Initiative Update	Milaney[7]/Benzies[8]	Document + PowerPoint	2:35
10.	Approved Revisions to the 2025-2026 GFC and GFC Standing Committees Meeting Schedule and the 2026-2027 Meeting Schedule	In Package Only	Document	2:50
11.	Standing Reports: a) Report on the March 12, 2025 GFC Executive Committee Meeting b) Report on the February 24 and March 10, 2025 Academic Planning and Priorities Committee Meetings c) Report on the March 11, 2025 Teaching and Learning Committee Meeting d) Report on the March 21, 2025 Board of Governors Meeting e) Report on the February 27, 2025 Senate Meeting	In Package Only	Documents	

Item	Description	Presenter	Materials	Estimated Time
12.	Other Business	McCauley		2:50
13.	Adjournment Next meeting: May 8, 2025 (virtual modality)	McCauley	Verbal	2:50

Time to complete and submit the 2025 GFC Member Survey if members wish (the link will be live until April 30, 2025)	McCauley/McVie	Qualtrics link (will be sent & projected)	2:50-3:00

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. Renate Weller, Dean, Faculty of Veterinary Medicine
2. Janet Stein, Senior Director, Risk Management and Insurance
3. Wendy Benoit, Interim Vice-Provost (Teaching and Learning) and Co-Chair, Course Feedback Implementation Working Group
4. Robin Arseneault, Teaching and Learning Project Coordinator
5. Robin Yates, Deputy Provost and Administrative Co-Chair, Academic Staff Criteria and Processes Handbook Working Group
6. Justine Wheeler, Libraries and Cultural Resources and Academic Co-Chair, Academic Staff Criteria and Processes Handbook Working Group
7. Katrina Milaney, Associate Vice-President Research
8. Karen Benzies, Faculty of Nursing and Director, Social Innovation

International Travel Safety

Janet Stein
Sr. Director, Risk Management & Insurance

GFC Safety Moment
April 3, 2025

Travel outside of Canada

- **<u>Register your travel</u>** with UCalgary Risk Management in advance of travel related to work or study (including conferences and meetings, fieldwork, guest lecturing or speaking, research trips, and meetings with colleagues and collaborations, etc.).

- When traveling, ensure that your travel documents are filled out correctly and keep them with you at all times. The Canadian Travel Advisory to the U.S. now includes the following: *Canadians and other foreign nationals visiting the United States for periods longer than 30 days must be registered with the United States Government.*

- Comply with all requests from border agents when entering a foreign country.

- Canadian citizens are also recommended to register their travel with the Government of Canada.

Cyber Security Tips

- Different laws and requirements related to the use of technological devices and information. The expectation of privacy also varies.

- Every country has its own expectations with respect to importing and exporting technology, information protection and privacy, legal and illegal content, and freedom of speech. Know the local laws with respect to devices and data.

- Expect your devices (phones, laptops, tablets, etc.) to be openly examined and scrutinized by immigration officials and perhaps local law enforcement. You may be required to give officials your passwords to unlock your devices or decrypt your data. Devices may be confiscated (ensure you have a backup in Canada).

- See Risk Management & Insurance website for "Cybersecurity Tips for International Travellers".

Resources

- UCalgary Research Security department (can give security briefings in advance of your departure).

- UCalgary has a Loaner Device Program for employees and grad students to take while you are traveling on UCalgary business.

- International SOS can give you security and medical briefings.

- Emergency Response for international travellers:
  - International SOS - 1.215.354.5000 (call collect) – download the app
  - Global Affairs Canada - 1.613.996.8885 From outside of Canada (call collect where available)
  - Campus Security (redirects to Risk Management & Insurance) 403-220-5333

- Understand your medical and travel insurance coverage and have their phone numbers within reach.

Contact Us

- Please visit our website at: https://www.ucalgary.ca/risk/risk-management-insurance

- Or email us at: riskmgmt@ucalgary.ca

Thank you for your time!

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

SUBJECT: **Approval of the UCalgary Course Experience Survey (UCES) Operating Standard and Revisions to the Teaching and Learning Committee Terms of Reference**

MOTION:

That the General Faculties Council:

1) approve the UCalgary Course Experience Survey (UCES) Operating Standard, and

2) revise the Terms of Reference of the Teaching and Learning Committee to delegate the responsibility to review and approve revisions to the UCES Operating Standard, effective immediately

as set out in the documents provided, and as recommended by the Teaching and Learning Committee.

PROPONENT(S)/PRESENTER(S)

Wendy Benoit, Interim Vice-Provost (Teaching and Learning) and Co-Chair of the Course Feedback Implementation Working Group (CFIWG).

PURPOSE

The General Faculties Council (GFC) is asked to approve the UCalgary Course Experience Survey (UCES) Operating Standard, a document that sets out the University's standards related to the maintenance and administration of the UCES.

It is proposed that the Teaching and Learning Committee (TLC) Terms of Reference be revised to include delegation from the GFC to review and approve any changes to the UCES Operating Standard going forward, as deemed necessary by the Vice-Provost (Teaching and Learning).

KEY CONSIDERATIONS

The recent replacement of the Universal Student Ratings of Instruction (USRI) course feedback survey precipitates a new operating standard to coincide with the technology platform (Explorance Blue) and the newly approved institutional questions of the UCES. The current UCES has no operating agreement to guide its administration outside of the 1998 USRI Report which no longer applies to the modern-day technology of Explorance Blue.

The UCES Operating Standard is confined to the step-by-step processes needed to survey academic courses at UCalgary within Explorance Blue and with the new 6 core institutional questions. Resources around the use of UCES data live outside of the operating standard and are detailed within teaching and learning web pages.

The operating standard can and will be revised as new features within the technology are enabled, which entail new operations and guidelines and/or if the steps to administer surveys are not clear to the academic community.

The CFIWG used the 1998 USRI Report as a basis and starting point to develop the UCES Operating Standard. The CFIWG has revised and worked on this for over a year with many iterations. All members on the working group

including students and academic staff have contributed many hours of review and refinement to this document. It has also been reviewed and updated by Legal and Labour Relations for wording and consistency with other similar University documents. There was no perceived risk to the wording as laid out in the current iteration.

Explorance Blue is a platform that supports advanced survey practices, data collection, management, and reporting for student feedback through an online survey tool. All Faculties use Explorance Blue for their course surveys and students now experience one survey for each academic course that encompasses the six core institutional questions (approved by the GFC in December 2023) plus the Faculty-chosen questions.

Processes and steps within the Operating Standard are confirmed as needed with the Office of Institutional Analysis and Information Technologies for the ongoing maintenance and operationalizing of the survey, the reports and the technology itself (Explorance Blue).

Establishing this Operating Standard is in step with commitments in the Ahead of Tomorrow Strategic Plan. It provides clarity on processes for end-of-semester surveys, and a mechanism for continual updating as processes evolve. Clarity of these processes supports student engagement at the course level, as it facilitates a regular path for instructors to learn more about students' course experiences.

BACKGROUND

On April 7, 2022, GFC voted to endorse the USRI Recommendation Report, a report that recommended the overhaul of the USRI, including a new technology platform to support and administer a new course feedback questionnaire. The CFIWG was formed to guide and develop priorities and timelines for implementing recommendations in the USRI Recommendation Report. The CFIWG reports to the TLC.

More information on the history of the USRI review and subsequent technology change can be found here.

RISKS

- Operating course surveys with no governance or operational document to support decisions and process.
- The only reference is a 1998 document that no longer applies to modern online standards of survey delivery that does not include connection to current University policies
- Not following through on the USRI Recommendation Report that was unanimously passed by GFC in 2022

ROUTING AND PERSONS CONSULTED

Consultation during the development of the Operating Standard included Legal Services, Labour Relations, the TLC, the USRI Technology Steering Committee, and over a year of iterations and work with the CFIWG. These groups include students, academic staff, teaching and learning leaders, and representatives from the Office of Institutional Analysis, Information Technologies, and the Registrar's Office, among others.

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Teaching and Learning Committee	2025-01-14			X	
	Teaching and Learning Committee	2025-03-11		X		
X	General Faculties Council	2025-04-03	X			

NEXT STEPS

If approved by the GFC, the UCES Operating Standard and the revised TLC Terms of Reference will be effective immediately.

The TLC will review the UCES Operating Standard for needed revisions as directed by the Vice-Provost (Teaching and Learning).

SUPPORTING MATERIALS

1. UCES Operating Standard
2. Teaching and Learning Committee Terms of Reference, with tracked changes

University Policy	
University Procedure	
Operating Standard	
Guideline/Form	

UCalgary Course Experience Survey Operating Standard

OSP Document Number	Table of Contents
Approval Authority General Faculties Council Teaching and Learning Committee	
Implementation Authority General Faculties Council Teaching and Learning Committee	
Effective Date April 3, 2025	
Last Revision [DATE]	

1   Purpose

The purpose of this operating standard is to establish the University of Calgary's standards related to the maintenance, administration, and use of UCalgary Course Experience Surveys (UCES). The UCES is administered each academic term for all academic courses (subject to the exceptions outlined below). The UCES consists of a set of six core institutional questions and is administered alongside additional questions developed by and specific to a Faculty. Faculty-level questions are under the purview of the academic unit.

In accordance with its Terms of Reference, the General Faculties Council Teaching and Learning Committee (TLC)is responsible for this operating standard and periodically reviewing the core institutional survey questions and recommending to the General Faculties Council revisions to the core institutional survey questions when required. The operating standard and core institutional survey questions are to be compliant with applicable University policies and procedures.

2   Scope

This Operating Standard applies to all University of Calgary Faculties, academic staff, employees, students, and any other appointees or contractors involved in the delivery of academic courses or administration of the UCES.

3   Standard/Practice

UCES Purpose and Permitted Uses of UCES Results

3.1   The UCES provides students with an opportunity to provide feedback to course instructors on their learning experiences. This information is intended to enhance teaching (including for quality improvement/program evaluation purposes at the individual, Faculty, and

institutional level) and to provide information to academic leaders responsible for the assessment of teaching. The use of survey results to assess teaching activities for Renewal, Transfer, Tenure, Promotion and Assessment, must be consistent with the GFC Academic Staff Criteria & Processes Handbook. Any sharing or reporting of information collected in the UCES will be done in accordance with the University's Privacy Policy and applicable privacy legislation.

UCES Administration

3.2   The UCES is administered through the Explorance Blue software platform. Administration of the platform is overseen by the Vice-Provost (Teaching and Learning) and implemented by Information Technologies, the Office of Institutional Analysis and the Taylor Institute for Teaching and Learning. Peoplesoft is the system of record used to determine course instructor and enrolment information.

