UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
AGENDA

Meeting 628, April 11, 2024, 1:30 p.m.

In-Person Modality
Science Theatres 147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Brown[1]	PowerPoint	
3.	Safety Moment	Van Hee[2]	Document + PowerPoint	
4.	Remarks of the Chair	McCauley	Verbal	
5.	Remarks of the Vice-Chair	Werthner	Verbal	
6.	Question Period	McCauley	Verbal	
	Action Items			
7.	Approval of the March 7, 2024 Meeting Minutes	McCauley	Document	
8.	Election by GFC of Two Academic Staff Members to an Advisory Review Committee for the Dean of the Faculty of Social Work (note: the election will be held using an electronic form immediately following the meeting)	McCauley/McVie	Document	1:55
	Discussion Items			
9.	Revisions to the GFC Academic Staff Criteria and Processes Handbook	Yates[3]/Wheeler[4]	Document	2:00
	Information Items			
10.	*Item withdrawn*			
11.	Approved Revisions to the 2024-2025 GFC and GFC Standing Committees Meeting Schedule and the 2025-2026 Meeting Schedule	In Package Only	Document	2:30
12.	Approved Revisions to the Faculty of Veterinary Medicine Faculty Council Terms of Reference	In Package Only	Document	

Item	Description	Presenter	Materials	Estimated Time
13.	Standing Reports: a) Report on the March 13, 2024 GFC Executive Committee Meeting b) Report on the February 26, 2023 and March 11, 2024 Academic Planning and Priorities Committee Meetings c) Report on the March 12, 2024 Teaching and Learning Committee Meeting d) Report on the March 22, 2024 Board of Governors Meeting	In Package Only	Documents	
14.	Time to complete and submit the 2024 GFC Member Survey if members wish (the link will be live until April 30, 2024)	McCauley/McVie	Qualtrics link	2:30
15.	Other Business	McCauley		
16.	Adjournment Next meeting: May 9, 2024 (virtual - Zoom)	McCauley	Verbal	2:45

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. John Brown, Dean, School of Architecture, Planning and Landscape
2. Mike Van Hee, Vice-President (Services)
3. Robin Yates, Administrative Co-Chair, Academic Staff Criteria and Processes Handbook Working Group
4. Justine Wheeler, Academic Co-Chair, Academic Staff Criteria and Processes Handbook Working Group

Safety Moment

UCSafety mobile app

General Faculties Council
April 11, 2024

Mobile mass emergency notifications

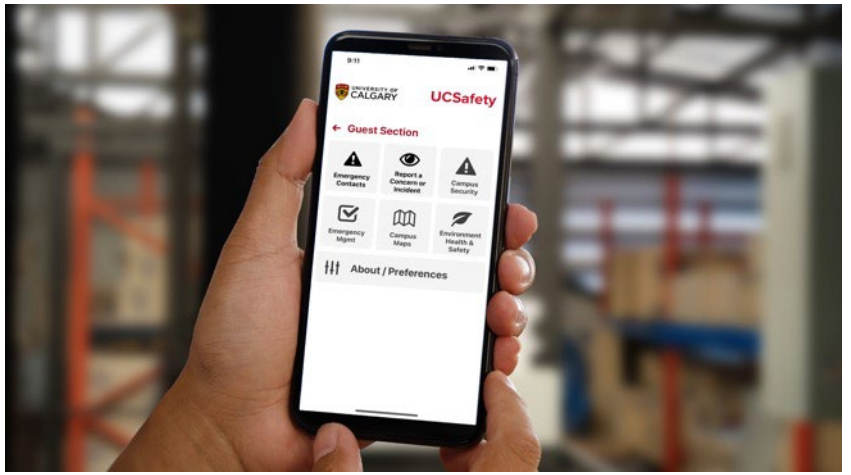
- Consolidated into one app: **UCSafety**
- Alertus mobile app is no longer used and can be deleted from devices

UCalgary uses multiple channels to ensure we can reach our community before, during, and after an emergency:

- alerts on your cellphone/tablets via the UCSafety app,
- desktop notifications on university-managed computers,
- messages through buildings' public address (PA) systems.

Download the app to receive alerts on your cellphone in case of an emergency on campus

Students, postdocs, faculty and staff have access to **all features**, once they log in.



External visitors (contractors, general associates, etc) have access to a **guest version**.

UCSafety is available for download on the App Store and on Google Play

Features available for everyone

- Access emergency contacts with the touch of a button;
- Report incidents or concerns;
- Learn about Environment, Health and Safety (EHS) standards and training;
- Learn about Emergency Management and how you can better prepare for emergencies;
- Access campus maps.

Additional features for UCalgary students, postdocs, faculty and staff

- Check in when you study or work alone;
- Use Friend Walk to share your location with a friend;
- Learn about IT security and privacy;
- Access more information on research security;
- Learn about Risk Management and Insurance's programs and services; and
- Find well-being resources.

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
Biographies of Candidates for Election

The voting for this election will be conducted electronically. A link to a MS Teams form, setting out equivalent to an election ballot, will be sent to General Faculties Council (GFC) members immediately following the April 11, 2024 meeting.

These are the biographies of the candidates who were nominated by the GFC Executive Committee and have agreed to stand for election:

Election of Two Academic Staff Members to the Advisory Review Committee for the Dean of the Faculty of Social Work

Susan Graham, Faculty of Arts

Academic Rank: Professor
Director, Owerko Centre
Scientific Director, Azrieli Accelerator
Discipline: Psychology, Clinical and Developmental
Recipient: Currently hold operating grants as PI from SSHRC and NSERC
Past Service: Recent selection committees for VPR, Dean of CSM, Dean of Science, Dean of Law review

Jennifer Lock, Werklund School of Education

Academic Rank: Professor

Discipline & Areas of Interest: Jennifer Lock is the Vice Dean (2019 – present) and was a former Associate Dean of Teaching and Learning (2012-17; 2018-19) in the Werklund School of Education. She is a member of the Learning Sciences specialization in Werklund. Her research interests include learning in technology-enabled learning environments, change and innovation in education, scholarship of teaching and learning, and learning in makerspaces.

Recipient (List of awards from 2016-present): Izaak Walton Killam Award for Graduate Supervision and Mentoring (2019); UofC Graduate Student Association (GSA) Excellence in Supervision Award (2018); Faculty of Graduate Studies, GREAT Supervisor Award (2017), & U Make a Difference Award (2016).

Past Service: GFC Teaching and Learning Committee (member); GFC Campus and Facilities Development Subcommittee (member); Eyes High Strategic Oversight Committee, GFC representative (2016-17); & External member on various UofC academic search committees.

Current Service: GFC Academic Staff Criteria and Processes Working Group (member); Chair of a number of Werklund academic search committees; & Chair of the Werklund Academic Awards Committee.

Heather Bensler, Faculty of Nursing

Dr. Bensler RN MSN EdD is a tenured associate professor (teaching) and the assistant dean academic partnerships with the Faculty of Nursing. She is responsible for leading the development of the Faculty of Nursing's Rural and Indigenous Community Route. Her previous leadership roles in the faculty include Director of Indigenous Initiatives (2017-2019) and Director of International Global Health (2020-2021).

Michael Wright, Haskayne School of Business

PhD from Queen's University
Rank of full professor
Professional designations - FCPA, FCGA (awarded Fellowship level from CGA and CPA for my contributions to the accounting profession)
Director and then Associate Dean of MBA programs for 5 years.
Member of Graduate Academic Program Subcommittee for 3 years
Haskayne representative on GFC two different times
Member of the Haskayne Masters committee for over 20 years.

UNIVERSITY OF CALGARY

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 alignment with the new Academic Performance Assessment process in the Collective Agreement between the Governors of the University of Calgary and the Faculty Association of the University of Calgary.

KEY CONSIDERATIONS

The proposed revisions to the Handbook are outlined in Appendix "A", and include the following key changes:

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

BACKGROUND

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

In June of 2023, the Governors of the University of Calgary and the Faculty Association of the University of Calgary ratified amendments to the Academic Performance Assessment provisions in the Collective Agreement. The new Academic Performance Assessment process includes Progression Through the Ranks Increases for faculty members who meet the expected standards of performance for their rank and stream, and Outstanding Achievement Awards for a limited number of faculty members who demonstrate exceptional and outstanding performance.

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

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

ROUTING AND PERSONS CONSULTED

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

NEXT STEPS

1. On April 12, the Handbook Working Group will review the feedback received from the GFC Executive Committee and the GFC and make appropriate updates to the document.
2. On April 17, the GFC Executive Committee will be asked to recommend the document for approval by GFC.
3. On May 9, GFC will be asked to approve the document. If the document meets the approval of GFC, the revised Handbook will be made available to academic staff members and applied in the 2025 assessment review.

SUPPORTING MATERIALS

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

HANDBOOK

UNIVERSITY OF CALGARY

GFC Academic Staff Criteria & Processes Handbook

as approved by

The General Faculties Council

Proposed draft revisions effective July 1, ~~2023~~2024

~~as~~ of May 2023

Preamble

*This Handbook has been developed to assist academic staff to understand **criteria** necessary for academic progression between and within ranks, including requirements for transfer, renewal, tenure, and promotion, as well as ~~merit~~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.

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PART A

Definitions, Authority, Faculty Guidelines,
Transitional Provisions

1. Definitions

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

i. "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 ~~is~~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.

~~xiii.~~xiv. "Partner Hire" refers to the partner of a marriage or equivalent such as an established unmarried relationship, of a Primary Hire who has the qualifications to hold an appointment as an academic staff member and who desires to do so.

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

a. has been recommended for an offer of appointment in accordance with the procedures outlined in this Handbook,
b. currently holds a Limited Term, Contingent Term or Continuing academic appointment or,
c. has been recommended for, or holds, either a non-academic or a Senior Leadership Team position.

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

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

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

2. Authority and General Considerations

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

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

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

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

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

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

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

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

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

3. Faculty Guidelines

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

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

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

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

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

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

3.7 Faculty Guidelines must include a statement or description:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

xvii. ~~off~~ the ways in which the Faculty recognizes systemic barriers that may prevent academic staff members of equity-deserving groups from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through ~~Merit~~Academic Performance Assessment. Examples of such barriers may include explicit and implicit service expectations, implicit bias and/or discrimination surrounding publication quality, community engagement as a pre-requisite for research and scholarship, and/or cognitive and implicit bias and/or discrimination, influencing application of criteria in Renewal, Transfer, Tenure, Promotion, and in ~~Merit~~Academic Performance Assessment,

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

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

a. within the Faculty but outside the discipline,
b. from outside the Faculty,
c. from outside the academy,
d. how trainees may serve on the committee,
e. how committee members will be appointed from a Faculty or Unit where an academic staff member is to be cross-appointed or seconded, and

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

3.8 Changes to Faculty Guidelines shall not take effect until:

i. approved by the Provost as being in compliance with this Handbook and the *Collective Agreement,*
ii. a copy is provided to the Faculty Association, and,
iii. the changes are posted on the Provost's website.

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

4. Transitional Provisions

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

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

[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.

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 ~~Merit~~Academic Performance Assessment

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

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

1.1 General Considerations

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

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

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

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

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

1.2 Research and Scholarship

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

[1] https://sfdora.org

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

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

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

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

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

i. fundamental research that creates new knowledge including research creation and creative practice,
ii. integration of knowledge which involves the synthesis of information across disciplines, and across topics within a discipline; research that involves entrepreneurship and/or innovation,
iii. systematic study of teaching and learning processes, including the scholarship of teaching and learning,
iv. application of knowledge to critically analyze texts, identify or solve a compelling problem in the community-at-large or challenge in society including knowledge engagement and transfer (the ways in which public and private sectors benefit from research), patents, and commercialization,
v. knowledge creation grounded in or engaged with Indigenous nations, communities, societies, or individuals that embraces the intellectual, physical, emotional and/or spiritual dimensions of knowledge and interconnected relationships with people, places and the natural environment. It is committed to building respectful relationships with Indigenous communities, valuing their existing strengths, assets and knowledge systems, and striving to meet community needs, through ethically and culturally appropriate means.

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

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

~~1.2.6~~1.1.1 ~~It is expected that academic staff members, as required by their rank and stream, shall actively participate in the evolution of their disciplines and professions, to remain current in their fields, and to disseminate the scholarly outcomes of their work in a variety of forms appropriate to their discipline or field.In their particular fields of endeavor, academic staff members are expected to meet ethical standards for research and scholarship, to adhere to University policies with respect to ethical conduct, and to act with integrity and honesty in conducting and communicating their scholarly work.~~

~~1.2.7~~1.1.1 ~~Academic staff members are normally required to seek funding to sustain their program of research and scholarship where applicable, as defined in the relevant Faculty Guidelines (see Part A.3.7.vi.).~~

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

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

1.3 Teaching

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

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

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

deliver academic programming.

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

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

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

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

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

~~1.3.6~~1.3.9 Educational leadership is a dimension of teaching that advances innovation of, and expertise in, teaching and learning, with impact beyond the classroom. This may include contributions to curricular development and renewal, pedagogical innovations, evidence-~~based~~informed and/or practice-based educational activities including Indigenous teaching practices, the sharing of pedagogical expertise through publications, or formal educational leadership roles in the academic unit or beyond.

~~1.3.7~~1.3.10 The University also recognizes the legitimate role of academics in collaborating with partners in knowledge creation and innovation, or as 'knowledge brokers' in transferring new knowledge and innovations to persons in government, business, industry, the professions, and broader communities through the organization and presentation of seminars, workshops, and

short courses.

1.4 Service

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

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

~~1.4.2~~1.4.3 The degree and number of service activities to which an academic staff member contributes may vary depending on career stage, rank, and stream. Appropriate levels of service shall be expected of each rank. Nevertheless, for individuals whose duties include research and scholarship as well as teaching, the normal expectations for these duties cannot be fulfilled by service activity in the absence of written agreements with the Dean. Meeting the expectation for service should normally require a smaller portion of effort than is required for the functions of research and scholarship as well as teaching.

~~1.4.3~~1.4.4 Service to the University may include participation in Program or Unit-level, Department or Division, Faculty, and University committees, councils, task forces, *ad hoc* teams, and governing bodies, or other parts of the University including the Faculty Association. Activities that

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

~~1.4.4~~1.4.5 Service to an academic staff member's disciplines or profession may include membership on committees or executive bodies of academic or professional organizations, editorial boards of disciplinary or interdisciplinary journals, national or international granting agency councils, on grant selection committees and adjudication panels of regional, provincial, national, or international agencies, and similar professional activities. Service may also involve organization of conferences, seminar series, workshops or presentation of short courses within the University, the broader community, or within the national and/or international arena.