3.3   Subject to the provisions below, a UCES is required for each instructor (alternating lecturer, primary instructor, or simultaneous instructor) for each academic course within a term, where the course has eight or more students enrolled, or, for combined courses, a minimum of eight combined enrolment. Students who audit the course or withdraw before the UCES is made available are excluded from this count.

3.4   The UCES is completed for the primary course component and not completed on a secondary course component. Tutorial, seminar, and lab sections are only surveyed if they are the primary section for the course and if 20% of enrolment is met (with an eight-student minimum).

3.5   The UCES is required for standardized delivery modes and academic course types that meet the minimum eight enrolment threshold. Approval from the Dean or designate is required for courses that do not fall within the minimum enrolment or standardized delivery mode and course type.

3.6   Where a course spans multiple terms, a UCES can be completed for each of part A or part B, if the Dean or designate, provides approval.

3.7   Notwithstanding any of the above, it is recognized there may be circumstances where it is not appropriate to administer the UCES or feedback gathered may not be useful or informative. In such cases, the Dean or designate, in their discretion, may exempt an instructor or course from the requirement to administer the UCES.

3.8   The Office of Institutional Analysis must be made aware of any UCES exceptions outlined in this document (as approved by the Dean or designate) at the time of 'course validation' by UCES administrators. Near the beginning of each semester, course survey UCES administrators in each Faculty validate which courses will be surveyed.

3.9   The UCES will be made available to students to complete during the last quarter of the course (end date, minus 25% of course length) and shall close one day after the end of classes date for that term, as set out in the University's Academic Calendar. Surveys for block week courses remain open for an additional week after the block week classes end. Approval of the Dean or designate is required to adjust the opening or closing dates of the UCES for a specific course.

3.10 Email notifications and reminders are sent to students that course surveys are available and when surveys close. Course survey email notifications will only be sent to University email addresses.

3.11 Survey responses are confidential, with access limited to staff in the Office of Institutional Analysis who require it for the purposes of administering the UCES and this Operating Standard. Sharing or reporting of results is on a de-identified basis. However, students are reminded that comments or responses they provide to open-ended questions may identify them depending on the information that they include in those responses.

The University endeavors to create and maintain a positive, productive, and respectful learning, working, and living environment, as stated within the Student Non-Academic Misconduct Policy. Student comments that may constitute harassment, discrimination or otherwise breach the Student Non-Academic Misconduct Policy will be flagged and the student identified for the purposes of investigating and taking other appropriate actions under applicable University policies.

UCES Reporting

3.12 The Likert scale institutional core question reports are available to registered University students and accessible through the MyUofC student portal. These reports are only available if a minimum of eight responses and 20% of enrolment is met within the course.

3.13 When searching for UCES results in the portal, students are presented with a pop-up agreement statement before they can view results. It states: "The reports are provided for the personal use of students for purposes of course selection. The information reflects student feedback on their learning experience within a course. The reports are copyrighted by the University of Calgary. Unauthorized copying, distributing or disseminating of the reports or the information within them by any individual may constitute grounds for disciplinary proceedings." If a student chooses 'I Agree' they can access the published report. If they choose 'I Do Not Agree' they cannot access published reports.

3.14 UCES reports are available to Department Heads, Deans, or equivalent academic leaders and UCES administrators if a minimum of eight responses and 20% of the course enrolment response rate is met. Report access is provided through the Office of Institutional Analysis.

3.15 UCES results are available to the individual instructor who taught the course, regardless of response rates within the course.

3.16 Course instructors are provided with an aggregate summary of their de-identified student feedback.

3.17 Course instructors shall not have access to the results until after final grades have been approved.

3.18 A guide for the core institutional questions is included with each report that outlines aspects and defining terms within the report.

3.19 Multiple sections or courses taught together are surveyed together, and therefore, results are reported based on the aggregated responses and enrolment.

3.20 Instructors may opt out from publishing due to extenuating circumstances, with the approval of the Dean or designate.

3.21 The UCES reports are owned by the University and are not to be used for anything other than their intended purpose, as outlined in this document.

Archiving, Copyright & FOIP

3.22 In accordance with its IP Policy, the University owns the intellectual property of the UCES, including all data and reports compiled therefrom.

3.23 Personal information collected in the UCES is collected under the authority of section 33(c) of FOIP (as may be amended from time to time) and is in the custody and control of the University.

3.24 Completed student surveys and reports will be retained in accordance with applicable University policies and legislation.

4 **Appendices** https://teaching-learning.ucalgary.ca/strategic-initiatives/student-surveys/course-surveys

5 **Related Policies** Privacy Policy

6 **History**

1998	USRI Report Approved and Effective
2003	USRI Review
2022	USRI Recommendation Report
2025	New UCES Operating Standard

The electronic version is the official version of this document.

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General Faculties Council
Teaching and Learning Committee
Terms of Reference

1.   ESTABLISHMENT

The General Faculties Council (**GFC**) hereby establishes a standing committee called the Teaching and Learning Committee (the **Committee**) under the provisions of the GFC's General Terms of Reference for Standing Committees and these Terms of Reference, and delegates to the Committee the authorities set out herein. In the event of a conflict between the provisions of these Committee Terms of Reference and the General Terms of Reference, these Committee Terms of Reference will govern.

The Vice-Provost (Teaching and Learning) shall act as the responsible senior administrator to the Committee, providing the link between senior administration and the Committee.

2.   MEMBERSHIP

Co-Chair

Vice-Provost (Teaching and Learning) (ex-officio, voting).

Academic Co-Chair

As named by the GFC Executive Committee (see "Voting Members" below).

Voting Members

- One academic staff member appointed by each Faculty Council, excluding Graduate Studies. One of these persons shall be named by the GFC Executive Committee as the Academic Co-Chair of the Committee.
- One person appointed by the Libraries and Cultural Resources Academic Council
- One Dean appointed by Deans' Council
- Vice-Provost (Indigenous Engagement) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio)
- Executive Director, Office of Institutional Commitments or designated academic staff member (ex-officio)
- One student appointed by the Students' Union
- One student appointed by the Graduate Students' Association

Non-Voting Members

- Vice-Provost and Dean of Graduate Studies or, in the Dean's sole discretion, a member of the Faculty of Graduate Studies Council (ex-officio)
- Vice-Provost (Student Experience) (ex-officio)
- Vice-Provost (Libraries and Cultural Resources) and University Librarian (ex-officio)
- Chief Information Officer (ex-officio)
- Senior Director of the Taylor Institute for Teaching and Learning (ex-officio)

- One Associate Director of the Taylor Institute for Teaching and Learning (TI) appointed by the Senior Director of the TI
- One person appointed by the Faculty Association
- One person appointed by the Alberta Union of Provincial Employees, Local 52
- One person appointed by the Management and Professional Staff Executive Committee

3. ROLE

The Committee serves as GFC's primary advisory group on teaching and learning, including such aspects as learning environments, quality and innovation, resources and support, recognition of teaching excellence and professional development, and students' educational experience.

4. RESPONSIBILITIES

The Committee will fulfill its role primarily by carrying out the activities enumerated below.

The listed responsibilities shall be the common, recurring activities of the Committee; however, the Committee may carry out additional responsibilities and duties within its role.

The Committee's primary responsibilities are as follows:

1. Provide strategic advice to GFC on teaching and learning in support of sustained, high academic standards, academic integrity and the strategic directions of the University;

2. Identify and develop or review and recommend to GFC strategies, plans, policies, procedures, practices, programs and activities within its role and advise GFC on the implementation and outcomes, including the effectiveness, of same;

3. Identify, prioritize and recommend action for dealing with issues that arise from across the University falling within its role;

4. Seek out, promote and support innovations in teaching and learning, including monitoring the evolution of learning technology applications and their impact on teaching and learning, and identifying and encouraging the adoption of new learning modes, strategies and learning technology applications;

5. Promote research on the effectiveness and evaluation of teaching and learning and develop and recommend methods of assessing the quality of all teaching activities;

6. Facilitate teaching and learning initiatives being developed or utilized within and between divisions and disciplines, encourage collaborative activities and seek avenues for support of multi-disciplinary teaching developments;

7. Lead and promote communication and discussion about teaching and learning across the University and develop, promote and review a communication strategy for knowledge mobilization of issues and information about teaching and learning;

8. Support and foster the professional development of teaching staff, promote and make recommendations for faculty development that meets the needs of faculty, and identify, promote and support opportunities for educational scholarship for faculty and staff;

9. Develop, review and recommend to GFC teaching awards programs;

10. Receive reports about student engagement and the student educational experience, and make recommendations to GFC concerning same;

11. Receive Quality Assurance Curriculum Review reports (Executive Summary and Action Plan) and interim reports (Action Plan), and provide feedback concerning same;

12. When requested, carry out appointments in accordance with a University body's Terms of

Reference (e.g. the Information Asset Management Committee);

13. Identify and recommend institutional priorities for University teaching and learning resources and support services;

14. Provide a forum for the receipt of reports from University teaching and learning resources, such as Libraries and Cultural Resources, the bookstore and student ombudsperson, and to allow these resources to raise issues and receive advice, support and promotion from the Committee; and

~~14.~~15. Review and approve revisions to the UCalgary Course Experience Surveys (UCES) Operating Standard; and

~~15.~~16. Such other activities and responsibilities delegated or assigned to it by GFC or the GFC Executive Committee from time to time.

The Committee is also ultimately responsible for the work and responsibilities of each of its sub-committees as articulated in the Terms of Reference of those committees.

5. POWERS

Other than, or in the absence of, specific delegations of authority from GFC or the GFC Executive Committee to act autonomously, the Committee's powers shall be limited to providing input and ideas, advising and making recommendations to GFC and other GFC standing committees.

6. AUTHORITIES

The Committee has the specific delegated authority to act autonomously as described below, on the condition that decisions made or actions taken under this delegated authority are reported to GFC.

~~None at this time~~Review and approval of revisions to the UCalgary Course Experience Surveys (UCES) Operating Standard, as directed necessary by the Vice-Provost (Teaching and Learning).

As at ~~January 15, 2025~~DATE

3

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE - For Discussion

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

REQUESTED ACTION

The General Faculties Council Academic Staff Criteria and Processes Handbook (the Handbook) Working Group is seeking feedback on proposed revisions to the Handbook. These proposed revisions are required to ensure the Academic Appointments Selection Procedures comply with the current privacy and record retention regulations and policies. Additionally, they include minor language, title changes, and updates for housekeeping purposes.

KEY CONSIDERATIONS

The proposed revisions to the Handbook are outlined in Appendix "A", and include the following key changes:
- all references to the term "Human Resources" have been updated to "People and Culture" throughout the document;
- new language has been revised to reflect the change in title from Vice Provost EDI to Academic Director EDI (C.2.7 and C.6.4.iv.);
- new language has been added to define "majority vote" under the Academic Appointments Selection Committees (C.3.1.9);
- new language has been added to accommodate variations in Faculty processes and procedures regarding record retention (c.3.2.1.xi.);
- new language has been added to the responsibilities of committee members (C.3.2.2.vii. and viii.);
- new language has been added to describe important considerations for the standard procedure for candidate interviews in accordance with the University's policies and procedures (C.3.2.5);
- subsection (C.5.4.2) has been removed from the document as the Handbook Working Group determined that an annual report on Strategic Hires was unnecessary based on the infrequency of its use and the existing provision to notify the Faculty Association of any Strategic Hire process;
- subsection (C.5.4) clarify the ability of a Dean to assign a delegate in alignment with C.3;
- letter A, B, or C has been added to the section and subsection headings to enhance referencing and usability of the Handbook; and,
- At the March 12 General Faculties Council Executive Committee meeting, the committee recommended and agreed to a revision that C.3.1.9 to read "A voting member who did not attend **in real time** or review a recording of a candidate's interview shall cast an abstention vote regarding decisions related to that specific candidate."

BACKGROUND

The Handbook Working Group was established in May 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 2023-24, the Handbook was significantly revised to align with the amendments to the Academic Performance Assessment provisions in the Collective Agreement ratified in June 2023. As no new Collective Agreement had been reached between the Governors of the University of Calgary and the Faculty Association of the University of Calgary since, in 2024-25 the Handbook Working Group concentrated on enhancing the Academic Appointments Selection Procedures specifically as it relates to the recording of candidate interviews and updating language and titles to reflect recent administrative restructuring.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2025-03-12			X	
X	General Faculties Council	2025-04-03			X	
	GFC Executive Committee	2025-04-16		X		
	General Faculties Council	2025-05-08	X			

NEXT STEPS

1. The Handbook Working Group will provide an updated document that incorporates the feedback received from the GFC Executive Committee and the GFC.
2. On April 16, the GFC Executive Committee will be asked to recommend the document for approval by the GFC.
3. On May 8, the GFC will be asked to approve the document. If the document meets the approval of the GFC, the revised Handbook will be made available to academic staff members and applied in the 2025-2026 assessment review, effective on July 1, 2025.

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 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

A.1   Definitions

A.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.

A.2   Authority and General Considerations

A.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.

A.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.

A.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.

A.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.

A.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."

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

A.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.

A.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.

A.3   Faculty Guidelines

A.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.

A.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.

A.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.

A.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.

A.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**.**

A.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).

A.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.

A.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.

A.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.

A.4   Transitional Provisions

A.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]

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[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.*

A.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

B.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.

B.1.1　General Considerations

B.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.

B.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.

B.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.

B.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.

B.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.

B.1.2　Research and Scholarship

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

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[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.

B.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.

B.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.

B.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.).

B.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.

B.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.

B.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.

B.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.

B.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.

B.1.3   Teaching

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.1.4   Service

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

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

B.2.1   General Considerations

B.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.

B.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.

B.2.2   Hiring, or Transfer Requirements for Assistant Professor

B.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.

B.2.3   Hiring, Transfer, or Promotion Requirements for Associate Professor

B.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.

B.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.

B.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).

B.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).

B.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.

B.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.

B.2.4   Hiring, Transfer, or Promotion Requirements for Professor

B.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.

B.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.

B.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.

B.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).

B.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.

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

B.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.

B.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).

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

B.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.

B.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.

B.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.

B.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.

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

B.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.

B.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.

B.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.

B.2.8   Requirements for Academic Staff in Administrative and Professional Streams

B.2.8.1   Librarians

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

B.2.8.2   Counsellors

B.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.

B.2.8.3   Other (Administrative and Professional Academic Staff)

B.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).

B.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.

B.3   Criteria for Renewal, Transfer, Tenure and Promotion

B.3.1   General Considerations

B.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.

B.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.

B.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.

B.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.

B.3.2   Tenure and Promotion in the Teaching and Research Stream

B.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.

B.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.

B.3.3   Tenure and Promotion in the Teaching-Focused Stream

B.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.

B.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.

B.3.4   Promotion to Professor or Professor (Teaching)

B.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.

B.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.

B.3.5   Transfer between Streams

B.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)).

B.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.

B.3.6   Additional Considerations for Renewal, Tenure and Promotion

B.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.

B.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.

B.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*.

B.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.

B.4 Criteria for Academic Performance Assessment

B.4.1 General Considerations

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

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

B.4.2   PTR Increases

B.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.

B.4.3   OAAs

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

B.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.

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

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

B.4.4   Criteria for Assessing Research and Scholarship Activities

B.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.

B.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.

B.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.

B.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.).

B.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.

B.4.5   Criteria for Assessing Teaching Activities

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.4.6   Criteria for Assessing Service Activities

B.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.

B.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.

B.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

C.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.

C.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.

C.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.

C.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.

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

C.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~~ Indigenous engagement, truth and reconciliation, and
- includes reference to the principles of DORA.

C.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.

C.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.

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

C.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.

C.3.1　Academic Appointments Selection Committee Composition

C.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.

C.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.

C.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.

C.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.

C.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.

C.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.

C.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.

C.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.).

C.3.1.8 C.3.1.9 A majority vote shall be said to exist where the number of positive votes exceeds the number of negative votes. Where the number of positive votes is the same as the number of negative votes, the Chair will vote to break the tie. A voting member who did not attend in real time or review a recording of a candidate's interview shall cast an abstention vote regarding decisions related to that specific candidate.

C.3.2 Responsibilities of Academic Appointments Selection Committees

C.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.

xi. ensure all records associated with the selection processes, including written, electronic, audio and/or video recordings, are managed and retained, according to the University's Master Records Retention Schedule, Information Asset Management Policy, Privacy Policy, and standard Faculty administrative practices and procedures.

C.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. make every reasonable effort to attend candidate interviews in person,

viii. become familiar with and act in accordance with the University's Privacy Policy,

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

C.3.2.3   All members of the Committee have a responsibility to ensure the fairness of the proceedings, the appropriate application of criteria, and the reduction of implicit, overt and/or other types of bias and/or discrimination. The proceedings shall be inclusive and recognize practices that reflect 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.

C.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.

C.3.2.5   The standard procedure for candidate interviews requires in-person attendance of all committee members. However, where appropriate, the Chair has the discretion to permit synchronous hybrid or virtual interview formats. Consideration should be given to ensuring consistent interview experiences for all candidates. In exceptional cases where one or more voting committee members cannot attend either in-person or virtually, audio or video recordings of the interview may be created subject to the following:

i. the recording(s) may only be used for the purpose of post-hoc review by the absent voting member(s);

ii. the candidate must be advised of the above purpose of the recording and provide prior written consent;

iii. the committee members who will be captured on the recording must ~~provide consent~~ be advised of the above purpose of the recording and provide prior written consent; and,

i.iv.   strict adherence to applicable University policies and procedures, including the University's Master Records Retention Schedule, Information Asset Management Policy and Privacy Policy, is required.

C.3.3   Short-listing of Candidates

C.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.

C.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.

C.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.

C.3.4   Candidate Interviews

C.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.*

C.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.

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

C.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.

C.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.

C.3.5   Final Ranking of Candidates

C.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.

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

C.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.

C.3.6   Recommendation of Appointment

C.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.

C.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 C.3 and 28 of the *Collective Agreement*.

C.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.

C.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.

C.3.7 Letter of Appointment

C.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.

C.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.

C.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.

C.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.

C.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.

C.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).

C.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.

C.3.8   Record Management

C.3.8.1   All official records from an Academic Appointment Selection Process shall be retained by ~~Human Resources~~People and Culture 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.

C.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~~s (EDI or~~ Indigenous Engagement) and/or Academic Director (EDI) upon request as appropriate, consistent with aggregated data analyses.

C.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.

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

C.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).

C.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.

C.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.

C.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.

C.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.*

C.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.

C.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.

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

C.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.

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

C.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.

C.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.

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

C.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).

C.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.

C.5.4   Expedited Procedures for Dual Career and Strategic Hires

C.5.4.1   In all instances of Dual Career and Strategic Hires, these expedited procedures may be either:

i.   requested by a D~~d~~ean 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.

C.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.~~

~~C.5.4.3~~C.5.4.2   The committee composition requirements for a ~~Partner~~ Dual Career 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~~People and Culture may also be invited to attend and advise on procedural matters.

C.5.4.4C.5.4.3 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.

C.5.4.5C.5.4.4 For a Dual Career or Strategic Hire, the Dean or delegate shall notify the Hiring Committee of the projected timing of the process. The Dean or delegate 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).

C.5.4.6C.5.4.5 By a date specified by the Dean or delegate, 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.

C.5.4.7C.5.4.6 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.

C.5.4.8C.5.4.7 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.

C.5.4.9C.5.4.8 The Dean or delegate shall arrange for a presentation to either the Home Unit or, depending upon the circumstances of the hire, to the Hiring Committee. The Dean or delegate shall also arrange for an interview with the Hiring Committee and may provide opportunities for informal meetings with interested members of the Home Unit.

C.5.4.10C.5.4.9 Following the candidate's presentation, the Dean, Head or equivalent, or delegate 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.

C.5.4.11C.5.4.10 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.

C.5.4.12C.5.4.11   As soon as possible after the provisions outlined above have been carried out, the Dean or delegate 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.

C.6   Equitable & Inclusive Hiring Initiatives

C.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*.

C.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.

C.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).

C.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 ResourcesPeople and Culture, Labour Relations, and the Faculty Association, as well as the Vice Provost (Indigenous Engagement) and/or Academic Director 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.

C.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.
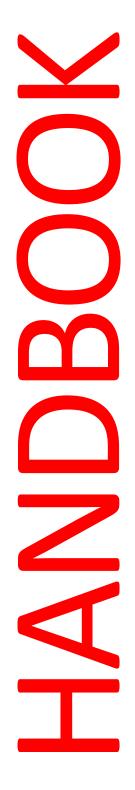
C.7　Other Appointments

C.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.