~~1.4.5~~1.4.6 Service to the community and general public takes place in several forms. Public or community service involves the contribution of an academic staff member's professional and disciplinary expertise to the community and public-at-large in association with their University appointment. Academic staff members may contribute to general, professional, or cultural communities, the province, and the nation, as well as globally, by reciprocal application of their scholarly or professional expertise, knowledge engagement and transfer, thereby bringing recognition to the University. Other service to the community that flows from the discipline, or field, or that accrues through other distinguished service to the University and/or the community may be acknowledged when it brings distinction to the University and/or community.

~~1.4.6~~1.4.7 With regard to all service activities as outlined above, serving as Chair/Co-Chair or Executive Membership, for example, could carry significantly more weight than that of membership. Serving as Editor or Associate Editor, or as a member of an Editorial Board for a

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

~~1.4.7~~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 ~~Merit~~Academic Performance Assessment.

~~1.4.8~~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 ~~Merit~~Academic Performance Assessment.

1.5 Administrative Duties

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

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

2.1 General Considerations

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

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

2.2 Hiring, or Transfer Requirements for Assistant Professor

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

2.3 Hiring, Transfer, or Promotion Requirements for Associate Professor

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

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

i. evaluation by external referees as recognized authorities external to the University, who are qualified to evaluate the applicant,
ii. publication of high-quality peer-reviewed works in appropriate journals of the field, or equivalent juried creative work
iii. creative or professional awards or prizes that bring distinction to the University,
iv. keynote address or invited speaker to conferences, seminars, or workshops, at the local, regional, national or international level, relevant to the discipline or field,
v. service as an expert to a recognized organization,
vi. election or appointment as a member or leader of a scholarly society,
vii. service as peer reviewer for journals or granting bodies including *ad hoc* reviewing,
viii. participation in research networks, consortia, or research teams.

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

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

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

2.3.6 When an academic staff member holds a tenure-track appointment at the rank of Assistant

Professor, the granting of promotion to the rank of Associate Professor normally carries with it the granting of tenure.

2.4 Hiring, Transfer, or Promotion Requirements for Professor

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

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

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

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

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

v. invitation to contribute to edited collections,

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

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

viii. service as an expert to a recognized organization,

ix. selection or appointment as a member or leader of a scholarly society.

2.4.2 Appointment at, transfer into, or promotion to, the rank of Professor is a recognition of the highest quality of contributions to research and scholarship, teaching, and service including leadership contributions and/or impact or innovation within the relevant community, discipline, or field, resulting in distinguished recognition.

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

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

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

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

2.5.1 Where appropriate to the discipline or field, appointment to, or transfer into, this rank may require completion of the highest rank of academic training or relevant professional designation. Evidence or promise of teaching effectiveness or competency in teaching and learning (e.g., as part of a Teaching Dossier), an awareness of how to apply scholarly approaches to teaching and learning practices, participation in reflective practice, and professional learning activities related to teaching and learning may be necessary. Commitment to, or experience with, defining learning goals, supporting student learning activities and engagement, and creating assessment strategies may also be required.

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

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

2.6.1 In addition to the requirements for an Assistant Professor (Teaching), appointment at, transfer into, or promotion to, the rank of Associate Professor (Teaching) requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning and student engagement, to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative activities that inform and expand the academic staff member's knowledge base as an Associate Professor (Teaching). Depending on duties assigned, and as defined in Faculty Guidelines (see Part A.3.7.xiii.) this may include, but may not be limited to, conducting and disseminating research and scholarship to advance knowledge in the teaching and learning community, supporting academic development of students, trainees, and colleagues, and engaging in educational leadership beyond the classroom.

2.6.2 Appointment at, transfer into, or promotion to, the rank of Associate Professor (Teaching) requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one's teaching, learning and assessment practices.

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

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

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

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

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

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

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

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

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

Some *examples* are as follows:

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

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

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

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

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

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

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

2.8 Requirements for Academic Staff in Administrative and Professional Streams

2.8.1 Librarians

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

2.8.2 Counsellors

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

2.8.3 Other (Administrative and Professional Academic Staff)

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

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

3. Criteria for Renewal, Transfer, Tenure and Promotion

3.1 General Considerations

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

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

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

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

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

3.2 Tenure and Promotion in the Teaching and Research Stream

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

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

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

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

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

3.3 Tenure and Promotion in the Teaching-Focused Stream

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

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

To this end, the FTPC shall:

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

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

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

3.4 Promotion to Professor or Professor (Teaching)

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

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

3.5 Transfer between Streams

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

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

3.6 Additional Considerations for Renewal, Tenure and Promotion

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

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

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

3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams

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

i. review evidence of the academic staff member's accomplishments since appointment to the University of Calgary,
ii. then consider the academic staff member's overall career pattern taking into account the time elapsed since completion of their highest degree of professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors, and,
iii. in assessing the evidence presented to it, use criteria provided in the relevant Unit Guidelines or criteria referred to above.

4. Criteria for ~~Merit~~Academic Performance Assessment

4.1 General Considerations

4.1.1 In assessing performance and ~~assigning merit~~determining PTR and nominating academic staff members for OAA, the Head or equivalent shall base their assessments on the requirements set out in ~~Part~~Parts B.1 ~~and,~~ B.2, and B.4 of this Handbook and Faculty Guidelines.

4.1.2 Article 29.2.2 of the *Collective Agreement* states that criteria for assessing academic staff members shall be applied in a manner consistent with assigned duties as outlined under Article 12.

4.1.3 Article 29.2.2 of the *Collective Agreement* further states that ~~merit~~PTR and OAAs shall be assessed on the full duties performed by the academic staff member.

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

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

~~1.1.1 Article 29.2.6 of the *Collective Agreement* states that as an academic staff member progresses through a rank, the normal expectation of performance rises.~~

~~1.1.2 Article 29.3.9.2 of the *Collective Agreement* also states that the awarding of increments of any amount may not be indicative of success in applications for Renewal, Tenure and Promotion.~~

4.1.6 Heads or equivalents are uniquely qualified to assess the impact of the academic staff member's contributions in the particular community, discipline, or field, and are charged with the responsibility of preparing written ~~performance assessments which are critical for Faculty Merit Committees (FMC). Written assessments should include comments on the quantitative and qualitative contributions an academic staff member has made during the reporting period. Evaluative comments should be included, in a concise format, wherever possible and appropriate, and summarize contributions in research and scholarship, creative and/or professional activities, teaching activities, and service activities, according to assigned duties.~~recommendations to the Dean in cases where the Head believes that the academic staff member is not meeting the standards for a PTR increase. These written recommendations must describe how the academic staff member is deficient in meeting the standards outlined in this document and Faculty Guidelines.

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

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

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

4.2 PTR Increases

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

4.3 OAAs

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

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

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

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

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

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

~~4.2.2~~4.4.2 The assessment of research and scholarship activities shall be based upon expectations outlined in Part B.1 ~~and~~, across different ranks and streams in Part B.2, Part B.4, and the relevant Faculty Guidelines.

~~4.2.3~~4.4.3 All research, scholarship, and other creative activities shall be assessed on the merits of the work, regardless of the form in which they appear, and subject to the same rigor of informed peer review or appropriate refereeing. It may be important for Heads and/or Deans to engage in post- publication review to assess value and impact where traditional peer review is not appropriate or applicable.

~~4.2.4~~4.4.4 Faculties will articulate how and when the Faculty credits scholarly work in various stages of publication (see Part A.3.7.x.).

~~4.2.5~~4.4.5 In assessing research and scholarship activities, the Head or equivalent and the members of the ~~FMC,~~FAC should be attentive to the evolving and changing nature of research and scholarship, and the ways in which knowledge is produced and disseminated, as specified in the relevant Faculty Guidelines.

~~4.3~~4.5 Criteria for Assessing Teaching Activities

~~4.3.1~~4.5.1 Teaching is a major function of the work academic staff members perform at the University. The development, renewal and delivery of undergraduate and graduate level courses, and the evaluation, supervision or co-supervision, and mentorship of trainees, are part of the teaching responsibilities of all academic staff members. The assessment of teaching activities is a critical step for constructively and continuously improving the quality of teaching and the student experience across the University.

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

~~4.3.2~~4.5.3 Teaching expertise and effectiveness shall be assessed as part of the performance review for ~~merit assessment~~Academic Performance Assessment purposes. Such evaluation should consider all ways academic staff members address their teaching responsibilities and interact with undergraduate or graduate students, post-doctoral scholars, and/or other trainees. Evaluations of teaching activities should also consider the extent of innovation, preparation, reflection and integration of current knowledge, level of interest, direction, and encouragement demonstrated by the academic staff member. Participation in teaching development programs and/or seeking expert opinion to assist in improving teaching and learning shall be viewed as an indication of commitment to teaching. In some disciplines, seeking the advice of Indigenous knowledge keepers should also be considered.

~~4.3.3~~4.5.4 Assessment of teaching activities shall be multi-faceted and, in particular, shall not be

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

~~4.3.4~~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 ~~FMC~~FAC if the Head or equivalent outlines the extent, nature, and significance of an academic staff member's time commitment and contributions to teaching.

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

~~4.3.5~~4.5.6 In assessing teaching activities, supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and/or other trainees, mentorship, the participation on supervisory committees, and/or serving as an external examiner, shall be considered where applicable.

~~4.~~4.6 Criteria for Assessing Service Activities

~~4.4.1~~4.6.1 Service is an important function of the work academic staff perform at the University. Service activities move the institution forward through collegial governance, advance academic disciplines, and impact communities and society. Academic staff members also perform important administrative tasks that may not be subject to a formal appointment; this work should be recognized and assessed as a contribution to service.

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

~~4.4.2~~4.6.3 In evaluating service contributions, the Head or equivalent should assess the information provided by the academic staff member on the nature and type of service activities, the time commitment, significance, and impact of these service activities, and include into the written assessment.

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

PART C

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

1. General Considerations

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

2. Position Posting

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

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

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

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

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

i. the intended Home Unit and Conjoint Unit(s) where applicable,
ii. rank and stream as well as type of appointment. Where multiple ranks or streams are to be considered, the position posting shall normally state such at the outset,
iii. anticipated effective date of appointment,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.1 Academic Appointments Selection Committee Composition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.2 Responsibilities of Academic Appointments Selection Committees

3.2.1 The Chair shall:

i. lead the Committee in all phases of the recruitment process,
ii. ensure compliance with University policies,
iii. act as the official spokesperson for the Committee,
iv. communicate to the Dean, the activities of the Committee, if the Chair is not the Dean,
v. communicate with candidates,
vi. communicate with individuals providing letters of reference,
vii. manage a proactive, timely, fair, and inclusive selection process in which all Committee members are encouraged to actively contribute,
viii. establish process and ground rules for the successful functioning of the Committee and promote a positive and collegial working atmosphere,
ix. determine any existing or potential conflict of interest of the Committee members, and make recommendations to the Dean as to how to manage such a conflict, if the Chair is not the Dean,
x. establish clear expectations with all Committee members regarding confidentiality of meetings, conflict of interest, and its management and documentation, EDIA and/or Indigenous Engagement and/or DORA training requirements, the planned interviewing, ranking, and selection processes designed to select excellent academic staff, and the proposed timeline for screening, short-listing, and interviewing potential candidates.

3.2.2 The Committee members shall:

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

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

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

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

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

vi. develop a short list of candidates,

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

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

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

3.3 Short-listing of Candidates

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

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

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

3.4 Candidate Interviews

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

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

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

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

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

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

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

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

iii. a detailed itinerary for their interview,

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

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

3.5 Final Ranking of Candidates

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

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

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

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

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

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

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

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

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

3.6 Recommendation of Appointment

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

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

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

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

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

3.7 Letter of Appointment

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

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

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

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

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

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

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

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

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

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

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

3.8 Record Management

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

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

3.9 Applicant Concerns

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

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

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

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

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

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

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

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

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

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

5. Expedited Extraordinary Procedures for Dual Career and Strategic Hiring

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Examples include:

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

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

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

5.4 Expedited Procedures for Dual Career and Strategic Hires

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

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

ii. initiated by the Provost & Vice-President (Academic).

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

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

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

5.4.4 In the case of a Dual Career Hire where the Partner is to be in the same Home Unit as the Primary Hire, the Committee shall not normally include any member of the Academic Appointment Selection Committee used for the Primary Hire.

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

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

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

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

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

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

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

other candidates.

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

6. Equitable & Inclusive Hiring Initiatives

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

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

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

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

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

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

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

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

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

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

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

7. Other Appointments

7.1 Special Limited Term Appointment

In cases where time constraints or other circumstances do not permit the use of the extraordinary procedures for a Partner Hire as described in Part C.5.2, a special Limited Term appointment may be offered [as per *Collective Agreement* Article 1.6.f)]. In this instance, the Special Limited Term appointment shall be a non-renewable one-year term, and the offer may be made without satisfying the normal advertising and selection requirements. At the conclusion of the one-year term, the special Limited Term appointment will lapse. During the one-year term, the Dean of the Home Unit may initiate a new process for expedited hiring as described above. The incumbent may at any time become a candidate for any position that may become available and be advertised in accordance with the normal procedures for selection and appointment as outlined in Part C.2. and C.3.

7.2 Conversion of Contingent and Limited Term Appointment

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

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

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

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

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

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

HANDBOOK

UNIVERSITY OF CALGARY

GFC Academic Staff Criteria & Processes Handbook

as approved by

The General Faculties Council

Proposed draft revisions effective July 1, 2024

Preamble

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

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

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

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

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

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

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PART A

Definitions, Authority, Faculty Guidelines,
Transitional Provisions

1. Definitions

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

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

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

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

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

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

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

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

viii. "Equity-Deserving Groups" are communities that experience significant collective barriers in participating in society. These barriers may encompass attitudinal, historical, social, and environmental barriers based on prohibited grounds as outlined in the AHRA.

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

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

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

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

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

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

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

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

xiv. “Partner Hire” refers to the partner of a marriage or equivalent such as an established unmarried relationship, of a Primary Hire who has the qualifications to hold an appointment as an academic staff member and who desires to do so.

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

   a. has been recommended for an offer of appointment in accordance with the procedures outlined in this Handbook,
   b. currently holds a Limited Term, Contingent Term or Continuing academic appointment or,
   c. has been recommended for, or holds, either a non-academic or a Senior Leadership Team position.

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

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

xviii. “Transdisciplinary” means an appointment across one or more Units.