C.7.2　Conversion of Contingent and Limited Term Appointment

C.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.

C.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

Effective July 1, 2025

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

A.1 Definitions

A.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.

A.2   Authority and General Considerations

A.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.

A.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.

A.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.

A.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.

A.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."

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

A.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.

A.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.

A.3   Faculty Guidelines

A.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.

A.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.

A.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.

A.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.

A.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**.**

A.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).

A.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.

A.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.

A.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.

A.4   Transitional Provisions

A.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]

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[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.*

A.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

B.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.

B.1.1   General Considerations

B.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.

B.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.

B.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.

B.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.

B.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.

B.1.2   Research and Scholarship

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

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[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.

B.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.

B.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.

B.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.).

B.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.

B.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.

B.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.

B.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.

B.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.

B.1.3   Teaching

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.1.4   Service

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

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

B.2.1   General Considerations

B.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.

B.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.

B.2.2   Hiring, or Transfer Requirements for Assistant Professor

B.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.

B.2.3   Hiring, Transfer, or Promotion Requirements for Associate Professor

B.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.

B.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.

B.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).

B.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).

B.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.

B.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.

B.2.4   Hiring, Transfer, or Promotion Requirements for Professor

B.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.

B.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.

B.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.

B.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).

B.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.

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

B.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.

B.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).

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

B.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.

B.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.

B.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.

B.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.

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

B.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.

B.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.

B.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.

B.2.8   Requirements for Academic Staff in Administrative and Professional Streams

B.2.8.1   Librarians

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

B.2.8.2   Counsellors

B.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.

B.2.8.3   Other (Administrative and Professional Academic Staff)

B.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).

B.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.

B.3   Criteria for Renewal, Transfer, Tenure and Promotion

B.3.1   General Considerations

B.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.

B.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.

B.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.

B.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.

B.3.2 Tenure and Promotion in the Teaching and Research Stream

B.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.

B.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.

B.3.3 Tenure and Promotion in the Teaching-Focused Stream

B.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.

B.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.

B.3.4 Promotion to Professor or Professor (Teaching)

B.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.

B.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.

B.3.5 Transfer between Streams

B.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)).

B.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.

B.3.6 Additional Considerations for Renewal, Tenure and Promotion

B.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.

B.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.

B.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*.

B.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.

B.4   Criteria for Academic Performance Assessment

B.4.1   General Considerations

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

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

B.4.2   PTR Increases

B.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.

B.4.3   OAAs

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

B.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.

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

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

B.4.4   Criteria for Assessing Research and Scholarship Activities

B.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.

B.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.

B.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.

B.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.).

B.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.

B.4.5   Criteria for Assessing Teaching Activities

B.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.

B.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.

B.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.

B.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.

B.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.

B.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.

B.4.6   Criteria for Assessing Service Activities

B.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.

B.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.

B.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

C.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.

C.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.

C.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.

C.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.

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

C.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.

C.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.

C.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.

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

C.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.

C.3.1 Academic Appointments Selection Committee Composition

C.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.

C.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.

C.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.

C.3.1.4   Where circumstances make it necessary to deviate from the committee composition outlined in Part C.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.

C.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.

C.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.

C.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.

C.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.).

C.3.1.9   A majority vote shall be said to exist where the number of positive votes exceeds the number of negative votes. Where the number of positive votes is the same as the number of negative votes, the Chair will vote to break the tie. A voting member who did not attend in real time or review a recording of a candidate's interview shall cast an abstention vote regarding decisions related to that specific candidate.

C.3.2   Responsibilities of Academic Appointments Selection Committees

C.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.

xi. ensure all records associated with the selection processes, including written, electronic, audio and/or video recordings, are managed and retained, according to the University's [Master Records Retention Schedule](#), [Information Asset Management Policy](#), [Privacy Policy](#), and standard Faculty administrative practices and procedures.

C.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. make every reasonable effort to attend candidate interviews in person,

viii. become familiar with and act in accordance with the [University's Privacy Policy](#),

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

C.3.2.3 All members of the Committee have a responsibility to ensure the fairness of the proceedings, the appropriate application of criteria, and the reduction of implicit, overt and/or other types of bias and/or discrimination. The proceedings shall be inclusive and recognize practices that reflect 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.

C.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.

C.3.2.5 The standard procedure for candidate interviews requires in-person attendance of all committee members. However, where appropriate, the Chair has the discretion to permit synchronous hybrid or virtual interview formats. Consideration should be given to ensuring consistent interview experiences for all candidates. In exceptional cases where one or more voting committee members cannot attend either in-person or virtually, audio or video recordings of the interview may be created subject to the following:

i. the recording(s) may only be used for the purpose of post-hoc review by the absent voting member(s);

ii. the candidate must be advised of the above purpose of the recording and provide prior written consent;

iii.   the committee members who will be captured on the recording must be advised of the above purpose of the recording and provide prior written consent; and,

iv.   strict adherence to applicable University policies and procedures, including the University's [Master Records Retention Schedule](), [Information Asset Management Policy](), [Privacy Policy](), is required.

C.3.3   Short-listing of Candidates

C.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.

C.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.

C.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.

C.3.4   Candidate Interviews

C.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.*

C.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 favor 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.

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

C.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.

C.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.

C.3.5   Final Ranking of Candidates

C.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.

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

C.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.

C.3.6   Recommendation of Appointment

C.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.

C.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 C.3 and 28 of the *Collective Agreement*.

C.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.

C.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.

C.3.7   Letter of Appointment

C.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.

C.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.

C.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.

C.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.

C.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.

C.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).

C.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.

C.3.8   Record Management

C.3.8.1 All official records from an Academic Appointment Selection Process shall be retained by People and Culture 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.

C.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 (Indigenous Engagement) and/or Academic Director (EDI) upon request as appropriate, consistent with aggregated data analyses.

C.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.

C.4   Selection Procedures for Academic Appointment –

Administrative and Professional and Outside of Faculties

C.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).

C.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.

C.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.

C.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.

C.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.*

C.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.

C.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.

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

C.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.

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

C.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.

C.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.

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

C.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).

C.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.

C.5.4   Expedited Procedures for Dual Career and Strategic Hires

C.5.4.1   In all instances of Dual Career and Strategic Hires, these expedited procedures may be either:

    i.   requested by 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.

C.5.4.2   The committee composition requirements for a Dual Career 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 People and Culture may also be invited to attend and advise on procedural matters.

C.5.4.3   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.

C.5.4.4   For a Dual Career or Strategic Hire, the Dean or delegate shall notify the Hiring Committee of the projected timing of the process. The Dean or delegate 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).

C.5.4.5   By a date specified by the Dean or delegate, 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.

C.5.4.6   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.

C.5.4.7   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.

C.5.4.8   The Dean or delegate shall arrange for a presentation to either the Home Unit or, depending upon the circumstances of the hire, to the Hiring Committee. The Dean or delegate shall also arrange for an interview with the Hiring Committee and may provide opportunities for informal meetings with interested members of the Home Unit.

C.5.4.9   Following the candidate's presentation, the Dean or delegate 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.

C.5.4.10   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.

C.5.4.11   As soon as possible after the provisions outlined above have been carried out, the Dean or delegate 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.

C.6   Equitable & Inclusive Hiring Initiatives

C.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*.

C.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.

C.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).

C.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 People and Culture, Labour Relations, and the Faculty Association, as well as the Vice Provost (Indigenous Engagement) and/or Academic Director (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.

C.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.

C.7   Other Appointments

C.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.

C.7.2   Conversion of Contingent and Limited Term Appointment

C.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.

C.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.

SUBJECT: Social Innovation Initiative Update

PROPONENT(S)/PRESENTER(S)

Proponent: Dr. William Ghali, Vice-President (Research)
Presenters:
Dr. Karen Benzies, Director, Social Innovation Initiative, Vice-President (Research) Office; Professor, Faculty of Nursing
Dr. Katrina Milaney, AVP (Research)

PURPOSE

To provide the General Faculties Council (GFC) an update on key activities from the Social Innovation Initiative (SII), within the broader innovation portfolio, that will position UCalgary as an international leader in the social innovation space.

Discussion Focus

The SII was created based on the recommendations from UCalgary's multi-disciplinary Social Innovation Taskforce (Feb 2021). Recommendations were to (1) define social innovation, its outcomes, and measurement approaches; (2) design effective supports and products to build social innovation capacity; and (3) amplify and recognize the work of social innovators at UCalgary.

Aligned with Taskforce recommendations and *Ahead of Tomorrow*, the SII has:

- Published, *Defining Social Innovation for Post-Secondary Educational Institutions: A Concept Analysis*, an article reporting an empirically derived definition of social innovation and pre-conditions and consequences of excellence in social innovation in post-secondary institutions.
- Hosted the first *Social Innovation Impact Measurement Consensus Conference* May 29 -30, 2024 at UCalgary.
- Won the bid to host the 2025 *International Social Innovation Research Conference* on September 3-5, 2025 at UCalgary. Submitted two grant applications to ensure the conference is revenue neutral.
- Contributed to the Canadian Forum on Social Innovation, an invitation-only national thinktank to understand how universities can better mobilize knowledge into their communities and governments.
- Located community at the centre of all we do by refining UCalgary's role in co-designing sustainable solutions to complex societal challenges.
- Published *Better Together: Creating Positive Impact Through Collaboration*, a guidebook for community members interested in collaborating with UCalgary researchers to inform practice, co-create solutions, and explore pathways for positive societal change.
- Delivered Translate Research to Action (TR2A), a service for researchers to better understand and navigate various pathways between evidence and meaningful social change.
- Valued, recognized, and amplified the work of social innovators in UCalgary's Social Innovation Collaborative.
- Co-created the Social Impact Starter Series in collaboration with the Social Innovation Hub, and the UCalgary Health Systems Transformation Initiative (HIVE). A workshop series to support the development of essential soft skills, providing practical tools to help translate ideas into real-world application.

KEY CONSIDERATIONS

The purpose of presenting this update is to: (1) to inform the GFC of SII activities, achievements, and next steps, and (2) engage in a discussion about opportunities for the future of the SII within the broader innovation portfolio.

The SII advances the goals of *Ahead of Tomorrow* by: (1) operating as the "missing middle" between academia, government, industry, and civil society to "harness the power of research and innovation to tackle society's biggest challenges", and (2) generating new knowledge about social innovation research and practice for post-secondary educational institutions using robust scientific methods.