2. Authority and General Considerations

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

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

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

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

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

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

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

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

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

3. Faculty Guidelines

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

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

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

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

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

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

3.7 Faculty Guidelines must include a statement or description:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

xvii. of the ways in which the Faculty recognizes systemic barriers that may prevent academic staff members of equity-deserving groups from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through Academic Performance Assessment. Examples of such barriers may include explicit and implicit service expectations, implicit bias and/or discrimination surrounding publication quality, community engagement as a pre-requisite for research and scholarship, and/or cognitive and implicit bias and/or discrimination, influencing application of criteria in Renewal, Transfer, Tenure, Promotion, and in Academic Performance Assessment,

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

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

   a. within the Faculty but outside the discipline,
   b. from outside the Faculty,
   c. from outside the academy,
   d. how trainees may serve on the committee,
   e. how committee members will be appointed from a Faculty or Unit where an academic staff member is to be cross-appointed or seconded, and

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

3.8 Changes to Faculty Guidelines shall not take effect until:

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

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

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

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

4. Transitional Provisions

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

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

[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.

and Faculty Guidelines, or under criteria in effect three years prior to the promotion application date, or the date of hire, whichever is later.

PART B

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

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

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

1.1 General Considerations

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

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

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

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

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

1.2 Research and Scholarship

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

[1] https://sfdora.org

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

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

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

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

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

i. fundamental research that creates new knowledge including research creation and creative practice,
ii. integration of knowledge which involves the synthesis of information across disciplines, and across topics within a discipline; research that involves entrepreneurship and/or innovation,
iii. systematic study of teaching and learning processes, including the scholarship of teaching and learning,
iv. application of knowledge to critically analyze texts, identify or solve a compelling problem in the community-at-large or challenge in society including knowledge engagement and transfer (the ways in which public and private sectors benefit from research), patents, and commercialization,
v. knowledge creation grounded in or engaged with Indigenous nations, communities, societies, or individuals that embraces the intellectual, physical, emotional and/or spiritual dimensions of knowledge and interconnected relationships with people, places and the natural environment. It is committed to building respectful relationships with Indigenous communities, valuing their existing strengths, assets and knowledge systems, and striving to meet community needs, through ethically and culturally appropriate means.

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

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

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

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

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

1.3 Teaching

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

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

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

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

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

1.3.6 Teaching may take different forms such as direct or classroom instruction at undergraduate and/or graduate levels, as well as competency-based education, and/or field and practicum

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

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

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

1.3.9 Educational leadership is a dimension of teaching that advances innovation of, and expertise in, teaching and learning, with impact beyond the classroom. This may include contributions to curricular development and renewal, pedagogical innovations, evidence-informed and/or practice-based educational activities including Indigenous teaching practices, the sharing of pedagogical expertise through publications, or formal educational leadership roles in the academic unit or beyond.

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

1.4 Service

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

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

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

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

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

1.4.5 Service to an academic staff member's disciplines or profession may include membership on committees or executive bodies of academic or professional organizations, editorial boards of disciplinary or interdisciplinary journals, national or international granting agency councils, on grant selection committees and adjudication panels of regional, provincial, national, or international agencies, and similar professional activities. Service may also involve organization of conferences, seminar series, workshops or presentation of short courses within the University, the broader community, or within the national and/or international arena.

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

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

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

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

1.5 Administrative Duties

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

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

2.1 General Considerations

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

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

2.2 Hiring, or Transfer Requirements for Assistant Professor

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

2.3 Hiring, Transfer, or Promotion Requirements for Associate Professor

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

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

i. evaluation by external referees as recognized authorities external to the University, who are qualified to evaluate the applicant,
ii. publication of high-quality peer-reviewed works in appropriate journals of the field, or equivalent juried creative work
iii. creative or professional awards or prizes that bring distinction to the University,
iv. keynote address or invited speaker to conferences, seminars, or workshops, at the local,

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

v. service as an expert to a recognized organization,

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

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

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

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

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

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

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

2.4 Hiring, Transfer, or Promotion Requirements for Professor

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

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

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

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

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

v. invitation to contribute to edited collections,

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

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

viii. service as an expert to a recognized organization,

ix. selection or appointment as a member or leader of a scholarly society.

2.4.2 Appointment at, transfer into, or promotion to, the rank of Professor is a recognition of the highest quality of contributions to research and scholarship, teaching, and service including leadership contributions and/or impact or innovation within the relevant community, discipline, or field, resulting in distinguished recognition.

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

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

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

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

2.5.1 Where appropriate to the discipline or field, appointment to, or transfer into, this rank may require completion of the highest rank of academic training or relevant professional designation. Evidence or promise of teaching effectiveness or competency in teaching and learning (e.g., as part of a Teaching Dossier), an awareness of how to apply scholarly approaches to teaching and learning practices, participation in reflective practice, and professional learning activities related to teaching and learning may be necessary. Commitment to, or experience with, defining learning goals, supporting student learning activities and engagement, and creating assessment strategies may also be required.

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

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

2.6.1 In addition to the requirements for an Assistant Professor (Teaching), appointment at, transfer into, or promotion to, the rank of Associate Professor (Teaching) requires evidence of teaching effectiveness (e.g., as part of a Teaching Dossier), a demonstrated ability to apply scholarly approaches to teaching and learning and student engagement, to design student learning experiences and assessment strategies grounded in a clearly articulated teaching philosophy, and to engage in scholarly, professional, or creative activities that inform and expand the academic staff member's knowledge base as an Associate Professor (Teaching). Depending on duties assigned, and as defined in Faculty Guidelines (see Part A.3.7.xiii.) this may include, but may not be limited to, conducting and disseminating research and scholarship to advance knowledge in the teaching and learning community, supporting academic development of students, trainees, and colleagues, and engaging in educational leadership beyond the classroom.

2.6.2 Appointment at, transfer into, or promotion to, the rank of Associate Professor (Teaching) requires the continuous development and demonstration of a scholarly foundation for designing and implementing innovative teaching and that supports student learning, ability to create respectful and inclusive learning environments that promote student engagement, participation in professional learning activities, networks, and communities, and engagement in reflective practice to adjust and strengthen one's teaching, learning and assessment practices.

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

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

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

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

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

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

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

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

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

Some *examples* are as follows:

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

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

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

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

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

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

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

2.8 Requirements for Academic Staff in Administrative and Professional Streams

2.8.1 Librarians

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

2.8.2 Counsellors

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

2.8.3 Other (Administrative and Professional Academic Staff)

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

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

3. Criteria for Renewal, Transfer, Tenure and Promotion

3.1 General Considerations

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

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

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

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

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

3.2 Tenure and Promotion in the Teaching and Research Stream

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

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

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

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

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

3.3 Tenure and Promotion in the Teaching-Focused Stream

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

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

To this end, the FTPC shall:

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

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

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

3.4 Promotion to Professor or Professor (Teaching)

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

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

3.5 Transfer between Streams

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

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

3.6 Additional Considerations for Renewal, Tenure and Promotion

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

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

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

3.7 Renewal, Tenure and Promotion in Administrative and Professional Streams

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

i. review evidence of the academic staff member's accomplishments since appointment to the University of Calgary,
ii. then consider the academic staff member's overall career pattern taking into account the time elapsed since completion of their highest degree of professional designation, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors, and,
iii. in assessing the evidence presented to it, use criteria provided in the relevant Unit Guidelines or criteria referred to above.

4. Criteria for Academic Performance Assessment

4.1 General Considerations

4.1.1 In assessing performance and determining PTR and nominating academic staff members for OAA, the Head or equivalent shall base their assessments on the requirements set out in Parts B.1, B.2, and B.4 of this Handbook and Faculty Guidelines.

4.1.2 Article 29.2.2 of the *Collective Agreement* states that criteria for assessing academic staff members shall be applied in a manner consistent with assigned duties as outlined under Article 12.

4.1.3 Article 29.2.2 of the *Collective Agreement* further states that PTR and OAAs shall be assessed on the full duties performed by the academic staff member.

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

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

4.1.6 Heads or equivalents are uniquely qualified to assess the impact of the academic staff member's

contributions in the particular community, discipline, or field, and are charged with the responsibility of preparing written recommendations to the Dean in cases where the Head believes that the academic staff member is not meeting the standards for a PTR increase. These written recommendations must describe how the academic staff member is deficient in meeting the standards outlined in this document and Faculty Guidelines.

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

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

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

4.2 PTR Increases

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

4.3 OAAs

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

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

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

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

4.4 Criteria for Assessing Research and Scholarship Activities

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

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

4.4.3 All research, scholarship, and other creative activities shall be assessed on the merits of the work, regardless of the form in which they appear, and subject to the same rigor of informed peer review or appropriate refereeing. It may be important for Heads and/or Deans to engage in post-

publication review to assess value and impact where traditional peer review is not appropriate or applicable.

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

4.4.5 In assessing research and scholarship activities, the Head or equivalent and the members of the FAC should be attentive to the evolving and changing nature of research and scholarship, and the ways in which knowledge is produced and disseminated, as specified in the relevant Faculty Guidelines.

4.5 Criteria for Assessing Teaching Activities

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

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

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

4.5.4 Assessment of teaching activities shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation. No single tool or activity is sufficient to assess teaching expertise and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the teaching expertise and effectiveness of the academic staff member. This may include self-reflection, examples of student work and achievements, multiple sources of student feedback, teaching awards and nominations, peer review and observation, sample course design and assessment materials, teaching innovations, presentations/publications in teaching, professional learning related to teaching, examples of success in mentorship and supervision, and educational leadership activities, as well as any other assessments provided by the academic staff member to the Head or equivalent.

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

member's time commitment and contributions to teaching.

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

4.6 Criteria for Assessing Service Activities

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

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

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

PART C

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

1. General Considerations

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

2. Position Posting

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

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

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

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

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

i. the intended Home Unit and Conjoint Unit(s) where applicable,
ii. rank and stream as well as type of appointment. Where multiple ranks or streams are to be considered, the position posting shall normally state such at the outset,
iii. anticipated effective date of appointment,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.1 Academic Appointments Selection Committee Composition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.2 Responsibilities of Academic Appointments Selection Committees

3.2.1 The Chair shall:

i. lead the Committee in all phases of the recruitment process,
ii. ensure compliance with University policies,
iii. act as the official spokesperson for the Committee,
iv. communicate to the Dean, the activities of the Committee, if the Chair is not the Dean,
v. communicate with candidates,
vi. communicate with individuals providing letters of reference,
vii. manage a proactive, timely, fair, and inclusive selection process in which all Committee members are encouraged to actively contribute,
viii. establish process and ground rules for the successful functioning of the Committee and promote a positive and collegial working atmosphere,
ix. determine any existing or potential conflict of interest of the Committee members, and make recommendations to the Dean as to how to manage such a conflict, if the Chair is not the Dean,
x. establish clear expectations with all Committee members regarding confidentiality of meetings, conflict of interest, and its management and documentation, EDIA and/or Indigenous Engagement and/or DORA training requirements, the planned interviewing, ranking, and selection processes designed to select excellent academic staff, and the proposed timeline for screening, short-listing, and interviewing potential candidates.

3.2.2 The Committee members shall:

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

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

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

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

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

vi. develop a short list of candidates,

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

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

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

3.3 Short-listing of Candidates

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

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

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

3.4 Candidate Interviews

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

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

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

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

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

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

i. the duration of the interview, who the panel members will be, and the types of questions that will be asked,
ii. the components of the interview (e.g., a public research presentation, a teaching lecture, an interview with the Committee, meeting with staff and students, meeting with the Dean's office),
iii. a detailed itinerary for their interview,
iv. the fact that career breaks for family or medical needs, or community responsibilities including Indigenous Engagement, will not negatively impact the hiring decision, and,
v. respect for, and adherence to, the duty to accommodate.

3.5 Final Ranking of Candidates

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

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

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

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

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

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

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

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

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

3.6 Recommendation of Appointment

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

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

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

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

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

3.7 Letter of Appointment

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

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

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

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

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

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

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

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

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

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

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

3.8 Record Management

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

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

3.9 Applicant Concerns

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

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

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

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

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

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

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

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

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

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

5. Expedited Extraordinary Procedures for Dual Career and Strategic Hiring

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Examples include:

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

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

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

5.4 Expedited Procedures for Dual Career and Strategic Hires

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

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

ii. initiated by the Provost & Vice-President (Academic).

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

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

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

5.4.4 In the case of a Dual Career Hire where the Partner is to be in the same Home Unit as the Primary Hire, the Committee shall not normally include any member of the Academic Appointment Selection Committee used for the Primary Hire.

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

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

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

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

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

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

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

other candidates.

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

6. Equitable & Inclusive Hiring Initiatives

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

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

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

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

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

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

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

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

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

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

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

7. Other Appointments

7.1 Special Limited Term Appointment

In cases where time constraints or other circumstances do not permit the use of the extraordinary procedures for a Partner Hire as described in Part C.5.2, a special Limited Term appointment may be offered [as per *Collective Agreement* Article 1.6.f)]. In this instance, the Special Limited Term appointment shall be a non-renewable one-year term, and the offer may be made without satisfying the normal advertising and selection requirements. At the conclusion of the one-year term, the special Limited Term appointment will lapse. During the one-year term, the Dean of the Home Unit may initiate a new process for expedited hiring as described above. The incumbent may at any time become a candidate for any position that may become available and be advertised in accordance with the normal procedures for selection and appointment as outlined in Part C.2. and C.3.

7.2 Conversion of Contingent and Limited Term Appointment

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

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

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

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

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

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

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Approved Revisions to the 2024-2025 GFC and GFC Standing Committees Meeting Schedule and the 2025-2026 Meeting Schedule**

PURPOSE

The approved 2024-2025 and 2025-2026 meeting schedules for the General Faculties Council (GFC) and the GFC standing committees are provided for information and to support planning.

KEY CONSIDERATIONS/POINTS

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

Changes for 2024-2025, also reflected in the 2025-2026 dates:

- The GFC and GFC standing committees member orientation and the GFC standing committees Chairs orientation have been shifted one week later than originally scheduled
- The October 2024 GFC meeting has been shifted from October 3 to October 10 and the April 2025 GFC meeting has been shifted from April 10 to April 3 to allow for better flow of items from the standing committees
- The first Academic Planning and Priorities Committee (APPC) meeting, September 23, 2024, has been removed and two APPC meetings have been added in June 2025 to better align with when business for the committee is expected
- The first Academic Program Subcommittee (APS) meeting, September 9, 2024, has been removed and an APS meeting has been added in June 2025 to better align with when business for the committee is expected
- A Calendar and Curriculum Subcommittee meeting has been added to February 2025 to better align with when business for the committee is expected
- Adjustments to two GFC Executive Committee meeting dates have been made, to provide better spacing to the following GFC meetings
- Adjustments to several Graduate Academic Program Subcommittee meeting dates have been made, to provide better flow to the following APPC meetings

BACKGROUND

The GFC Executive Committee annually approves the GFC and GFC standing committees meeting schedules.

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	2024-03-12	X			
X	General Faculties Council	2024-04-11				X
	Academic Planning and Priorities Committee	2024-04-15				X
	Teaching and Learning Committee	2024-04-16				X
	Graduate Academic Program Subcommittee	2024-04-17				X
	Calendar and Curriculum Subcommittee	2024-04-18				X
	Research and Scholarship Committee	2024-04-18				X
	Academic Program Subcommittee	2024-05-06				X

NEXT STEPS

The schedules have been posted on the 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. GFC and GFC Standing Committees Meeting Schedule for 2024-2025 (clean)
2. GFC and GFC Standing Committees Meeting Schedule for 2024-2025 (showing revisions)
3. GFC and GFC Standing Committees Meeting Schedule for 2025-2026

2024-2025 University of Calgary General Faculties Council and Standing Committees Schedule

Meeting Title	Date	Time	Location
Member Orientation	Thursday, September 12, 2024	1:30 – 3:00 pm	Zoom
General Faculties Council Meetings			
regular meeting	Thursday, October 10, 2024	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, November 7, 2024	1:30 – 4:30 pm	In person
regular meeting	Thursday, December 5, 2024	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, February 6, 2025	1:30 – 4:30 pm	In person
regular meeting	Thursday, March 6, 2025	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, April 3, 2025	1:30 – 4:30 pm	In person
regular meeting	Thursday, May 8, 2025	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, June 12, 2025	1:30 – 4:30 pm	In person
Standing Committee Meetings			
GFC Standing Committee Chairs Orientation	Wednesday, September 11, 2024	1:30 – 3:00 pm	AD167/Zoom
Academic Planning and Priorities Committee			
regular meeting	Monday, October 7, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, October 28, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, November 18, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, December 9, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, January 13, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, February 3, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, February 24, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 10, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 24, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, April 14, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 12, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 26, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 16, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 23, 2025	2:00 – 4:00 pm	Zoom
Academic Program Subcommittee			
regular meeting	Monday, October 21, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, November 25, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, January 20, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 3, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, April 7, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 5, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 2, 2025	2:00 – 4:00 pm	AD167/Zoom
Calendar and Curriculum Subcommittee			
regular meeting	Thursday, September 19, 2024	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, October 17, 2024	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, November 21, 2024	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, December 12, 2024	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, January 23, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, February 27, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, April 17, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, May 15, 2025	9:00 – 11:00 am	AD167/Zoom

2024-2025 University of Calgary General Faculties Council and Standing Committees Schedule

GFC Executive Committee			
appointment-work meeting	Wednesday, August 28, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, September 25, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, October 16, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, November 20, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, January 15, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, February 12, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, March 12, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, April 16, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, May 21, 2025	2:00 – 4:00 pm	AD167/Zoom
Graduate Academic Program Subcommittee			
regular meeting	Wednesday, October 9, 2024	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, November 6, 2024	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, December 11, 2024	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, January 22, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, February 12, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, March 5, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, April 9, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, May 7, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, May 28, 2025	10:00 am – 12:00 pm	AD167/Zoom
Research and Scholarship Committee			
regular meeting	Thursday, September 19, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, October 17, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, November 21, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, January 16, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, February 13, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, March 13, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, April 17, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, May 15, 2025	2:00 – 4:00 pm	AD167/Zoom
Teaching and Learning Committee			
regular meeting	Tuesday, September 17, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, October 15, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, November 19, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, January 14, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, February 11, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, March 11, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, April 15, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, May 13, 2025	2:00 – 4:00 pm	AD167/Zoom

Approved by GFC Executive Committee March 13, 2024

2024-2025 University of Calgary General Faculties Council and Standing Committee Schedule

Meeting Title	Date	Time	Location
Member Orientation	Thursday, September ~~5~~ 12, 2024	1:30 – 3:00 pm	Zoom
General Faculties Council Meetings			
regular meeting	Thursday, October ~~3~~ 10, 2024	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, November 7, 2024	1:30 – 4:30 pm	In person
regular meeting	Thursday, December 5, 2024	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, February 6, 2025	1:30 – 4:30 pm	In person
regular meeting	Thursday, March 6, 2025	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, April ~~10~~ 3, 2025	1:30 – 4:30 pm	In person
regular meeting	Thursday, May 8, 2025	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, June 12, 2025	1:30 – 4:30 pm	In person
Standing Committee Meetings			
GFC Standing Committee Chairs Orientation	Wednesday, September ~~4~~ 11, 2024	1:30 – 3:00 pm	AD167/Zoom
Academic Planning and Priorities Committee			
~~regular meeting~~	~~Monday, September 23, 2024~~	~~2:00 – 4:00 pm~~	~~AD167/Zoom~~
regular meeting	Monday, October 7, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, October 28, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, November 18, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, December 9, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, January 13, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, February 3, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, February 24, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 10, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 24, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, April 14, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 12, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 26, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 16, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 23, 2025	2:00 – 4:00 pm	Zoom
Academic Program Subcommittee			
~~regular meeting~~	~~Monday, September 9, 2024~~	~~2:00 – 4:00 pm~~	~~AD167/Zoom~~
regular meeting	Monday, October ~~24~~ 21, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, November ~~4~~ 25, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, January 20, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 3, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, April 7, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 5, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 2, 2025	2:00 – 4:00 pm	AD167/Zoom
Calendar and Curriculum Subcommittee			
regular meeting	Thursday, September 19, 2024	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, October 17, 2024	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, November 21, 2024	9:00 – 11:00 am	AD167/Zoom

2024-2025 University of Calgary General Faculties Council and Standing Committee Schedule

regular meeting	Thursday, December 12, 2024	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, January 23, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, February 27, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, April 17, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, May 15, 2025	9:00 – 11:00 am	AD167/Zoom
GFC Executive Committee			
appointment-work meeting	Wednesday, August 28, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, September ~~18~~ 25, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, October 16, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, November 20, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, January 15, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, February 12, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, March 12, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, April 16, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, May ~~14~~ 21, 2025	2:00 – 4:00 pm	AD167/Zoom
Graduate Academic Program Subcommittee			
regular meeting	Wednesday, October ~~16~~ 9, 2024	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, November ~~20~~ 6, 2024	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, December 11, 2024	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, January ~~15~~ 22, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, February 12, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, March ~~12~~ 5, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, April ~~16~~ 9, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, May ~~14~~ 7, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, May 28, 2025	10:00 am – 12:00 pm	AD167/Zoom
Research and Scholarship Committee			
regular meeting	Thursday, September 19, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, October 17, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, November 21, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, January 16, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, February 13, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, March 13, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, April 17, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, May 15, 2025	2:00 – 4:00 pm	AD167/Zoom
Teaching and Learning Committee			
regular meeting	Tuesday, September 17, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, October 15, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, November 19, 2024	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, January 14, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, February 11, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, March 11, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, April 15, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, May 13, 2025	2:00 – 4:00 pm	AD167/Zoom

Approved by GFC Executive Committee March 13, 2024

2025-2026 University of Calgary General Faculties Council and Standing Committees Schedule

Meeting Title	Date	Time	Location
Member Orientation	Thursday, September 11, 2025	1:30 – 3:00 pm	Zoom
General Faculties Council Meetings			
regular meeting	Thursday, October 9, 2025	1:30 – 4:30 pm	In person
regular meeting	Thursday, November 6, 2025	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, December 4, 2025	1:30 – 4:30 pm	In person
regular meeting	Thursday, February 5, 2026	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, March 5, 2026	1:30 – 4:30 pm	In person
regular meeting	Thursday, April 9, 2026	1:30 – 4:30 pm	Zoom
regular meeting	Thursday, May 7, 2026	1:30 – 4:30 pm	In person
regular meeting	Thursday, June 4, 2026	1:30 – 4:30 pm	Zoom
Standing Committee Meetings			
GFC Standing Committee Chairs Orientation	Wednesday, September 10, 2025	1:30 – 3:00 pm	AD167/Zoom
Academic Planning and Priorities Committee			
regular meeting	Monday, October 6, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, October 27, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, November 17, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, December 8, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, January 12, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, February 2, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, February 23, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 9, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 23, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, April 13, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 11, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 25, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 15, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 22, 2026	2:00 – 4:00 pm	AD167/Zoom
Academic Program Subcommittee			
regular meeting	Monday, October 20, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, November 24, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, January 19, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 2, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, March 30, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, May 4, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Monday, June 1, 2026	2:00 – 4:00 pm	AD167/Zoom
Calendar and Curriculum Subcommittee			
regular meeting	Thursday, September 18, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, October 16, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, November 20, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, December 11, 2025	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, January 22, 2026	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, February 26, 2026	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, April 16, 2026	9:00 – 11:00 am	AD167/Zoom
regular meeting	Thursday, May 14, 2026	9:00 – 11:00 am	AD167/Zoom

2025-2026 University of Calgary General Faculties Council and Standing Committees Schedule

GFC Executive Committee			
regular meeting	Wednesday, August 27, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, September 24, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, October 15, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, November 19, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, January 14, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, February 11, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, March 11, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, April 15, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Wednesday, May 13, 2026	2:00 – 4:00 pm	AD167/Zoom
Graduate Academic Program Subcommittee			
regular meeting	Wednesday, October 8, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, November 5, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, December 10, 2025	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, January 21, 2026	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, February 11, 2026	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, March 4, 2026	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, April 8, 2026	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, May 6, 2026	10:00 am – 12:00 pm	AD167/Zoom
regular meeting	Wednesday, May 27, 2026	10:00 am – 12:00 pm	AD167/Zoom
Research and Scholarship Committee			
regular meeting	Thursday, September 18, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, October 16, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, November 20, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, January 15, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, February 12, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, March 12, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, April 16, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Thursday, May 14, 2026	2:00 – 4:00 pm	AD167/Zoom
Teaching and Learning Committee			
regular meeting	Tuesday, September 16, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, October 14, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, November 18, 2025	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, January 13, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, February 10, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, March 10, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, April 14, 2026	2:00 – 4:00 pm	AD167/Zoom
regular meeting	Tuesday, May 12, 2026	2:00 – 4:00 pm	AD167/Zoom

Approved by GFC Executive Committee March 13, 2024

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Approved Revisions to the Faculty of Veterinary Medicine Faculty Council Terms of Reference**

PURPOSE

The revised Terms of Reference (TOR) of the Faculty of Veterinary Medicine (UCVM) Faculty Council (FC), recommended by UCVM Faculty Council on January 17, 2024 and approved by the General Faculties Council (GFC) Executive Committee (EC) on March 13, 2024, are presented to the GFC for information.

OVERVIEW

The revisions to the TOR include:

- Language updated to reflect inclusion of part-time faculty members
- Expanding voting membership to include:
    1. President of the Veterinary Medicine Graduate Student Association (VMGSA) or delegate
    2. Faculty of Veterinary Medicine elected Students' Union Representative or delegate
    3. Representative of post-doctoral fellows supervised by UCVM faculty members or delegate (selected via election administered through the UCVM Research Office)
    4. UCVM Director of Operations
    5. Two representatives of the general staff of UCVM (at least one of which must be an AUPE) selected annually via election administered through the Dean's Office

The previous UCVM FC TOR included the above members (1-4) as non-voting invited guests and it was determined by the UCVM FC that it would be beneficial to include as voting members as would provide valuable operational and student perspectives/insights. This aligns with other Faculties' FC TORs. The revised TOR includes the addition of two general staff members (5) to enhance their involvement in the Faculty's decision-making processes and to strengthen the connection between staff and the academic aspects of the Faculty.

- Requiring an affirmative vote of the majority of members present and eligible to vote to refer the business of the meeting to the Faculty Council Committee (FCC) if quorum is not met

In the previous TOR there was no formal way to move to FCC so this step was introduced. The sentence on referring the business to the Faculty Leadership Team was also removed as mechanism of FCC made this redundant.

- Editorial revisions to provide clarity, re-align with the FC TOR template, and reflect Faculty practices

At its meeting on January 17, 2024 the UCVM FC approved the corresponding revisions to the UCVM FCC TOR.

University Secretariat notes:

The UCVM FC had recommended at its meeting on January 17, 2024 that the Absence of the Chair section read "the Chair may designate an Associate Dean to chair the meeting or may cancel the meeting". Following discussion by the UCVM Dean and the University Secretariat it was determined to remove this recommended revision because an Associate Dean can be named as Acting Dean and thus chair the meeting. The following line referencing a designated Chair is revised accordingly.

The UCVM FC had also recommended that the Quorum section read that the Chair may refer the business of the

meeting to the FCC "by moving to adopt the FCC by an affirmative majority of the members present and eligible to vote", but it was decided following discussion by the UCVM Dean and the University Secretariat that this would better read "if affirmed by the majority of voting members present". This wording is not considered to be a material change from what the UCVM FC members recommended.

The UCVM FC recommendation that the Spokesperson section read that the Chair "or in their absence or inability to act, the Acting Dean" is the only person authorized to speak for the Council is not necessary because the Chair is already defined as the Dean or Acting Dean.

BACKGROUND

The UCVM FC TOR was last reviewed in 2015 so a more detailed revision was required.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	UCVM Leadership Council	Sept 19th 2023		X		
	UCVM Faculty Council	Sept 20th 2023			X	
	UCVM Leadership Council	Oct 3rd 2023		X		
	UCVM Faculty Council	Dec 13th 2023			X	
	UCVM Faculty Council	Jan 17th 2024		X		
	GFC Executive Committee	Mar 13th 2024	X			
X	General Faculties Council	Apr 11th 2024				X

NEXT STEPS

After the EC approved the revisions to the FC TOR, the TOR had immediate effect.

SUPPORTING MATERIALS

Approved Faculty of Veterinary Medicine Faculty Council Terms of Reference – with tracked changes
Approved Faculty of Veterinary Medicine Faculty Council Terms of Reference – clean copy

UNIVERSITY OF CALGARY

Faculty of Veterinary Medicine Faculty Council Terms of Reference

1. ESTABLISHMENT

The Faculty of Veterinary Medicine Faculty Council (**Council**) is established pursuant to the Post-Secondary Learning Act (**PSLA**) and has those powers granted under the PSLA and these Terms of Reference (**TOR**), subject to the authority of the General Faculties Council (**GFC**).