BACKGROUND

The SII is funded through the Incremental Project Grant and reports to the Vice-President (Research) Office. The initiative is led by Dr. Karen Benzies, Director, Social Innovation Initiative, and Professor, Faculty of Nursing, and supported by Tara Barnas, Manager, Social Innovation, and Charity Tsang, Administrator.

RISKS

The SII has built a solid foundation for the future with strong alignment to the broader innovation portfolio. The primary risk to the SII is inability to grow to meet the demand for services. Success in the next phase of the SII will require strategic visioning to prevent the risk of losing our innovative edge and momentum.

ALTERNATIVES CONSIDERED

The SII is known for listening to the ideas and needs of faculty, staff, students, and the broader community. Guided by the Social Innovation Taskforce mandate and the voices of stakeholders, the SII has embarked on developing, evaluating, and refining services to meet identified needs. The SII is unique and iteratively co-designed with stakeholders. There are no alternative models to consider for UCalgary. Other universities (e.g., University of Coimbra, Portugal) are emulating UCalgary's SII organizational structure and services.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	2025-03-13			X	
X	General Faculties Council	2025-04-03				X

NEXT STEPS

- Building on the May 2024 UCalgary Social Innovation Impact Measurement Consensus Conference, with UCalgary, national and international experts, we secured funding to complete two systematic reviews to create a basket of frameworks and measures that researchers and social purpose organizations can use to measure outputs, outcomes, and impacts of social innovation projects and initiatives.
- Via the International Social Innovation Research Conference in September 2025, we will bring together the world's best social innovation researchers and practitioners from across disciplines to highlight social innovation at UCalgary and learn about new research methods and initiatives to solve complex societal challenges.
- As a panellist, Dr Benzies will deliver UCalgary perspectives on social innovation to the Canadian Forum on Social Innovation, an invitation-only national think tank to understand how universities can better mobilize knowledge into their communities and governments.
- With the capacity to deliver, SII will reignite community at the centre of all we do by refining UCalgary's role in co-designing solutions to complex societal challenges.

- SII will collaborate with the Knowledge to Impact team, Faculty of Nursing HIVE and the Social Innovation Hub to explore how to integrate the K2I knowledge mobilization seminars into the Social Impact Starter Series (Fall 2025) to prevent duplication of effort.
- We will continue to deliver *Translate Research to Action (T2RA)*, a service for researchers to better understand and navigate various pathways between evidence and meaningful social change.

SUPPORTING MATERIALS

PowerPoint presentation to be shared at meeting.

SUBJECT: Approved Revisions to the 2025-2026 GFC and GFC Standing Committees Meeting Schedule and the 2026-2027 Meeting Schedule

PURPOSE

The approved 2025-2026 and 2026-2027 meeting schedules for the General Faculties Council (GFC) and the GFC standing committees are provided for information and to support planning.

KEY CONSIDERATIONS

The University Secretariat has prepared the meeting schedules to allow for the efficient flow of items through the governance system.

The approved changes for 2025-2026 are:

- Shifting the scheduled October 6, 2025 Academic Planning and Priorities Committee (APPC) meeting to October 20, 2025 to accommodate staff attendance at a conference.

- Shifting the scheduled October 27, 2025 APPC meeting to November 3, 2025 to maintain meeting spacing after the above change.

- Shifting the scheduled May 11, 2026 APPC meeting to May 4, 2026 to better space the April and May meetings.

- Adding an Academic Program Subcommittee (APS) meeting on September 29, 2025 as it is expected that there will be business for the APS in September.

- Shifting the scheduled October 20, 2025 APS meeting to October 27, 2025 to allow for an APPC meeting to be held on October 20, 2025 (see bullet 1 above).

- Shifting the scheduled January 19, 2026 APS meeting to January 26, 2026 to reduce the gap between the January and March APS meetings.

- Shifting the scheduled May 4, 2026 APS meeting to May 11, 2026 to allow for the APPC meeting shift (see bullet 3 above)

- Shifting the scheduled March 4, 2026 Graduate Academic Program Subcommittee (GAPS) meeting to March 11, 2026 to better space the February, March, and April meetings.

The 2026-2027 schedule follows a similar pattern to the 2025-2026 schedule with the exception of the June GFC meeting which is placed to fit with June convocation.

BACKGROUND

Some of the factors considered when setting the meeting schedules are as follows:

- The need for periodic meetings throughout the meeting year to allow business to continue moving through the governance system at pace.

- The Board of Governors schedule to ensure the proper flow of governance items

- Preparation and review time for business.

- Time between committee meetings and between committee and GFC meetings that allows for revision of items before the next meeting if required.

- The Academic Schedule, including events such as convocation and scheduled closures.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2025-03-12	X			
X	General Faculties Council	2025-04-03				X
	Graduate Academic Program Subcommittee	2025-04-09				X
	Teaching and Learning Committee	2025-04-15				X
	Calendar and Curriculum Subcommittee	2025-04-17				X
	Research and Scholarship Committee	2025-04-17				X
	Academic Program Subcommittee	2025-05-05				X
	Academic Planning and Priorities Committee	2025-05-12				X

NEXT STEPS

The schedules have been posted on the University Secretariat webpage. The University Secretariat will be sending Outlook calendar invites to members.

If minor adjustments to the meeting schedules are needed after approval, the University Secretariat will make the adjustments in coordination with the appropriate GFC standing committee Chair and communicate as appropriate.

SUPPORTING MATERIALS

1. Approved GFC Schedule 2025-2026 – showing revisions
2. Approved GFC Schedule 2026-2027

2025-2026
University of Calgary General Faculties Council and Standing Committees Schedule
GFC Executive Committee Approval: 2025-03-12

	Date	Location
1:30 – 3:00 p.m. Standing Committee Chairs Orientation	Wednesday, September 10, 2025	AD 167 / Zoom
1:30 – 3:00 p.m. Members Orientation	Thursday, September 11, 2025	Zoom
General Faculties Council Meetings		
Time: 1:30 – 4:30 p.m., unless otherwise noted	Thursday, October 9, 2025	BI 587
	Thursday, November 6, 2025	BI 587
	Thursday, December 4, 2025	BI 587
	Thursday, February 5, 2026	BI 587
	Thursday, March 5, 2026	BI 587
	Thursday, April 9, 2026	BI 587
	Thursday, May 7, 2026	BI 587
	Thursday, June 11, 2026	BI 587
General Faculties Standing Committee Meetings		
Academic Planning and Priorities Committee (APPC)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Monday, October ~~6~~20, 2025	AD 167 / Zoom
	Monday, ~~October 27~~November 3,	AD 167 / Zoom
	Monday, November 17, 2025	AD 167 / Zoom
	Monday, December 8, 2025	AD 167 / Zoom
	Monday, January 12, 2026	AD 167 / Zoom
	Monday, February 2, 2026	AD 167 / Zoom
	Monday, February 23, 2026	AD 167 / Zoom
	Monday, March 9, 2026	AD 167 / Zoom
	Monday, March 23, 2026	AD 167 / Zoom
	Monday, April 13, 2026	AD 167 / Zoom
	Monday, May ~~11~~4, 2026	AD 167 / Zoom
	Monday, May 25, 2026	AD 167 / Zoom
	Monday, June 15, 2026	AD 167 / Zoom
	Monday, June 22, 2026	AD 167 / Zoom
Academic Program Subcommittee (APS)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Monday, September 29, 2025	AD 167 / Zoom
	Monday, October ~~20~~27, 2025	AD 167 / Zoom
	Monday, November 24, 2025	AD 167 / Zoom
	Monday, January ~~19~~26, 2026	AD 167 / Zoom
	Monday, March 2, 2026	AD 167 / Zoom
	Monday, March 30, 2026	AD 167 / Zoom
	Monday, May ~~4~~11, 2026	AD 167 / Zoom
	Monday, June 1, 2026	AD 167 / Zoom
Calendar and Curriculum Subcommittee (CCS)		
Time: 9:00 – 11:00 a.m., unless otherwise noted	Thursday, September 18, 2025	AD 167 / Zoom
	Thursday, October 16, 2025	AD 167 / Zoom
	Thursday, November 20, 2025	AD 167 / Zoom
	Thursday, December 11, 2025	AD 167 / Zoom
	Thursday, January 22, 2026	AD 167 / Zoom
	Thursday, February 26, 2026	AD 167 / Zoom
	Thursday, April 16, 2026	AD 167 / Zoom
	Thursday, May 14, 2026	AD 167 / Zoom

GFC Executive Committee (GFC EC)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Wednesday, August 27, 2025	AD 167 / Zoom
	Wednesday, September 24, 2025	AD 167 / Zoom
	Wednesday, October 15, 2025	AD 167 / Zoom
	Wednesday, November 19, 2025	AD 167 / Zoom
	Wednesday, January 14, 2026	AD 167 / Zoom
	Wednesday, February 11, 2026	AD 167 / Zoom
	Wednesday, March 11, 2026	AD 167 / Zoom
	Wednesday, April 15, 2026	AD 167 / Zoom
	Wednesday, May 13, 2026	AD 167 / Zoom
Graduate Academic Program Subcommittee (GAPS)		
Time: 10:00 a.m. – 12:00 p.m., unless otherwise noted	Wednesday, October 8, 2025	AD 167 / Zoom
	Wednesday, November 5, 2025	AD 167 / Zoom
	Wednesday, December 10, 2025	AD 167 / Zoom
	Wednesday, January 21, 2026	AD 167 / Zoom
	Wednesday, February 11, 2026	AD 167 / Zoom
	Wednesday, March 411, 2026	AD 167 / Zoom
	Wednesday, April 8, 2026	AD 167 / Zoom
	Wednesday, May 6, 2026	AD 167 / Zoom
	Wednesday, May 27, 2026	Zoom
Research and Scholarship Committee (RSC)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Thursday, September 18, 2025	AD 167 / Zoom
	Thursday, October 16, 2025	AD 167 / Zoom
	Thursday, November 20, 2025	AD 167 / Zoom
	Thursday, January 15, 2026	AD 167 / Zoom
	Thursday, February 12, 2026	AD 167 / Zoom
	Thursday, March 12, 2026	AD 167 / Zoom
	Thursday, April 16, 2026	AD 167 / Zoom
	Thursday, May 14, 2026	Zoom
Teaching and Learning Committee (TLC)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Tuesday, September 16, 2025	AD 167 / Zoom
	Tuesday, October 14, 2025	AD 167 / Zoom
	Tuesday, November 18, 2025	AD 167 / Zoom
	Tuesday, January 13, 2026	AD 167 / Zoom
	Tuesday, February 10, 2026	AD 167 / Zoom
	Tuesday, March 10, 2026	AD 167 / Zoom
	Tuesday, April 14, 2026	AD 167 / Zoom
	Tuesday, May 12, 2026	AD 167 / Zoom