2. MEMBERSHIP

Chair ~~(voting)~~
Dean (or Acting Dean) of the Faculty of Veterinary Medicine (the **Faculty**) (ex-officio, voting).

1) Members
   - the President of the University of Calgary (**University**) or their delegate (ex-officio)
   - all ~~full-time and recurring appointment~~ academic staff members (full-time or part-time) ~~with a primary appointment (full time or part time) in of~~ whose home Faculty is the Faculty of Veterinary Medicine[1] (ex-officio)
   - a representative of the Alberta Veterinary Medical Association (appointed by the ABVMA)
   - a representative of sessional faculty members (appointed by the Dean)
   - UCVM Director of Operations
   - President of the Veterinary Medicine Graduate Student Association (VMGSA) or delegate
   - Faculty of Veterinary Medicine elected Students' Union representative or delegate
   - A representative of post-doctoral fellows supervised by Veterinary Medicine faculty members or delegate (selected via election administered through the UCVM Research Office)
   - Twpo representatives of the general staff of UCVM (at least one of which must be an AUPE) ~~chosen by them annually~~selected annually via election administered through the Dean's Office

The Dean may invite additional non-voting guests and resource persons to attend Faculty Council. Normally, the Dean shall provide standing invitations to the UCVM librarian~~,~~ and the~~the Senior Director, Operations,~~ President of the Calgary Association of Veterinary Students~~, President of the Veterinary Medicine Graduate Student Association (VMGSA), the Faculty of Veterinary Medicine elected Student Union representative, and a representative of post-doctoral fellows supervised by Veterinary Medicine faculty members.~~

Member Terms

Appointed members may be appointed for a term of up to 3 years, with eligibility for re-appointment for an additional term of up to 3 years. A member's term will continue until the term start date of the member's successor or on the expiry date of the member's appointment if there is no successor. Members having served the maximum 6 consecutive years will be eligible for appointment to the Council after a minimum of two (2) years has elapsed since the expiration of their last term.

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[1] ~~For the purposes of these Terms of Reference, unless specific prior arrangements have been made with the Dean and Chair, academic staff members excludes those on extended leaves (e.g. Research and Scholarly Leave, Administrative Leave, Maternity Leave, etc)~~

The representative of the ABVMA is appointed at the discretion of the ABVMA and the terms of such appointments shall be determined by the ABVMA.

Casual Vacancies

Appointed members will advise the Council secretary (**Secretary**), who shall normally be the Executive Assistant to the Dean of the Faculty, as soon as possible of any known or anticipated circumstances that would result in the member being absent from two or more consecutive meetings (e.g. on leave). In this circumstance or in the event that a member is absent from two or more consecutive meetings without notice, the Chair may agree to allow a substitute to be appointed for the duration of the absence of the member or may declare the member's position vacant and ask that a replacement be appointed for the balance of the member's term or for a new full term. Appointments under this provision will be conducted in accordance with the regular appointment process for that member.

Responsibilities of Members

Members are expected to:

- Familiarize themselves with the Council's role and these Terms of Reference
- Attend each regularly scheduled Council meeting~~, making every attempt to attend in person~~
- Familiarize themselves with the meeting package prior to the meeting
- ~~Come to meetings prepared to~~ Eengage in respectful, meaningful discussion, ~~and~~ provide considered, constructive and thoughtful feedback and commentary, express opinions and ask questions to enable the Council to exercise its best judgment in decision making and advising in the best interest of UCVM

3. ROLE

The Council serves as the Faculty's senior academic governing and advisory body on the academic affairs of the Faculty. Accordingly, in addition to the responsibilities listed in the PSLA, the Council reviews and provides recommendations regarding academic priorities, strategies, plans and policies for the Faculty, and provides a forum for discussion, information sharing and approval of Faculty recommendations to the GFC or other external decision-makers. The Council shall approve all academic policies and programs of the Faculty.

4. RESPONSIBILITIES

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

The listed responsibilities shall be the common, recurring activities of the Council; however, the Council may carry out additional responsibilities and duties within its role or as requested by the Dean of the Faculty.

The Council's primary responsibilities are as follows:

a. determine the programs of study for which the Faculty is established;
b. determine the conditions under which a student must withdraw from or may continue the student's program of studies in the Faculty;
c. authorize the granting of degrees;
d. approve all academic policies of the Faculty; and

e. such other activities and responsibilities delegated or assigned to it by the GFC or brought to it by the Chair from time to time.

5. POWERS

The Council is empowered to carry out its role and responsibilities subject to any conditions or restrictions that are imposed on it by the GFC.

The Council may delegate any of its powers, responsibilities and functions as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, responsibility or function, including the power of sub-delegation. The Council shall require as part of any delegation of its authority that any action taken under a delegated authority of the Council is reported to and approved by the Council. The Council may also, by resolution, alter or revoke the delegation of any of its powers, responsibilities and functions under this section.

The Council is ultimately responsible for the work and responsibilities of each of its delegates, standing or *ad hoc* committees, and working groups, if any.

6. COUNCIL MEETINGS

Schedule

The Council will meet during the period from September to June in each year (the **Meeting Year**) in accordance with a meeting calendar provided to members. Additional regular or special meetings may be called by the Chair. The Secretary shall make the schedule of meetings available to Council members.

Notice

Members will be provided with a calendar of meeting dates for regularly scheduled meetings for ~~at least 2 months in advance of~~ each Meeting Year.~~,~~ ~~which calendar is deemed to be sufficient notice to all members of any meeting shown in the calendar.~~ Except in the case of an emergency meeting, notice of meetings that do not appear in the calendar, cancellations, or changes in date will be provided at least two days in advance of the meeting date. Meeting details will be communicated to members by the Secretary as soon as they are available before each meeting.

~~The accidental omission or irregularity of any notice of any meeting, or the non-receipt of any notice by any of the persons entitled to notice, does not invalidate any proceedings at a meeting.~~

Meeting Agendas and Materials

Meeting agendas will be formulated by the Chair, and reviewed and approved in accordance with the meeting procedures. ~~on the advice of Leadership Council.~~ The Secretary shall normally make the agenda and substantive supporting material available to the Council at least one week prior to the meeting (typically by electronic means). ~~and in no case less than two days prior to the meeting, except in emergency situations. This does not preclude the introduction of additional material at the Council meeting or oral presentation only, but it is expected that substantive documentation will be made available in advance.~~

A member intending to introduce a new matter at a meeting shall give written notice of the matter and any materials for the Council's consideration, to the Chair and the Secretary at least eight days in advance of the meeting at which it is intended to be introduced.

Notwithstanding the paragraph above, a matter may be introduced to a meeting of the Council without the specified notice thereof having been given and without it having been included in the agenda if the matter is communicated in advance to the Chair, and its introduction to the meeting is approved by the Chair.

If a person who is not a member or a guest approved by the Chair wishes to address the Council at any meeting, such person may do so if they have ~~he or she has~~ received the prior permission of the Chair.

Absence of Chair

In the event that the Chair ~~(Dean or Acting Dean)~~ is unable to attend a meeting of the Council, ~~the Chair may designate an Associate Dean to chair the meeting or may cancel the meeting.~~ the meeting will be cancelled.~~the meeting will be cancelled or in the event that important business needs to be conducted, the Acting Dean shall act as Chair for that meeting.~~

If ~~neither~~ the Chair ~~nor the designated Chair~~ is ~~not~~not present within 15 minutes of the time fixed for the commencement of the meeting, the meeting will be canceled.

Quorum

A quorum for the transaction of business at any meeting of the Council is a number equal to a one-half (1/2) of the members of the Council.

If quorum for a Council meeting is not present within ten (10) minutes of the time fixed for the commencement of the meeting, the Chair of the meeting may:

1. refer the business of the meeting to the Faculty Council Committee ~~(refer to FCC TOR for more information) by moving to adopt the FCC by an affirmative majority of the members present and eligible to vote~~~~or to the Faculty Leadership Council, depending on the nature of the business;~~if affirmed by the majority of voting members present;
2. adjourn the meeting; or
3. cancel the meeting.

If quorum for a Council meeting is lost at any time during the meeting, the Chair of the meeting, in their ~~his or her~~ sole discretion, may refer the balance of the business of the meeting to the Faculty Council Committee or postpone the business to the next meeting of the Council.

Conduct of Meetings

In the sole discretion of the Chair, Council meetings may be held in person or by means of a telephonic, electronic or other communication facility that permits all participants to communicate adequately with each other during the meeting.

The Chair shall be responsible for the orderly conduct of meetings of the Council. Meetings will be conducted in accordance with all applicable laws and these Terms of Reference or, where applicable laws or these Terms of Reference are silent on the matter, as determined by a ruling of the Chair, acting reasonably. The Council may look to Roberts Rules of Order as guidance on the conduct of meetings, however, none of these sources shall be considered determinative and the Chair retains the discretion to make a final determination on the matter, subject to challenge as provided below.

The Chair's ruling shall bind all members of the Council except where a motion challenging the ruling has been duly moved, seconded and carried by two-thirds (2/3) of the members present at the meeting, whereupon such ruling shall cease to have force and effect. In this event, a member may propose a new ruling and provided it is duly moved, seconded and carried by a majority of the members present at the meeting; it shall bind all members of the Council.

Electronic Participation

A person participating in a meeting by approved electronic means is deemed to be present at the meeting and may vote through the telephonic, electronic or other method of communication being used.

Voting at Meetings

Only Council members may move, second and vote on motions. Members must be present in person or through electronic means approved by the Chair in order to vote. Voting by proxy is not allowed.

Motions will be decided by a show of hands, a roll call (voice), consensus, or otherwise in such manner that clearly evidences a member's vote and is accepted by the Chair of the meeting.

An affirmative vote of a majority of the members present and eligible to vote or consent without objection ~~(not a majority of members voting) and eligible to vote~~ is required to pass a motion. The Chair does not have a second or casting vote.

A declaration by the Chair of the meeting that a motion has been carried and an entry to that effect in the minutes shall be prima facie evidence of the action taken. Any member may ask at the time of the vote that the member's individual vote or abstention be recorded in the minutes.

Where Faculty Council is directed to conduct an election, such e~~E~~lections will be decided based upon the number of votes in favour of each nominee in descending order, the first elected person being the nominee with the most votes. Additional elected persons will be the person(s) with the next highest number of votes in descending order until all elected persons have been determined. In the event of an equal number of votes being cast for more than one nominee (a tie), the Chair will cast a vote to break the tie.

Resolutions in Writing

Resolutions in writing are only suitable for straightforward motions. Resolutions in writing shall only be used on issues where it is deemed important to have the full input of Council or where it is not feasible or practical to call a meeting of the Council in the timeframe required by the matter at hand. This process should be used infrequently. Resolutions in writing may be circulated for approval via ~~facsimile~~, electronic mail, electronic platform site (i.e.~~ie~~ MicroSoft Teams or similar platform routinely used for Faculty Council communications and/or electronic poll.

A resolution of the Council consented to in writing by a majority of the members entitled to vote on it (as opposed to a majority of members voting), whether by signed document, ~~facsimile,~~ electronic mail, electronic platform ~~or~~ any other method of transmitting legibly recorded messages, shall have the same force and effect as if it had been passed at a Council meeting duly called and held. Such resolution may be in two or more counterparts which together are deemed to constitute one resolution in writing. A resolution passed in this manner is effective on the date stated in the resolution or, if a date is not stated, on the latest date stated on any counterpart or the latest date on which the required number of affirmative votes is communicated to the Secretary.

The procedures for approval of resolutions via electronic mail, poll and/or platform ~~or electronic poll~~ are as follows:

- Resolutions will be circulated to members by electronic mail at the e-mail address on file with the Secretary or by electronic poll. If electronic platform is to be used an electronic mail will notify members to the location of the resolution on the site
- The resolution will expire in the time set in the message; however, the Chair may extend the deadline once by up to a maximum of seven days
- An affirmative vote of a majority of members who are eligible to vote is required to pass a resolution made via electronic mail, poll and/or platform ~~or electronic poll~~
- The Secretary is responsible for tallying the votes and informing the Chair of the outcome. The Chair is responsible for informing Council.
- Written resolutions may not be amended; however, the member who proposed the resolution may withdraw it at any time prior to receipt of the necessary approval or the expiry time, if one, or with the approval of all of the members who voted on the resolution
- If the resolution does not receive the required votes by the deadline (as extended, if applicable), it does not pass

Open and Closed Meetings

The Council may hold open and closed meetings or sessions of the Council in compliance with all applicable laws.

Open meetings or open sessions of meetings of the Council may be attended by the public, subject to the limitations of space.

Closed meetings or closed sessions of meetings of the Council will be attended by the Secretary unless specifically excused by the Chair, and by those guests who are invited to remain for the closed session or a portion thereof. If the Secretary is excused by the Chair from a closed session, the Chair will appoint one of the members present to act as secretary for the session, which member shall record any discussions, decisions and actions of the Council pertaining to Council business done in closed session, and will provide a signed record to the Secretary for the official records. Minutes of closed sessions shall not normally be made available to the public.

Invited Guests and Visitors

Guests may be invited to attend and speak at a meeting with the approval of the Chair given in advance of the meeting or, in the sole discretion of the Chair of the meeting, during the meeting.

Visitors in attendance at a meeting to observe Council proceedings may speak only if expressly invited to do so by the Chair of the meeting. All visitors are expected to maintain the decorum prescribed for parliamentary galleries and no person is allowed to use a camera or a recording device in a Council meeting. In the event of a breach of these rules or a disturbance, the Chair may eject persons from the meeting or adjourn the meeting.

Council Records

Minutes of the proceedings of all Council meetings and records of all decisions of the Council made outside of a meeting (e.g. written resolutions) will be created and presented to the Council for approval or information, as applicable, at its next subsequent meeting.

The Council shall keep as permanent records, minutes of all Council meetings, a record of all actions taken by the Council without a meeting, and a record of all actions taken by a committee exercising the authority of the Council. The records of the Council shall be kept in a form capable of conversion into written form within a reasonable time.

The official records of the Council will be maintained under the custodianship of the Secretary and shall be made available to ~~for inspection in the Secretary's office by~~ any member of the Council as requested upon reasonable advance notice to the Secretary. ~~at any time during regular office hours upon reasonable advance notice to the Secretary. The official records of the Council, except for closed sessions, will normally be made available to staff in the Faculty of Veterinary Medicine through a password protected website, following formal approval of minutes.~~

Access to the official records of the Council by persons other than members will be determined in accordance with applicable legislation and University policies in effect from time to time.

Certification of Records

The Chair, the Secretary or such other person designated by the Council for the purpose may, in a written certificate, certify that:

a. a writing referred to in the certificate is a true copy of all or part of a minute of the proceedings of a meeting of the Council or a resolution of the Council; and
b. that the minute or resolution or part thereof is or is not in effect as at a date stated in the certificate.

A certificate made under this section shall, in relation to the Council, be prima facie proof of the facts stated therein without proof of the signature or capacity of the person signing the certificate.

If the person making the certificate is not the Secretary, that person shall make and deliver to the Secretary an executed copy of the certificate as soon as reasonably possible.

7. COMMITTEES

Establishment

The Council may, by resolution, establish standing or ad-hoc committees with such responsibilities, authorities, membership and operational rules as it considers appropriate. The Council may also, by resolution, dissolve any committee.

Authority

The Council may delegate to a committee any of the Council's powers, responsibilities or functions, on such conditions, if any, set out in the establishing resolution or any subsequent resolution. The Council may also, by resolution, alter or revoke the delegation of any of its powers, responsibilities and functions under this section.

Rules and Procedures

Except where otherwise specified in these Terms of Reference, the responsibilities, authorities, membership and operation of a committee shall be set out in terms of reference approved by the Council or its delegate.

Committees shall report their activities and decisions to the Council at such times and in such manner as required by the Council.

8. WORKING GROUPS

The Council may create working groups that report to the Council directly or through the Chair, to facilitate the accomplishment of its responsibilities. The membership of any working group shall be determined by the Chair,

taking into consideration any recommendations for membership made by the Council. Working group members may be drawn from outside the Council.

9. OUTSIDE ADVISORS

The Chair is authorized to retain outside advisors with particular expertise to advise the Council if the Chair determines in their ~~his or her~~ sole discretion that doing so is essential to the Council in carrying out its responsibilities.

10. RESPONSIBILITIES OF THE CHAIR

In addition to the other responsibilities of the Chair set out in these Terms of Reference, the Chair shall provide leadership to enable the Council to effectively carry out its role and responsibilities, act as a spokesperson for the Council, act as the liaison between the Council and the GFC and other University or external groups or individuals, and will generally oversee the Council's activities. The Chair shall also oversee the engagement of any outside advisors.

11. SPOKESPERSON

The Chair~~, or in their absence or inability to act, the Acting Dean~~ is the only person authorized to speak for the Council.

12. REPORTING TO THE GFC

The Council shall report their activities and decisions to the GFC at such times and in such manner as required by the GFC.

13. COUNCIL ASSESSMENT

The Council, and any formally approved standing committees of Council, shall carry out an assessment of its performance and operations no later than three years following its last assessment in accordance with a process approved by the Council. This shall normally consist of at least a review of its Terms of Reference.

14. AUTHORIZATION AND EXECUTION

All documents or instruments in writing requiring execution on behalf of the Council shall be signed by the Chair or those authorized signatories specified in, and in accordance with, a written authorization of the Council.

All documents or instruments authorized and signed on behalf of the Council as provided herein shall be valid and binding on the Council.

15. VALIDITY OF NOTICES

"Business Day" for the purposes of this section means a day other than a day that the University of Calgary is closed or a Saturday, Sunday, statutory or civic holiday in Calgary, Alberta.

Any notice or communication required or permitted to be given or made hereunder will be sufficiently given or made for all purposes if delivered personally, sent by electronic communication ~~mail or facsimile~~ or sent by ~~ordinary~~ mail within Canada to the last address listed in the records of the Secretary. Any such notice or electronic communication ~~if sent by facsimile or other means of electronic communication~~ shall be deemed to have been

received on the day of sending, and if delivered by hand shall be deemed to have been received at the time it is delivered to the applicable address. A document sent by mail will be deemed to be received on the seventh~~fifth~~ Business Day after the day on which it is mailed. In proving the notice or communication was mailed, it shall be sufficient to prove that such document was properly addressed, stamped and posted.

16. REVIEW AND CHANGES TO THESE TERMS OF REFERENCE

These Terms of Reference will be reviewed by the Council at least once every three years and any changes it considers necessary will be recommended to the GFC or its delegate for approval.

Anything done pursuant to, or in reliance on, these Terms of Reference before they were amended, replaced or repealed is conclusively deemed to be valid for all purposes.

Minor amendments and corrections to these Terms of Reference that are required in between reviews may be made by a majority vote of the Council and reported to the GFC or its delegate at that body's next meeting.

17. GENERAL

Headings

The headings used throughout these Terms of Reference are inserted for reference only and are not to be considered in construing the terms and provisions of these Terms of Reference or to be deemed in any way to clarify, modify or explain the effect of such terms or provisions.

Conflict with Terms of Reference

In the event of a conflict between the provisions of these Terms of Reference and the provisions of applicable legislation, the provisions of the applicable legislation shall govern.

Invalidity of Provisions

The invalidity or unenforceability of any provision of these Terms of Reference shall not affect the validity or enforceability of the remaining provisions of these Terms of Reference.

18. EFFECTIVE DATE

These Terms of Reference will be effective on the date that they are approved by the GFC or its delegate. All prior or existing Terms of Reference of the Council are repealed as of the effective date of these Terms of Reference.

~~Dated: June 23, 2015~~

~~Approved with edit by GFC Committee September 29, 2015~~
Approved by the GFC Executive Committee [DATE]

~~**Revised by UCVM Leadership Council Sept 19th 2023**~~
~~**Reviewed by UCVM Faculty Council Sept 20th 2023**~~
~~**Revised by UCVM Leadership Council Oct 3rd 2023**~~
~~**Approved by UCVM Faculty Council Dec 13th 2023**~~

UNIVERSITY OF CALGARY

Faculty of Veterinary Medicine Faculty Council Terms of Reference

1. ESTABLISHMENT

The Faculty of Veterinary Medicine Faculty Council (**Council**) is established pursuant to the Post-Secondary Learning Act (**PSLA**) and has those powers granted under the PSLA and these Terms of Reference (**TOR**), subject to the authority of the General Faculties Council (**GFC**).

2. MEMBERSHIP

Chair
Dean (or Acting Dean) of the Faculty of Veterinary Medicine (the **Faculty** or **UCVM**) (ex-officio, voting).

1) Members
   - the President of the University of Calgary (**University**) or their delegate (ex-officio)
   - all academic staff members (full-time or part-time) whose home Faculty is the Faculty of Veterinary Medicine (ex-officio)
   - a representative of the Alberta Veterinary Medical Association (appointed by the ABVMA)
   - a representative of sessional faculty members (appointed by the Dean)
   - UCVM Director of Operations
   - President of the Veterinary Medicine Graduate Student Association (VMGSA) or delegate
   - Faculty of Veterinary Medicine elected Students' Union representative or delegate
   - A representative of post-doctoral fellows supervised by Veterinary Medicine faculty members or delegate selected via election administered through the UCVM Research Office
   - Two representatives of the general staff of UCVM (at least one of which must be an AUPE) selected annually via election administered through the Dean's Office

The Dean may invite additional non-voting guests and resource persons to attend Faculty Council. Normally, the Dean shall provide standing invitations to the UCVM librarian and the President of the Calgary Association of Veterinary Students.

Member Terms

Appointed members may be appointed for a term of up to 3 years, with eligibility for re-appointment for an additional term of up to 3 years. A member's term will continue until the term start date of the member's successor or on the expiry date of the member's appointment if there is no successor. Members having served the maximum 6 consecutive years will be eligible for appointment to the Council after a minimum of two (2) years has elapsed since the expiration of their last term.

The representative of the ABVMA is appointed at the discretion of the ABVMA and the terms of such appointments shall be determined by the ABVMA.

Casual Vacancies

Appointed members will advise the Council secretary (**Secretary**), who shall normally be the Executive Assistant to the Dean of the Faculty, as soon as possible of any known or anticipated circumstances that would result in the

member being absent from two or more consecutive meetings (e.g. on leave). In this circumstance or in the event that a member is absent from two or more consecutive meetings without notice, the Chair may agree to allow a substitute to be appointed for the duration of the absence of the member or may declare the member's position vacant and ask that a replacement be appointed for the balance of the member's term or for a new full term. Appointments under this provision will be conducted in accordance with the regular appointment process for that member.

Responsibilities of Members

Members are expected to:

- Familiarize themselves with the Council's role and these Terms of Reference
- Attend each regularly scheduled Council meeting
- Familiarize themselves with the meeting package prior to the meeting
- Engage in respectful, meaningful discussion, provide considered, constructive and thoughtful feedback and commentary, express opinions and ask questions to enable the Council to exercise its best judgment in decision making and advising in the best interest of UCVM

3. ROLE

The Council serves as the Faculty's senior academic governing and advisory body on the academic affairs of the Faculty. Accordingly, in addition to the responsibilities listed in the PSLA, the Council reviews and provides recommendations regarding academic priorities, strategies, plans and policies for the Faculty, and provides a forum for discussion, information sharing and approval of Faculty recommendations to the GFC or other external decision-makers. The Council shall approve all academic policies and programs of the Faculty.

4. RESPONSIBILITIES

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

The listed responsibilities shall be the common, recurring activities of the Council; however, the Council may carry out additional responsibilities and duties within its role or as requested by the Dean of the Faculty.

The Council's primary responsibilities are as follows:

a. determine the programs of study for which the Faculty is established;
b. determine the conditions under which a student must withdraw from or may continue the student's program of studies in the Faculty;
c. authorize the granting of degrees;
d. approve all academic policies of the Faculty; and
e. such other activities and responsibilities delegated or assigned to it by the GFC or brought to it by the Chair from time to time.

5. POWERS

The Council is empowered to carry out its role and responsibilities subject to any conditions or restrictions that are imposed on it by the GFC.

The Council may delegate any of its powers, responsibilities and functions as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, responsibility or function, including the power of sub-delegation. The Council shall require as part of any delegation of its authority that any action taken under a delegated authority of the Council is reported to and approved by the Council. The Council may also, by resolution, alter or revoke the delegation of any of its powers, responsibilities and functions under this section.

The Council is ultimately responsible for the work and responsibilities of each of its delegates, standing or *ad hoc* committees, and working groups, if any.

6. COUNCIL MEETINGS

Schedule

The Council will meet during the period from September to June in each year (the **Meeting Year**) in accordance with a meeting calendar provided to members. Additional regular or special meetings may be called by the Chair. The Secretary shall make the schedule of meetings available to Council members.

Notice

Members will be provided with a calendar of meeting dates for regularly scheduled meetings for each Meeting Year. Except in the case of an emergency meeting, notice of meetings that do not appear in the calendar, cancellations, or changes in date will be provided at least two days in advance of the meeting date. Meeting details will be communicated to members by the Secretary as soon as they are available before each meeting.

Meeting Agendas and Materials

Meeting agendas will be formulated by the Chair, and reviewed and approved in accordance with the meeting procedures. The Secretary shall normally make the agenda and substantive supporting material available to the Council at least one week prior to the meeting (typically by electronic means).

A member intending to introduce a new matter at a meeting shall give written notice of the matter and any materials for the Council's consideration, to the Chair and the Secretary at least eight days in advance of the meeting at which it is intended to be introduced.

Notwithstanding the paragraph above, a matter may be introduced to a meeting of the Council without the specified notice thereof having been given and without it having been included in the agenda if the matter is communicated in advance to the Chair, and its introduction to the meeting is approved by the Chair.

If a person who is not a member or a guest approved by the Chair wishes to address the Council at any meeting, such person may do so if they have received the prior permission of the Chair.

Absence of Chair

In the event that the Chair is unable to attend a meeting of the Council, the meeting will be cancelled.

If the Chair is not present within 15 minutes of the time fixed for the commencement of the meeting, the meeting will be canceled.

Quorum

A quorum for the transaction of business at any meeting of the Council is a number equal to a one-half (1/2) of the members of the Council.

If quorum for a Council meeting is not present within ten (10) minutes of the time fixed for the commencement of the meeting, the Chair of the meeting may:

1. refer the business of the meeting to the Faculty Council Committee if affirmed by the majority of voting members present;
2. adjourn the meeting; or
3. cancel the meeting.

If quorum for a Council meeting is lost at any time during the meeting, the Chair of the meeting, in their sole discretion, may refer the balance of the business of the meeting to the Faculty Council Committee or postpone the business to the next meeting of the Council.

Conduct of Meetings

In the sole discretion of the Chair, Council meetings may be held in person or by means of a telephonic, electronic or other communication facility that permits all participants to communicate adequately with each other during the meeting.

The Chair shall be responsible for the orderly conduct of meetings of the Council. Meetings will be conducted in accordance with all applicable laws and these Terms of Reference or, where applicable laws or these Terms of Reference are silent on the matter, as determined by a ruling of the Chair, acting reasonably. The Council may look to Roberts Rules of Order as guidance on the conduct of meetings, however, none of these sources shall be considered determinative and the Chair retains the discretion to make a final determination on the matter, subject to challenge as provided below.

The Chair's ruling shall bind all members of the Council except where a motion challenging the ruling has been duly moved, seconded and carried by two-thirds (2/3) of the members present at the meeting, whereupon such ruling shall cease to have force and effect. In this event, a member may propose a new ruling and provided it is duly moved, seconded and carried by a majority of the members present at the meeting; it shall bind all members of the Council.

Electronic Participation

A person participating in a meeting by approved electronic means is deemed to be present at the meeting and may vote through the telephonic, electronic or other method of communication being used.

Voting at Meetings

Only Council members may move, second and vote on motions. Members must be present in person or through electronic means approved by the Chair in order to vote. Voting by proxy is not allowed.

Motions will be decided by a show of hands, a roll call (voice), consensus, or otherwise in such manner that clearly evidences a member's vote and is accepted by the Chair of the meeting.

An affirmative vote of a majority of the members present and eligible to vote or consent without objection is required to pass a motion. The Chair does not have a second or casting vote.

A declaration by the Chair of the meeting that a motion has been carried and an entry to that effect in the minutes shall be prima facie evidence of the action taken. Any member may ask at the time of the vote that the member's individual vote or abstention be recorded in the minutes.

Where Faculty Council is directed to conduct an election, such elections will be decided based upon the number of votes in favour of each nominee in descending order, the first elected person being the nominee with the most votes. Additional elected persons will be the person(s) with the next highest number of votes in descending order until all elected persons have been determined. In the event of an equal number of votes being cast for more than one nominee (a tie), the Chair will cast a vote to break the tie.