2026-2027

University of Calgary General Faculties Council and Standing Committees Schedule

GFC Executive Committee Approval: 2025-03-12

	Date	Location
1:30 – 3:00 p.m. Standing Committee Chairs Orientation	Wednesday, September 9, 2026	AD 167 / Zoom
1:30 – 3:00 p.m. Members Orientation	Thursday, September 10, 2026	Zoom
General Faculties Council Meetings		
Time: 1:30 – 4:30 p.m., unless otherwise noted	Thursday, October 8, 2026	BI 587
	Thursday, November 5, 2026	BI 587
	Thursday, December 3, 2026	BI 587
	Thursday, February 4, 2027	BI 587
	Thursday, March 4, 2027	BI 587
	Thursday, April 1, 2027	BI 587
	Thursday, May 6, 2027	BI 587
	Thursday, June 3, 2027	BI 587
General Faculties Standing Committee Meetings		
Academic Planning and Priorities Committee (APPC)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Monday, September 28, 2026	AD 167 / Zoom
	Monday, October 26, 2026	AD 167 / Zoom
	Monday, November 16, 2026	AD 167 / Zoom
	Monday, December 7, 2026	AD 167 / Zoom
	Monday, January 11, 2027	AD 167 / Zoom
	Monday, February 1, 2027	AD 167 / Zoom
	Monday, February 22, 2027	AD 167 / Zoom
	Monday, March 15, 2027	AD 167 / Zoom
	Monday, April 5, 2027	AD 167 / Zoom
	Monday, April 26, 2027	AD 167 / Zoom
	Monday, May 17, 2027	AD 167 / Zoom
	Monday, June 7, 2027	AD 167 / Zoom
	Monday, June 21, 2027	AD 167 / Zoom
Academic Program Subcommittee (APS)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Monday, September 21, 2026	AD 167 / Zoom
	Monday, October 19, 2026	AD 167 / Zoom
	Monday, November 23, 2026	AD 167 / Zoom
	Monday, January 25, 2027	AD 167 / Zoom
	Monday, March 1, 2027	AD 167 / Zoom
	Tuesday, April 19, 2027	AD 167 / Zoom
	Monday, May 31, 2027	AD 167 / Zoom
Calendar and Curriculum Subcommittee (CCS)		
Time: 9:00 – 11:00 a.m., unless otherwise noted	Thursday, September 17, 2026	AD 167 / Zoom
	Thursday, October 15, 2026	AD 167 / Zoom
	Thursday, November 19, 2026	AD 167 / Zoom
	Thursday, December 10, 2026	AD 167 / Zoom
	Thursday, January 21, 2027	AD 167 / Zoom
	Thursday, February 25, 2027	AD 167 / Zoom
	Thursday, April 15, 2027	AD 167 / Zoom
	Thursday, May 13, 2027	AD 167 / Zoom

GFC Executive Committee (GFC EC)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Wednesday, August 26, 2026	AD 167 / Zoom
	Wednesday, September 23, 2026	AD 167 / Zoom
	Wednesday, October 14, 2026	AD 167 / Zoom
	Wednesday, November 18, 2026	AD 167 / Zoom
	Wednesday, January 13, 2027	AD 167 / Zoom
	Wednesday, February 10, 2027	AD 167 / Zoom
	Wednesday, March 10, 2027	AD 167 / Zoom
	Wednesday, April 14, 2027	AD 167 / Zoom
	Wednesday, May 12, 2027	AD 167 / Zoom
Graduate Academic Program Subcommittee (GAPS)		
Time: 10:00 a.m. – 12:00 p.m., unless otherwise noted	Wednesday, September 16, 2026	AD 167 / Zoom
	Wednesday, October 14, 2026	AD 167 / Zoom
	Wednesday, November 18, 2026	AD 167 / Zoom
	Wednesday, December 9, 2026	AD 167 / Zoom
	Wednesday, January 20, 2027	AD 167 / Zoom
	Wednesday, February 24, 2027	AD 167 / Zoom
	Wednesday, March 17, 2027	AD 167 / Zoom
	Wednesday, April 14, 2027	AD 167 / Zoom
	Wednesday, May 12, 2027	AD 167 / Zoom
	Wednesday, June 2, 2027	AD 167 / Zoom
Research and Scholarship Committee (RSC)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Thursday, September 17, 2026	AD 167 / Zoom
	Thursday, October 15, 2026	AD 167 / Zoom
	Thursday, November 19, 2026	AD 167 / Zoom
	Thursday, January 14, 2027	AD 167 / Zoom
	Thursday, February 11, 2027	AD 167 / Zoom
	Thursday, March 11, 2027	AD 167 / Zoom
	Thursday, April 15, 2027	AD 167 / Zoom
	Thursday, May 13, 2027	AD 167 / Zoom
Teaching and Learning Committee (TLC)		
Time: 2:00 – 4:00 p.m., unless otherwise noted	Tuesday, September 15, 2026	AD 167 / Zoom
	Tuesday, October 13, 2026	AD 167 / Zoom
	Tuesday, November 17, 2026	AD 167 / Zoom
	Tuesday, January 12, 2027	AD 167 / Zoom
	Tuesday, February 9, 2027	AD 167 / Zoom
	Tuesday, March 9, 2027	AD 167 / Zoom
	Tuesday, April 13, 2027	AD 167 / Zoom
	Tuesday, May 11, 2027	AD 167 / Zoom

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held March 12, 2025

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

Approval of the 2025 GFC Member Survey

The EC heard that the proposed survey incorporates the revisions suggested by the EC at the last meeting, that it is intended to launch the survey near the end of the April 3, 2025 GFC meeting, and that a copy of the Qualtrics version of the survey will be made available to Deans so it can be adapted for use as a Faculty Council member survey if desired.

The EC voted to approve the 2025 GFC member survey and process.

Approval of Revisions to the 2025-2026 GFC and GFC Standing Committees Meeting Schedule and the 2026-2027 Meeting Schedule

The EC heard that the proposed revisions to the 2025-2026 meeting schedule improve the flow of business from one committee to another, and that the proposed 2026-2027 meeting schedule is laid out in the same pattern.

Discussion included:

- Where the new GFC meeting space, BI 587, is located on the main campus

- Whether the post-pandemic model of having the GFC meetings alternate between in-person and virtual modality should continue.

  o The multi-screen display of participants makes it difficult to see all fellow GFC members during a virtual meeting.

  o Engagement appears to be higher during in-person GFC meetings, and discussions are found to be more robust in in-person meetings.

  o Holding in-person meetings is good for rebuilding the campus culture.

  o The virtual GFC meetings have been good for accessibility, as some GFC members are not from the main campus.

  o In response to a question, it was reported that BI 587 does have better technology features than the current meeting space, but the same concerns about effectiveness exist and it is still not ideal to hold GFC meetings in a hybrid manner as the same concerns raised about multi-screen display of participants and other limitations still exist.

In response to questions, it was reported that:

- The standing committee meetings will continue to be held in hybrid modality because the bodies are relatively small and because the meeting space, A 167, is equipped to allow for effective virtual participation.

- There is no requirement that the University return to fully in-person meetings.

- It is desired to communicate the modality of GFC meetings well in advance so that members can plan, and so the suggestion to switch any meetings with lighter agendas to virtual modality, while appealing, is not feasible as the agenda sometimes does not finalise until around the time of the upload one week ahead of a meeting.

- In the event of a storm or other incident that would impact GFC members being able to safely attend an in-person meeting, the meeting could be switched to virtual modality.

The EC decided that the GFC meetings will return to being scheduled as in-person only, starting with the 2025-2026 meeting year, and that the 2025-2026 and 2026-2027 schedules should be amended to reflect this.

The EC then voted to approve the revisions to the 2025-2026 GFC and GFC standing committees meeting schedule and the proposed 2026-2027 GFC and GFC standing committees meeting schedule, with the requested amendment.

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

The EC heard that the revisions to the Academic Staff Criteria and Processes Handbook are lighter housekeeping revisions only this year because the Collective Agreement is currently under negotiation, and that more substantive revisions including to align with the new Collective Agreement will be made next year. The EC then heard a description of the current proposed revisions, including updating Human Resources to People and Culture, updating people's titles, defining majority vote, revising the description of Faculty selection process record keeping practices, clarifying the Academic Appointment Selection Committee member responsibilities, describing practices relating to recording candidate interviews, removing the requirement for annual reporting of strategic hires as this reporting is done in other ways, and providing that a Dean may delegate participation in some hiring processes.

In response to questions, it was reported that:

- The language around "majority vote" in C.3.1.9 mirrors the language in the Collective Agreement.

- There is usually more than one candidate interview in the academic appointment selection process, and it is intended that a selection committee member abstain from voting if they did not participate in or review the recording of all interviews.

It was suggested that section C.3.1.9 be revised to read "*A voting member who did not attend **in real time** or review a recording of a candidate's interview…*". Using the words "in real time" (or similar) adds desired clarity but allows for members to participate in-person or virtually.

Review of the Draft March 6, 2025 GFC Agenda

The EC reviewed the draft April 3, 2025 GFC agenda, hearing that it is expected that the renovations will be complete and the meeting can be held in the new GFC meeting space, BI 587.

Prepared by the University Secretariat on behalf of Ed McCauley, Chair, and Sandra Davidson, Vice-Chair

Academic Planning and Priorities Committee
Report to the General Faculties Council
For the meeting held on February 24, 2025

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

Master of Environmental Design (MEDes) Program Changes: Degree Name Change and Specialization Terminations

The Committee reviewed the proposal to change the name of the School of Architecture, Planning and Landscape's (SAPL's) Master of Environmental Design (MEDes) degree to the Master of Design Research (MDR). The rationale for the change is that the term "environmental design" is no longer associated with the professional design disciplines of architecture, planning, and landscape architecture. The Committee heard that the name MDR encompasses all professional design fields while highlighting the research-based nature of the program.

The Committee learned that the MDR is intended for students who hold a professional design degree, such as SAPL's Master of Architecture (MArch), Master of Planning (MPlan), or Master of Landscape Architecture (MLA), or a similar credential from other institutions. The MDR is also suitable for students graduating from five-year undergraduate architecture programs.