Resolutions in Writing

Resolutions in writing are only suitable for straightforward motions. Resolutions in writing shall only be used on issues where it is deemed important to have the full input of Council or where it is not feasible or practical to call a meeting of the Council in the timeframe required by the matter at hand. This process should be used infrequently. Resolutions in writing may be circulated for approval via electronic mail, electronic platform site (i.e. MicroSoft Teams) or similar platform routinely used for Faculty Council communications and/or electronic poll.

A resolution of the Council consented to in writing by a majority of the members entitled to vote on it (as opposed to a majority of members voting), whether by signed document, electronic mail, electronic platform or any other method of transmitting legibly recorded messages, shall have the same force and effect as if it had been passed at a Council meeting duly called and held. Such resolution may be in two or more counterparts which together are deemed to constitute one resolution in writing. A resolution passed in this manner is effective on the date stated in the resolution or, if a date is not stated, on the latest date stated on any counterpart or the latest date on which the required number of affirmative votes is communicated to the Secretary.

The procedures for approval of resolutions via electronic mail, poll and/or platform are as follows:

- Resolutions will be circulated to members by electronic mail at the e-mail address on file with the Secretary or by electronic poll. If electronic platform is to be used an electronic mail will notify members to the location of the resolution on the site
- The resolution will expire in the time set in the message; however, the Chair may extend the deadline once by up to a maximum of seven days
- An affirmative vote of a majority of members who are eligible to vote is required to pass a resolution made via electronic mail, poll and/or platform
- The Secretary is responsible for tallying the votes and informing the Chair of the outcome. The Chair is responsible for informing Council.
- Written resolutions may not be amended; however, the member who proposed the resolution may withdraw it at any time prior to receipt of the necessary approval or the expiry time, if one, or with the approval of all of the members who voted on the resolution
- If the resolution does not receive the required votes by the deadline (as extended, if applicable), it does not pass

Open and Closed Meetings

The Council may hold open and closed meetings or sessions of the Council in compliance with all applicable laws.

Open meetings or open sessions of meetings of the Council may be attended by the public, subject to the limitations of space.

Closed meetings or closed sessions of meetings of the Council will be attended by the Secretary unless specifically excused by the Chair, and by those guests who are invited to remain for the closed session or a portion thereof. If the Secretary is excused by the Chair from a closed session, the Chair will appoint one of the members present to act as secretary for the session, which member shall record any discussions, decisions and actions of the Council pertaining to Council business done in closed session, and will provide a signed record to the Secretary for the official records. Minutes of closed sessions shall not normally be made available to the public.

Invited Guests and Visitors

Guests may be invited to attend and speak at a meeting with the approval of the Chair given in advance of the meeting or, in the sole discretion of the Chair of the meeting, during the meeting.

Visitors in attendance at a meeting to observe Council proceedings may speak only if expressly invited to do so by the Chair of the meeting. All visitors are expected to maintain the decorum prescribed for parliamentary galleries and no person is allowed to use a camera or a recording device in a Council meeting. In the event of a breach of these rules or a disturbance, the Chair may eject persons from the meeting or adjourn the meeting.

Council Records

Minutes of the proceedings of all Council meetings and records of all decisions of the Council made outside of a meeting (e.g. written resolutions) will be created and presented to the Council for approval or information, as applicable, at its next subsequent meeting.

The Council shall keep as permanent records, minutes of all Council meetings, a record of all actions taken by the Council without a meeting, and a record of all actions taken by a committee exercising the authority of the Council. The records of the Council shall be kept in a form capable of conversion into written form within a reasonable time.

The official records of the Council will be maintained under the custodianship of the Secretary and shall be made available to any member of the Council as requested upon reasonable advance notice to the Secretary.

Access to the official records of the Council by persons other than members will be determined in accordance with applicable legislation and University policies in effect from time to time.

Certification of Records

The Chair, the Secretary or such other person designated by the Council for the purpose may, in a written certificate, certify that:

a. a writing referred to in the certificate is a true copy of all or part of a minute of the proceedings of a meeting of the Council or a resolution of the Council; and
b. that the minute or resolution or part thereof is or is not in effect as at a date stated in the certificate.

A certificate made under this section shall, in relation to the Council, be prima facie proof of the facts stated therein without proof of the signature or capacity of the person signing the certificate.

If the person making the certificate is not the Secretary, that person shall make and deliver to the Secretary an executed copy of the certificate as soon as reasonably possible.

7. COMMITTEES

Establishment

The Council may, by resolution, establish standing or ad-hoc committees with such responsibilities, authorities, membership and operational rules as it considers appropriate. The Council may also, by resolution, dissolve any committee.

Authority

The Council may delegate to a committee any of the Council's powers, responsibilities or functions, on such conditions, if any, set out in the establishing resolution or any subsequent resolution. The Council may also, by resolution, alter or revoke the delegation of any of its powers, responsibilities and functions under this section.

Rules and Procedures

Except where otherwise specified in these Terms of Reference, the responsibilities, authorities, membership and operation of a committee shall be set out in terms of reference approved by the Council or its delegate.

Committees shall report their activities and decisions to the Council at such times and in such manner as required by the Council.

8. WORKING GROUPS

The Council may create working groups that report to the Council directly or through the Chair, to facilitate the accomplishment of its responsibilities. The membership of any working group shall be determined by the Chair, taking into consideration any recommendations for membership made by the Council. Working group members may be drawn from outside the Council.

9. OUTSIDE ADVISORS

The Chair is authorized to retain outside advisors with particular expertise to advise the Council if the Chair determines in their sole discretion that doing so is essential to the Council in carrying out its responsibilities.

10. RESPONSIBILITIES OF THE CHAIR

In addition to the other responsibilities of the Chair set out in these Terms of Reference, the Chair shall provide leadership to enable the Council to effectively carry out its role and responsibilities, act as a spokesperson for the Council, act as the liaison between the Council and the GFC and other University or external groups or individuals, and will generally oversee the Council's activities. The Chair shall also oversee the engagement of any outside advisors.

11. SPOKESPERSON

The Chair is the only person authorized to speak for the Council.

12. REPORTING TO THE GFC

The Council shall report their activities and decisions to the GFC at such times and in such manner as required by the GFC.

13. COUNCIL ASSESSMENT

The Council, and any formally approved standing committees of Council, shall carry out an assessment of its performance and operations no later than three years following its last assessment in accordance with a process approved by the Council. This shall normally consist of at least a review of its Terms of Reference.

14. AUTHORIZATION AND EXECUTION

All documents or instruments in writing requiring execution on behalf of the Council shall be signed by the Chair or those authorized signatories specified in, and in accordance with, a written authorization of the Council.

All documents or instruments authorized and signed on behalf of the Council as provided herein shall be valid and binding on the Council.

15. VALIDITY OF NOTICES

"Business Day" for the purposes of this section means a day other than a day that the University of Calgary is closed or a Saturday, Sunday, statutory or civic holiday in Calgary, Alberta.

Any notice or communication required or permitted to be given or made hereunder will be sufficiently given or made for all purposes if delivered personally, sent by electronic communication or sent by mail within Canada to the last address listed in the records of the Secretary. Any such notice or electronic communication shall be deemed to have been received on the day of sending, and if delivered by hand shall be deemed to have been received at the time it is delivered to the applicable address. A document sent by mail will be deemed to be received on the seventh Business Day after the day on which it is mailed. In proving the notice or communication was mailed, it shall be sufficient to prove that such document was properly addressed, stamped and posted.

16. REVIEW AND CHANGES TO THESE TERMS OF REFERENCE

These Terms of Reference will be reviewed by the Council at least once every three years and any changes it considers necessary will be recommended to the GFC or its delegate for approval.

Anything done pursuant to, or in reliance on, these Terms of Reference before they were amended, replaced or repealed is conclusively deemed to be valid for all purposes.

Minor amendments and corrections to these Terms of Reference that are required in between reviews may be made by a majority vote of the Council and reported to the GFC or its delegate at that body's next meeting.

17. GENERAL

Headings

The headings used throughout these Terms of Reference are inserted for reference only and are not to be considered in construing the terms and provisions of these Terms of Reference or to be deemed in any way to clarify, modify or explain the effect of such terms or provisions.

Conflict with Terms of Reference

In the event of a conflict between the provisions of these Terms of Reference and the provisions of applicable

legislation, the provisions of the applicable legislation shall govern.

Invalidity of Provisions

The invalidity or unenforceability of any provision of these Terms of Reference shall not affect the validity or enforceability of the remaining provisions of these Terms of Reference.

18. EFFECTIVE DATE

These Terms of Reference will be effective on the date that they are approved by the GFC or its delegate. All prior or existing Terms of Reference of the Council are repealed as of the effective date of these Terms of Reference.

Approved by the GFC Executive Committee March 13, 2024

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held March 13, 2024

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

Approval of Revisions to the Faculty of Veterinary Medicine Faculty Council Terms of Reference

The EC reviewed the proposed revisions to the Faculty of Veterinary Medicine (UCVM) Faculty Council Terms of Reference. The proponent reported that all of the UCVM Terms of Reference (TOR) had been reviewed following the Faculty's de-departmentalization, and changes to the Faculty Council TOR are being recommended, including to the membership and some operational pieces.

In response to questions, it was reported that:

- The term for the undergraduate student representative will be for one year only, as the Students Legislative Council members are elected to one-year terms
- It is intended that the Students' Union name the delegate for the undergraduate student representative, if one is needed, and not the elected student themself. It was observed that including provision for a delegate allows the Students' Union to name a student to the Faculty Council if the UCVM elected Students Legislative Council seat is vacant.
- The proponent felt strongly that the UCVM Director of Operations should be added as a voting member of the Faculty Council. It was noted that both the Faculty Council and Faculty Council Committee have a strong majority of academic staff members.

A typographical error was noted and it was requested that the description of the undergraduate student seat should be revised from "Student Union" to "Students' Union".

The EC then voted to approve the revisions to the UCVM Faculty Council Terms of Reference, with the requested amendment.

Approval of Revisions to the 2024-2025 GFC and GFC Standing Committees Meeting Schedule and the 2025-2026 Meeting Schedule

The EC reviewed the proposed 2024-2025 and 2025-2026 GFC and GFC standing committees meeting schedules.

Discussion included:

- The consistency of the schedules, with each body's meeting day and time remaining constant from year to year, is appreciated
- The proponent reported that calendar invites for both meeting years will be sent to continuing members in April

The EC then voted to approve the meeting schedules.

Approval of the 2024 GFC Member Survey

The EC reviewed the proposed 2024 GFC member survey. The proponent reported that the Qualtrics functionality for survey distribution will be used rather than asking members to input their name to confirm eligibility to submit.

Discussion included:

- The second part of question 8 ("*If you will be continuing as a GFC member, do you anticipate any barriers to your engagement and attendance in the coming year?*") is not needed
- Members may find it difficult to answer question 9 ("*The University Secretariat provides an appropriate level of service*") as they may not know what the Secretariat does. It was observed that the other questions may cover what this question is trying to determine, such as questions 3 and 4 ("*The GFC is provided with adequate information and resources (i.e. the meeting package)*" and "*The upload of the meeting package provides adequate time for review in advance of meetings*") and so question 9 is not needed.
- It was suggested that a complementary question could be asked, about what aspects of GFC operations members like

In response to questions, it was reported that:

- There is trend for institutions' GFC meetings (or equivalent) to return to fully in-person
- A new meeting space for GFC meetings is anticipated for the 2024-2025 meeting year. However, even if the new GFC meeting space has hybrid meeting functionality, there is still concern that a hybrid meeting will not allow for GFC member participation at a standard needed for good governance. The Secretariat is continuing to explore options. Members observed that hybrid meetings do provide accommodation for members who cannot attend in person.

It was decided to leave the GFC meetings with alternating modality, with the intention to consider trialling a hybrid meeting in the new in-person meeting space should it have such capability.

The EC then voted to approve the 2024 GFC Member Survey and process, with the requested question amendments.

Nominations for Election by GFC of Two Academic Staff Members to an Advisory Review Committee for the Dean of the Faculty of Social Work

The EC named, in rank order, academic staff members to be approached by the University Secretariat to stand for election to the Advisory Review Committee for the Dean of the Faculty of Social Work. The first four individuals to agree to stand for election will be presented on a ballot for the election of two by the GFC. The election will be held electronically following the April 11, 2024 GFC meeting.

Revisions to the GFC Academic Staff Criteria and Processes Handbook

The EC reviewed the proposed revisions to the GFC Academic Staff Criteria and Processes Handbook (the Handbook). The proponents reported that recent changes to the Collective Agreement Between the Faculty Association and the Board of Governors, in particular relating to the academic performance assessment, Progression Through the Ranks Increases, and Outstanding Achievement Awards, have necessitated updates

to the Handbook. The proponents indicated that the proposed revisions to the Handbook need to be approved by June 2024 so that this can be applied to the 2025 assessment review.

Discussion included:

- The revisions to Section B.1.3 (*Teaching*) are significant, and Sections B.1.3 and B.4.5 (*Criteria for Assessing Teaching Activities*) are linked
- The expectation in Section B.1.3.2 ("*that academic staff members… develop their teaching practice, engage in professional learning in teaching, and remain current in the evidence-informed pedagogical approaches in their fields*") is applauded because teaching is a priority in some disciplines
- It is positive to have flexibility in what is considered to be development of teaching practice, professional learning in teaching, and being current in pedagogical approaches, but flexibility can produce confusion among Heads and academic staff members around what these include. For example, it is unclear if activities such as producing new course materials or giving an address at a conference will be counted.
- Not every academic staff member will be able to demonstrate advancement in teaching in every assessment cycle
- If it is expected that senior academic staff members will continue to advance their teaching, clear guidelines will be needed
- It was suggested that Section B.1.3.2 refer to the development and evolution of teaching practice, to be more easily relatable to newer and more senior academic staff members. It was alternatively suggested that Section B.1.3.2 could be made less prescriptive and refer to reflection upon teaching practice and not the development of this.
- It is unclear if or how student course surveys relate to the assessment of academic staff
- It was suggested that reference to professional learning in teaching not imply that academic staff members are required to take courses offered by the Taylor Institute for Teaching and Learning
- There can be confusion between professional learning and professional development. Professional learning is learning that applies to one's profession, including self-reflection and independent study, while professional development usually takes the form of structured training programs with designed learning outcomes.