The Committee heard that the MEDes specializations proposed for termination are legacy specializations that have not been used since the MEDes changed to a thesis-based program in 2008. The MEDes specialization in Environmental Design remained active as an administrative category and will serve the same purpose for the MDR once it is renamed as the specialization in Design Research. The Committee learned that all named graduate degrees have a specialization (area of study) of the same name in the Alberta government's Provider and Program Registry System (PaPRS), which is not printed on the degree parchment.

The APPC approved the name change for the MEDes with specialization in Environmental Design to the MDR with specialization in Design Research, as well as the termination of the MEDes specializations in Environmental Science, Industrial Design, Urban Design, and Planning, effective July 1, 2025.

Termination of the University of Calgary in Qatar (UCQ) Academic Programs

The Committee reviewed the proposal to terminate all academic programs offered at the University of Calgary in Qatar (UCQ): the undergraduate Diploma of Nursing, the Bachelor of Nursing, the Bachelor of Nursing Foundation Year, and the Master of Nursing. The Committee heard that the programs are being terminated alongside the forthcoming closure of the UCQ. The University of Calgary will no longer have a presence in the State of Qatar, which has successfully established the capacity to lead its own nursing programs at local institutions.

The Committee heard that there are no graduate students currently enrolled at UCQ. All remaining undergraduate students are either on-track to graduate in June 2025 or are being supported with transfer to another institution. A small number of UCalgary staff remain at UCQ until the wind-down of operations is complete.

The APPC approved the termination of academic programs offered by the UCQ, effective August 31, 2025.

Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair, Academic Planning and Priorities Committee.

Academic Planning and Priorities Committee
Report to the General Faculties Council
For the meeting held on March 10, 2025

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

Revisions to Calendar Section *Faculty of Graduate Studies Scholarships and Awards*

The Committee reviewed the proposed revisions to the *Faculty of Graduate Studies Scholarships and Awards* Calendar regulations. The substantive change proposed was an increase to the dollar values for the maximum amount that a student is permitted to hold in UCalgary competitive academic awards to keep pace with the recent increases in Tri-agency scholarship values. The Committee learned that a maximum is set to ensure fair distribution of the University's internal competitive academic awards, but that certain types of funding do not count towards the maximum. Exempt funding sources are listed in the regulations, and include graduate program funding, supervisor funding, and pay from Graduate Assistantships.

The Committee heard that the fair distribution regulations are only intended to apply to internal UCalgary awards, and that all Indigenous funding is exempt. The Committee determined that further revisions, beyond those proposed, would be required to clarify these points.

The Committee approved the proposed revisions to *Faculty of Graduate Studies Scholarships and Awards*, effective for the 2025-2026 Calendar. The Committee directed that this Calendar section be further revised to clarify how the regulations apply to internal awards versus external awards, and to clarify the regulations regarding the exemption for Indigenous funding in consultation with the Graduate Academic Program Subcommittee (GAPS) Calendar Working Group, and that the new revisions be brought to the APPC for approval.

Revisions to the Calendar Section *Credentials and Nomenclature* for Transdisciplinary Graduate Programs

The Committee reviewed the proposed revisions to the *Credentials and Nomenclature* Calendar section, which were to add information about the new Transdisciplinary graduate programs. The Committee heard that the Doctor of Philosophy (PhD) in Transdisciplinary Research, the thesis-based Master of Transdisciplinary Research (MTR), the course-based Master of Transdisciplinary Studies (MTST), and the Graduate Certificates in Transdisciplinary Studies I and II have all been approved by the Ministry of Advanced Education. The PhD, MTR, and Graduate Certificate I are open for Fall 2025 admission, but the Graduate Certificate II and MTST have not yet opened for admission as these programs are completed through a laddered pathway that starts with Graduate Certificate I. The Committee was advised that the GAPS requested amendments to the remove information regarding the MTST and Graduate Certificate II from the Calendar since that those programs have not yet been launched.

The Committee learned that "interdisciplinary degree" is a general term to describe an individual student's thesis-based Master's or PhD degree in which they are doing research that does not fit within the traditional disciplinary requirements of a single graduate program. Some graduate programs offer interdisciplinary specializations that formalize this. Conversely, the term "transdisciplinary degree" refers to a specific credential (MTR, MTST or the PhD in Transdisciplinary Research) offered by the FGS, which has specific degree requirements and thematic specializations.

The Committee requested an amendment to the new language on Transdisciplinary Credentials to remove references to interdisciplinary degrees. The Committee approved the proposed revisions to Calendar Section *Credentials and*

Nomenclature effective for the 2025-2026 Calendar, with the reported and requested amendments.

Revisions to Graduate Regulations G.A.3 *Graduate Admission Categories*

The Committee reviewed the proposed revisions to the Section G.A.3 *Graduate Admission Categories* of the Graduate Regulations to remove information regarding interdisciplinary students, and to update information regarding visiting students. The Committee heard that "interdisciplinary students" is not a formal admission category, and information on interdisciplinary program options is provided in the *Credentials and Nomenclature* section of the Calendar. The Committee learned that the rationale for the revisions to the Visiting Students category is to provide more clarity on the process and help ensure that prospective visiting students are aware that they need to apply for admission and be registered as a student during their tenure at UCalgary.

The Committee approved the proposed revisions to Graduate Regulations G.A.3 *Graduate Admission Categories*, effective for the 2025-2026 Calendar.

Revisions to the Calendar Section P.2.5 *Graduate Student General Fees*

The Committee reviewed the proposed revisions to the distance delivery program information in Calendar Section P.2.5 *Graduate Student General Fees.* The revisions were to add the Master of Social Work (MSW), as all MSW degrees are now offered as distance delivery programs, and to remove the Lethbridge location, as the Faculty of Social Work stopped offering graduate programs from Lethbridge in 2021-2022.

The Committee heard that the GAPS requested amendments to the proposed revisions to remove the Precision Health Medicine program, and to strike "campus" and replace with "site" in reference to the Faculty of Social Work's Edmonton location in alignment with other references within the Calendar. The Committee learned that although the Precision Health program has been delivered fully online since it was launched during the Covid-19 pandemic, it was not originally approved as a distance delivery program. As such, the program's modality needs to be updated before it can be added to the distance delivery programs list.

The Committee approved the proposed revisions to Section P.2.5 *Graduate Student General Fees*, effective for the 2025-2026 Calendar, with the reported amendments.

Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair, Academic Planning and Priorities Committee.

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held March 11, 2025

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

Recommendation of the UCalgary Course Experience Survey Operating Standard and Recommendation of Revisions to the Teaching and Learning Committee Terms of Reference

The TLC was reminded that a next step in the rollout of the UCalgary Course Experience Survey (UCES) is to develop an operating standard as the guidelines for the previous institutional course survey, the Universal Student Ratings of Instruction (USRI), date to 1998 and need updating. It was noted that the proposed UCES Operating Standard does not introduce significant change to processes but incorporates changes such as reference to the new course survey platform, and that effort has been made to produce a helpful operating standard as it is important to support students in completing the surveys and faculty in receiving the results. The TLC heard that the feedback offered by members at the January 14, 2025 TLC meeting was incorporated into the current draft.

The TLC heard that it has been determined that the responsibility to regularly review the UCES Operating Standard should rest with the TLC as the members have expertise in this area, and so this will be proposed to the General Faculties Council (GFC).

Discussion included:

- It was requested that Section 3.2 of the UCES Operating Standard be revised to include that the Taylor Institute is involved in the administration of the UCES through the Explorance Blue platform.

- A suggestion to revise Section 3.13, which describes the pop-up agreement statement that students see when accessing course survey results, was countered because students can access survey results beyond simply the last course offering. It was noted that it will be important to develop resources and communications that make clear to students that a course's content and assessment practices can change over time. It was further observed that some courses, such as "Topics in…", use the same course number but are very different iterations.

In response to questions, it was reported that:

- The process for Heads and Deans to access UCES reports is not changing.

- Courses with enrolment of less than eight students can use the UCES upon approval by the Dean or their designate.

- Students can access the course survey results for any course, not just for courses they have been enrolled in. The information can be useful for course selection purposes.

- The Continuing Education unit currently manages its own course survey system and has a different reporting structure.

The TLC voted to recommend that the General Faculties Council: 1) approve the UCES Operating Standard, and 2) revise the Terms of Reference of the Teaching and Learning Committee to delegate the responsibility to review and approve revisions to the UCES Operating Standard, effective immediately, with the requested amendment.

Bookstore of the Future Task Force – Academic Materials Sub-Committee

The TLC heard that there is work underway to consider the future of the University Bookstore in providing academic/course materials, as the Bookstore is not sustainable as it currently operates. A previous move to consider privatization of the Bookstore was met with strong negative reaction by the University community. The Provost and Vice-President (Academic) and the Vice-President (Finance) and Chief Financial Officer have established the *Bookstore of the Future Task Force* to examine the current teaching and learning environment at the University and if/how the Bookstore can meet evolving needs. The task force has two subcommittees: the Subcommittee on the Provision of Course Materials and the Subcommittee on Branding and Campus Connections.

It was reported that increased use of digital textbooks, increased use of open educational resources (OERs), changes in student preferences and behaviour, and seller competition are examples of factors that have affected the provision of course materials by the Bookstore. Fewer faculty and students engage with the Bookstore for course materials than in the past. It is posited that, at a minimum, the Bookstore should operate on a cost-recovery basis.

In response to questions, it was reported that:

- Only 36% of the University's courses now use textbooks.

- The Bookstore on the Foothills campus is more sustainable than the Bookstore on the main campus due to the smaller footprint and the nature of the materials sold.

- Acquisition of textbooks for sale in the Bookstore is done in consideration of data on how many textbooks have been purchased previously.

Discussion included:

- The value proposition of the Bookstore may have arguably diminished over time, as academic/course materials can be acquired in other more affordable and convenient-to-use ways than traditional hardcopy books, and it is expected that demand for traditional materials will decrease even more over time, however, it is important to know that students have reliable local access to traditional course materials when needed.

- Other institutions have decreased the size of their bookstores, and some operate these more as gift and branded apparel stores.

- Some large classes cannot reasonably switch to using course packs in place of books.

- Accessibility must be considered. Not all students have the resources to use digital course materials, so a variety of options is needed.

- A University operation that provides meaningful services to students and staff does not necessarily need to be operated under a business model.

- The system for having textbooks made available to students in the Library is complicated, and the Library may not have budget to purchase copies of all materials.