In response to questions, it was reported that:

- The expectation for an academic staff member to develop teaching practices, engage in professional learning, and be current in pedagogical approaches will be as required by their rank and stream and be dependent on their workload assignment. If expectation is not assigned as part of an academic staff member's workload, they will not be assessed on this.
- It is intended that the companion Faculty Guidelines will set out discipline-specific guidelines for how advancement in teaching will be evaluated. The Handbook working group determined that having specific guidelines in the Handbook would not be feasible as these would likely not be fully comprehensive and would not be applicable to all disciplines. It is known that the Faculty Guidelines will need to be updated, and Faculties have been asked to work on this in parallel with the Handbook revisions because the revised Faculty Guidelines will also need to be approved by June 2024 for use with the 2025 assessment cycle.
- Progression Through the Ranks is an expectation of all academic staff members, but the Outstanding Achievement Awards are intended to recognize academic staff members who perform above the norm

- The addition of Sections B.1.3.2 through B.1.3.5 of the Handbook signals that antiquated and disengaged teaching methods do not meet the University's expectations of academic staff for whom teaching integrity is an expectation of their workload
- The Collective Agreement, and not Section B.4.3, sets out how many times an academic staff member may apply for an Outstanding Achievement Award

Review of the Draft April 11, 2024 GFC Agenda

The EC reviewed the draft April 11, 2024 GFC agenda.

The University Secretariat was directed to confirm the presenters for the Research Security information item, as the Vice-President (Research) will be back from leave at the time of the April 11 GFC meeting.

Prepared by the University Secretariat on behalf of Ed McCauley, Chair, and Penny Werthner, Vice-Chair

UNIVERSITY OF CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meeting held on February 26, 2024

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

Approval of the Change in Course Requirements for the Master of Science (MSc) and Doctor of Philosophy (PhD) in Chemistry

The Committee reviewed the proposal for the change in course requirements for the Master of Science (MSc) and Doctor of Philosophy (PhD) in Chemistry, which would decrease the number of required units for the MSc from 9.0 to 7.0, and for the PhD from 12.0 to 10.0. Further, students in both programs would be required to complete a 1.0 unit mandatory course on Teaching and Mentorship in Chemistry.

The Committee learned that the change was prompted by student feedback indicating that the majority of courses on offer were not relevant to their research and therefore did not add value to their academic experience. This is also evidenced by independent study courses being the most highly subscribed. The Committee also learned that the new number of required courses is a minimum, and graduate supervisors can recommend that students take additional courses if knowledge gaps are identified. PhD students may also be granted credit for courses completed in their MSc, at the discretion of the Graduate Program Director.

The Committee identified a need for the Calendar description for the new proposed 1.0 unit course to be revised in consultation with the Graduate Academic Program Subcommittee (GAPS) Calendar Working Group and resubmitted to the GAPS for approval.

With this exception of the new course, the APPC approved the change in course requirements for the MSc and PhD in Chemistry, effective Fall 2024.

Approval of the Creation of the Bachelor of Science (BSc) and Minor in Energy Science

The Committee reviewed the proposal for the creation of a Bachelor of Science (BSc) in Energy Science and associated Minor in Energy Science in the Faculty of Science. The Committee heard that Students in the program will develop a transdisciplinary skillset that includes both a scientific core understanding of energy systems and knowledge of how energy systems connect with society. Indigenous studies will be integrated in the curriculum from first- to fourth-year courses.

The Minor in Energy Science is intended to replace the existing Concentration in Energy Science that is currently available to students in the BSc in Natural Sciences program.

The Committee learned that the Faculty of Science is aiming for a large cohort of students upon program launch because of the Faculty's trends in application pressure, which show that for every student offered admission five qualified students are not offered a seat due to capacity limitations, and a high degree of interest from prospective students. The Faculty is planning for nationwide recruitment of students for direct entry into the program in addition to transfer students from other Science programs. The Committee also heard that three new Indigenous faculty members will be involved with the program.

The APPC approved the creation of the BSc in Energy Science, effective July 1, 2025. The APPC also approved the creation of the Minor in Energy Science, effective July 1, 2025, contingent upon the Ministry of Advanced Education's approval of the BSc.

Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair.

UNIVERSITY OF CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meeting held on March 11, 2024

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

Approval of the Addition of a Practical Experience Requirement (PER) to the Graduation Requirements for Engineering Majors

The Committee reviewed the proposal for the addition of the Practical Experience Requirement (PER) for Bachelor of Science (BSc) in Engineering students. The PER would require all students in the regular (four-year) Engineering majors to complete engineering-specific work experience during their academic program. The Committee learned that while most Engineering students already engage in practical work experience, it is important to ensure that all students are participating in high-quality Work-Integrated Learning experiences because of the impact that pre-graduation work experience has on post-graduation employment outcomes. Making the PER a graduation requirement gives the Schulich School of Engineering (SSE) the ability to develop a formal infrastructure that supports all students in this regard.

The Committee learned that the SSE has resources for supporting students in completing their PER in both the Engineering Student Centre and the Engineering Career Centre, and that feedback obtained through the governance process has been incorporated, particularly with respect to EDIA considerations and supporting students who experience challenges while completing their PER such as conflicts in the workplace. The Committee heard that international students would be able to complete their PER either in Canada or internationally, and that bursaries or other financial supports may be available for students who elect to complete their PER through research assistantships or other roles that pay less than industry standard.

The APPC approved the addition of the PER to the graduation requirements for regular (four-year) Engineering majors, effective September 2025.

Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair.

UNIVERSITY OF CALGARY

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held March 12, 2024

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

2023 National Survey of Student Engagement (NSSE) Institutional Results

The TLC was reminded that the NSSE is administered every 3 years to students at the beginning and end of their undergraduate education, and the NSSE enables thoughtful consideration (primarily at the institutional and Faculty levels) of student experience strengths and areas needing improvement. The TLC received a presentation on the 2023 NSSE institutional results, including:

- Compared to the U15, the University has strong response rates (36% of first-year students, 35% of senior-year students, and 37% of targeted after-degree students)
- The University's scores in most question areas met or exceeded the 2020 results
- Highlights of first-year and senior-year results:
    - 71% of first-year respondents rated their overall experience as 'excellent' or 'good'. This number is down from 78%, and this could be because the meaning of 'overall experience' may be different to different people or because the overall experience of these students may have been impacted by the pandemic circumstances.
    - 81% of first-year respondents indicated that they would 'definitely' or 'probably' attend again
    - First-year respondents identify Learning Strategies, Quantitative Reasoning, and Learning with Peers as the University's learning experience strengths
    - Senior-year respondents identified Thinking Critically and Analytically, Writing Clearly and Effectively, Working Effectively with Others, and Reflective and Integrative Learning as the strongest skills gained at the University
    - The NSSE report describes high-impact practices, which include experiential learning (EL) and work-integrated learning (WIL) opportunities for practical skill-building offered at the University. Students see benefit in EL and WIL embedded in their programs and would like to see growth in EL and WIL opportunities.
    - Under equity, diversity, inclusion, and accessibility (EDIA), the University is ranked higher than the U15 by first-year and senior-year respondents for enabling impactful 'Discussions with Diverse Others'
- One open-response question was included within the NSSE 2023 survey, "*What could UCalgary do to help you prepare for your future career or education?*" and a thematic analysis of the qualitative responses was prepared for discussion. The report identified and discussed responses in five theme areas: Navigating the University, Impact of Affordability, Supporting Wellness, Meaningful Learning Experiences, and Preparing for Next Steps. First-year students describe concerns about enrolling/registering, advising, and mental health supports; senior-year students show that they are thinking about the next phase in their lives and describe concerns about having networking opportunities, useful curriculum, and hands-on learning experiences.

- The NSSE results connect to other University initiatives, including the *Ahead of Tomorrow* strategy and the Academic and Innovation Plan, and all data associated with these will be explored to identify and respond to the needs of students

The TLC discussed:

- NSSE feedback relating to affordability and wellness aligns with the feedback being heard through other mechanisms, and this validates the priorities in the Academic and Innovation Plan supporting the student experience
- It was suggested that Faculties with commonalities could be brought together to reflect upon the results of the NSSE. Faculties could identify areas that cross units (e.g. mental health) and collaborate and share resources to address these.
- While there are differences between undergraduate and graduate student needs, and course-based versus thesis-based graduate students, the holistic synergy between these can be explored and some common approaches to support student engagement may be found
- Faculties can learn from each other's successes, and discussions across Faculties are planned for the year ahead to reflect on and learn from each other

In response to questions, it was reported that:

- The CGPSS (Canadian Graduate and Professional Student Survey) is the closest graduate student equivalent to the NSSE survey
- The dissemination and discussion of the NSSE results will differ among Faculties, and persons interested in learning more about their Faculty's results should reach out to their Associate Dean (Teaching and Learning) to determine how the NSSE results are used in their Faculty. The summary thematic analysis report of qualitative responses to NSSE 2023 will be posted publicly.
- There is some demographic data collected through the NSSE, and it is known that there is institutional appetite for EDIA data, so the NSSE Steering Committee is thinking about this because any demographic data must be shared and used thoughtfully

M1 (*Supporting Documentation*) Academic Regulation Review

The TLC heard that an M1 Working Group was formed in 2023 to review the wording of the M1 regulation in the Academic Calendar and how it is being applied. Stakeholder engagement sessions were held in early 2024, and feedback from the TLC is now being sought.

The TLC discussed:

- It would be valuable to have a point person, such as an Associate Dean or Department Head, in each unit who understands the intent of and the process relating to supporting documentation, as students and academic staff members may not understand this. This point person should educate academic staff members on this, as students will often speak only to their instructor or supervisor, and not approach an administrator.
- There is confusion about whether the M1 regulation applies to examinations as well as to in-semester assessments. The presenter noted that there is a separate process for the deferral of final examinations.
- Clarity is needed around what documentation (e.g. medical note, personal statement) is acceptable and what is not, and what instructors are required to do
- Instructors have the authority to grant or decline a deferral request, and this authority should be

maintained. An instructor cannot require a medical letter, but in some cases a self-declaration may not be sufficiently persuading. It was suggested that the M1 regulation should clearly state that an instructor can decline a request.

- It was suggested that the M1 regulation could include language that frames that being supportive of students is a priority
- Arranging a deferred examination can be challenging, as supervision resources and rigorous assessment are needed. Limited resources make it challenging to address arrangements for many individual students.
- Examples of arrangements arising from a missed examination, depending on the timing and other contextual factors in the course, and implications when arrangements include re-weighting of assessments. Having a final examination worth 90% of a student's grade is problematic, for reasons such as this may not be a fair assessment of a student's learning and this puts tremendous pressure on a student. Ongoing and obviously available supports and services for students are needed, to enable them to manage their time and to understand the implication of a request such as a deferral.
- It was suggested that a process could be put in place to trigger referral of a student to the Student Success Centre for support if they have requested a number of deferrals. Some students use the deferral process as a study strategy, to manage their time, and this is not what this process is intended for.
- Having flexibility in regulations is desirable, as unclear language (i.e. "may be asked", "may include", "encouraged to submit", "could be") can lead to confusion. It was suggested that the M1 regulation be written as clearly and specifically as possible so that all parties can understand the process.

Revisions to the TLC Terms of Reference

The TLC heard that one revision to the TLC Terms of Reference (TOR) is being proposed: to capture that the current Quality Assurance Curriculum Review Handbook includes that the TLC reviews and provides feedback on curriculum review reports, as part of the "Post-Review Process and Interim Progress Report".

The TLC discussed:

- As the TLC receives all the curriculum review reports, this could be business for every agenda and take a lot of the committee's time. It was observed that this work could be streamlined to be manageable.
- Having the TLC review the curriculum review reports enables additional engagement, reflection, and learning to continue across the institution and between units, through the sharing of good practices and the offering of feedback from a variety of perspectives

In response to questions, it was reported that:

- The Quality Assurance Curriculum Review Handbook specifically requires that the TLC receive all curriculum review reports (Executive Summary and Action Plan) and curriculum review interim reports (Action Plan)
- At an upcoming meeting, the TLC can be reminded of recent curriculum review reports that have come through, to inform discussion and improvement of TLC involvement in this process
- The TLC could monitor the amount of time spent on curriculum review reports, as an understanding of the time and input required from the TLC would be informative for any future revisions to the Quality Assurance Curriculum Review Handbook

The TLC was invited to think about any other possible revisions to the TOR and communicate this to the University Secretary in advance of the TLC seeing this item again (for recommendation) at its April meeting.

Teaching and Learning Updates and Emerging Issues Roundtable

The Committee was given an opportunity to discuss matters currently impacting teaching and learning, and discussion included that:

- Construction of the Multidisciplinary Science Hub building will break ground in 2025, in the location now occupied by parking lot 21 (near the northeast corner of the main campus)
- A toolkit has been developed by Libraries and Cultural Resources to assist faculty and students in relation to the topic of misinformation. This toolkit has been recognized locally, nationally, and internationally.

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 the General Faculties Council
on the Meeting of
The Board of Governors (Open Session), March 24, 2024 (8:00 am)
From the Member of the Board nominated by GFC

The Chair of the Board, Mark Herman, called the meeting to order at 8:03 am with a general welcome, a farewell to outgoing student leaders and a welcome to new board members at their first board meeting. The approval of the meeting agenda and identification of any existing conflicts of interest amongst the Board Members were then confirmed.

The land acknowledgement was provided by outgoing Students' Union President Shaziah Jinnah-Morsette.

Michael Van Hee, Vice-President (Finance and Services) - Development presented the safety moment on the campus Safety Performance Summary.

Following the safety moment, the following actions items were presented and voted on:

- Approval of the Open Consent Agenda Items
- Approval of the New Program Tuition – Transdisciplinary Studies
- Approval of the University of Calgary's 2024-2025 Consolidated and Capital Budgets
- Approval of Revisions to the 2024-2025 Board and Standing Committees Schedule and the 2025-2026 Schedule

All four items were approved by vote by the Board.

The one discussion item was the Community Mental Health and Well-Being Strategy: Renewal and Relaunch of the Campus Mental Health Strategy.

The two information items were the Report from the President and Implementation Plans 2024-2027.

Board Member Reports included:

- Report from the Chancellor and Board Member nominated by the Senate
- Report from the Board Members nominated by the Alumni Association
- Report from the Board Member nominated by the General Faculties Council
- Report from the Board Member nominated by the University of Calgary Faculty Association
- Report from the Board Member nominated by the Alberta Union of Provincial Employees
- Report from the Board Member nominated by the Students' Union

- Report from the Board Member nominated by the Graduate Students' Association

The University's "Info At-a-Glance" document was also included in-package.

There being **no other business**, the Open Session of the Board Meeting was then adjourned at 10:07 am.

Sincerely,

Joule Bergerson