- Some instructors are choosing less-than-ideal course materials (i.e. some OERs) in effort to spare students expense beyond tuition/fees. Some instructors are making a textbook suggested rather than required, as students should not be forced into expenses beyond tuition/fees, and so many students will choose not to purchase the textbook from the Bookstore.

- Perhaps the Bookstore could branch out to centrally coordinating course materials other than textbooks, such as case study and simulation materials. This may also help with ensuring copyright

compliance.

- Copyright compliance is easier now than in the past as materials can include links to publications, and including links can reduce the cost of the material.

- In relation to the University's digital learning and transdisciplinary research priorities, perhaps the University could put resources into the development of higher quality OERs and perhaps these could be made available through the Bookstore.

- Moving to entirely digital course materials will not work in some cases. The Indigenous Students Access Program (ISAP) purchases textbooks for students, and the ISAP Office should be included in the task force's consultation on this matter.

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:

- Some courses are offered virtually and asynchronously. There are concerns about this format, including how to protect the intellectual property of the instructor and that an instructor may record and post lectures but not be effectively engaged with students.

  - Discussion included that modality is an important pedagogical consideration, that asynchronous courses offer flexibility that some students want/need, that assessment in asynchronous courses has to be thoughtfully planned such as to preserve academic integrity, that option for some direct contact between instructor and students such as through office hours is necessary, and that it is important to pay attention to students' course survey responses.

- The *AI-CADEMY: Canada Summit for Post-Secondary Education* conference was held March 6-7, 2025, in Calgary. Topics of discussion included that AI (artificial intelligence) is increasingly being used for tailored course design and for personally-designed course assignments including in different languages.

  - Discussion included that AI can be used for teaching assistance also, and that courses relating to the use of AI are being offered by the Continuing Education unit. It was noted that it is expected that the TLC will see items relating to AI and teaching and learning on future agendas.

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

**Report to General Faculties Council
on the Meeting of the Board of Governors (Open Session), March 21, 2025
From the Member of The Board nominated by GFC**

1. Meeting Opening (8:03-8:12)

1.1 This meeting was called to order by the Chair of the Board of Governors (BG), Mark
Herman, at 8:03 am.

1.2 Traditional Land Acknowledgement - Ermia Rezaei-Afsah.

1.3 COI statement (Herman). No COI noted.

1.4 Remarks of the Chair (Herman)

Discussion of rules of conduct during the opening of the meeting. Following no comments
or concerns the Agenda was approved

2.0 Safety Moment (8:10) (Michael Van Hee). PowerPoint presentation.
Description of the Safety Performance Metrics (2019-2024). Examples of regulated safety
hazards: equipment, toxins, research animals, travel, field work, ergonomics,
construction, etc. Majority of injury are slips, trips and falls. Five consecutive years of less
than 0.8 TRIF. Lost time injuries – similar trend in less loss time. Benchmarked against
other Universities, like UC. Level 1 incidents rising but under review.

<u>**Action Items**</u> (8:11-10:02).

3.0 Adoption and Receipt of the Open Consent Agenda Items: (8:11-8:13, Mark
Herman). No objections. Agenda items adopted.

**4.0 Approval of the University of Calgary's 2025-2026 Consolidated and Capital
Budgets** (8:13-8:36**,** Davidson/Kim) PowerPoint presentation. Describing the
content included in the budget documents. Reviewed the Legislative Requirement:
we are not allowed to provide a deficit budget. Section 78 Post-Secondary Learning
Act. Described key assumptions and risks. Operating grant will remain the same in
2025-2026 (Revenues and Expenses described). Salaries, benefits, materials,
supplies, and services is highest portion of the budget (about 80%), as it should be.
Our primary business is academic, research and support of those activities.
Discussion of Revenues, government funding, tuition rates, etc. Conclusion is that it
is a balanced budget. BC and FPCC in agreement.

Questions: related to ordering items before tariffs to mitigate the risks to future costs.
Mike Van Hee adds their unit is identifying alternate sources or possibility of savings to
buy prior to tariffs. Spyhill is almost complete so not as much and issue. Taylor and
Kinesiology is on radar and larger focus of tariffs. Cost escalation is being evaluated.

Not able to assess in detail the geopolitical. Also, feedback provided by VPR office related to fact government has provided a list of items that may affect university, some discussion of remission/exemptions or a mechanism by where public sector units is reimbursed/offset.

5.0 Approval of the Dissolution of the University of Calgary in Qatar (8:37-8:46, Davidson – verbal presentation). Qatar university was always expected under agreement to transition over to their administration. Qatar university has indicated they are ready for transition. The last graduating class with UC oversight will be in May 2025. Many of the staff are interested in coming back to Canada, some wanted to stay in the region – this is part of the transition plan.)

Questions: Cost of dissolution? here was a mitigation of the costs via expansions and enrollments withing UC Calgary nursing, so there is no deficit associated with the management costs of exiting Qatar. Is this something we should do again? There has been solid review of what aspects would be done differently – e.g., preparing for extraction, on the positive good impacts are on the International reputation of UC. Perhaps changing our approach, by dovetailing into existing institutions. UC Qatar has succeeded while many other countries going in to do this have failed.

6.0 Approval of the Heritage Medical Research Building Health Sciences Animal Resource Centre Design and Construction Budget (8:47-8:52, Christensen/Van Hee – verbal presentation). Christensen - Occurring on Foothills, Spyhill and Main campus. Taking out a series of unused spaces and repurposing. Adjacent to existing animal care facilities. Ghali added - at the regulatory level, the biggest ACC challenging is a new push for all procedure rooms next to housing – so this is one of our needs to be upgraded.

Question: Can we fund these via industry or private donors. Discussion related to expectation of donor types related to uses of these facilities E.g. industry funds in relation to expected outcomes rather than ongoing overhead.

7.0 Approval of the UC Properties Group and UC Land Exchange (8:53-9:42, Van Hee, PowerPoint presentation) – showing map of the land exchange between UCPG and UC campus. Complicated development exchange. Removal of the materials handling building (e.g. chemicals are held for 2 weeks, to make sure containment) Have reviewed where to relocatee – decided adjacent to the physical plant. Strategies in place to deal with the storage building (no cost associated with moving this). FPCC (Paul) comments. Its in our interests for the property group – university is not 'worse off' – they landed with the conclusion its better to build out. Significant discussion on topics. Key point raised: Two years out for any return from UCPG to UC. No returns to date from West Campus development.

8.0 Approval of the Revisions to the Sexual and Gender Based Violence Polity Updates (9:46-10:02: Lacasse, verbal presentation) – Second time this policy is before the board for approval. This has been through a robust consultation process. Approving the revisions effective of July 1st, 2025. GFC has already approved. HRGC has reviewed and agrees a robust process, all recommendations were taken and made appropriately - they are comfortable with the documents. Faculty members should be directing students to the Sexual and Gender based violence office.

All above items being approved by vote, the meeting moved to information Items.

Information Items (10:03-10:14)

9.0 Report from the President (10:03, McAuley, PowerPoint presentation**)**
Town hall – great event; Research receives a boost from federal government around 13.4 million into energy sector research (e.g., carbon management); Crowchild Classic - 13,000 plus UC students/faculty/staff/alumni in attendance; International Year for Quantum (UN declared 2025 the year of Quantum, we had 4 members invited to attend the international gathering, and UC making huge strides in leading in this area worldwide -e.g., Q-City, Quantum Lab…); UCalgary Teaching Awards – 19 awards given out celebrating exemplary educators, we have amazing group of educators (indigenous ways of knowing to team teaching); New Lab Services Incentive Program (LSIP) enables small companies to work with UC to get validation and testing they need; Update on the Dinos games participation at UBC – high level of enthusiasm; Postdoc Research Slam is based on the 3-minute thesis – great for improving Post doc skills; Lecture of the Lifetime – David Hodgins Tuesday March 26th.

10.0 Reports from Board Members (10:14, Herman, in-package only - documents)
- Chancellor and Senate
- Alumni Association
- The General Faculties Council
- The University of Calgary Faculty Association
- Alberta Union of Provincial Employees
- Student Union

11.0 Other Business in the Open Session (10:15, Herman)

There being no other business, the March 21st meeting of the BG was adjourned.

12.0 Motion to Adjourn the Open Session and move to Closed Session (10:15, Herman)

Respectfully submitted, Shelley M. Alexander, PhD.

Senate Report for General Faculties Council

Meeting date: 27th February 2024

Report prepared and submitted by: Jeffrey Priest, GFC Representative
4:45 p.m. – 6:30 p.m. MST

- Welcome and Territorial acknowledgements (Chancellor).

- Opening remarks from the Chair. Included acknowledgement of Black History Month (March) and Women's Day (8th March), congratulations to Calgary Dinos women and men's hockey teams on winning Crowchild Classic. Highlighted that Senate recruitment was most successful. Highlighted upcoming 'Giving Day' and support for Student food hub. Reminded Senate members of 17th Lecture of a Lifetime (LOAL) coming up in March and appeal for members to register.

- Approval of Senate Agenda and Senate meeting minutes of September 12, 2024.

- Approval of revised Recruitment & Membership Committee TOR

- Provost gave update on events at University (standing in for Vice Chancellor). Highlighted that University received 3rd party review on Encampment incident from last year, exonerating University's response. Updated provided on 3 decanal searches. New Dean for Law (Dr Laura Spitz), in final stages of Schulich search with recommendation made to President. Search ongoing for Nursing. Highlighted Ucalgary Teaching Awards night celebrating 19 recipients across 9 faculties. Update successful creation of Office of Institutional Commitment (Andrew Zeko, Ex Dir March 1st) and Office of Signature Learning Experiences (Catherine Heggerud, Ex Dir July 1st). Update on challenges associated with International Student recruitment.

- Amanda Affonso (AVP Community Engagement) gave an update on OCS, including highlighting big activity of Ucalgary Giving Day.

- Honors Committee update: Presented recommendations for HD recipient pool (2 individuals), OTUC recipient (2 individuals) and Nomination for Senate Student Athlete Community Leadership Award (1 individual). Summary of each individual provided in-package. All recommendations accepted by Senate Vote..

- Community Engagement update: Highlighting activities associated with committee outreach

including upcoming LOAL, Youth Links Athletics initiative and event (7th February).

- Governance Committee update: Summary of updated policies including updated 'Code of Conduct' for Senate, updated Senate Media relations protocol and Partisan Political Activities Policy, full amended documents in-package.

- Recruitment and Membership Committee update: highlighted recruitment plan for upcoming cycle (4 Senators retiring and 5 up for renewal).

- Adjournment at 6:28 PM