



UNIVERSITY OF CALGARY WERKLUND SCHOOL OF EDUCATION

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# FACULTY GUIDELINES

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The Head-equivalent, Faculty Merit Committee (FMC) and the Faculty Tenure and Promotions Committee (FTPC) shall endeavour to give separate attention to each of the three functions in arriving at the overall rating. In doing so, the diversity of career patterns will be recognized and the implications

- Knowledge mobilization:** “The reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users both within and beyond academia in such a way that may benefit users and create positive impacts within Canada and/or internationally, and, ultimately, has the potential to enhance the profile, reach and impact of social sciences and humanities research” (Government of Canada, Social Sciences and Humanities Research Council, 2021).
- 2.3.1.5 Entrepreneurial thinking:** This includes “creative problem solving, turning circumstances to our advantage, seeing possibilities where others see problems ... It's about taking initiative, learning from experience and being resourceful no matter what happens” (University of Calgary, 2021).
- 2.3.1.6 Intersectionality:** This denotes intersectional considerations related, but not restricted, to culture, language, ethnicity, religion, sexuality, gender, disability, geography, and economic status.







## 2.1.2 ~~Definitions of Research and Scholarship~~

Research and scholarship activity is assessed using both qualitative and quantitative means.

The Werklund School acknowledges scholarly work in all its stages. For the purposes of assessment, work will be credited when published. The definitions below define the stages toward publication.

- € Published work is work that has successfully passed a peer review process or editorial decision making process and has been disseminated (e.g., has appeared in a journal, or is otherwise available to professional and/or scholarly communities).
- € Work in press is work that has been accepted through a peer review process or editorial decision making process and is ready for dissemination by a journal publisher or comparable agent but has not yet appeared in the public domain.

### 3.2.1 Teaching Activity

Depending on rank and disciplinary expertise, teaching contributions may include, but are not limited to:

- € Teaching at undergraduate and graduate levels on-campus and off-campus (including land-based education) as well as online and blended instruction
- €

### 3.2.3 ~~Assessment of Teaching~~

Assessment of academic staff members performance shall include consideration of both qualitative and quantitative aspects of teaching (

## 4.0 Requirements for Academic Staff Ranks and Streams

(see GFC Handbook Part B, Section 2)

The following section provides the requirements for research and scholarship, teaching and service for each academic rank and stream. Performance expectations, especially as they pertain to quality of work accomplished, will increase with ascending academic rank and with progression through a rank.

### Teaching and Research Stream

#### 4.1 Assistant Professor (Teaching and Research) Rank

[Appendix 1.1](#) provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded.

- 4.1.1** **Research and Scholarship** The expectation is to establish a high quality program of research and scholarship and to begin to obtain competitive internal and/or external funding (e.g., Tri Council) to support the development of a research trajectory. Evidence of research and scholarly activities will occur in peer-reviewed scholarly venues. The Assistant Professor creates innovations and/or knowledge through individual, collaborative and/or community engaged research and scholarship as well as mentors undergraduate and/or graduate students in developing capacity as researchers. Emergent impact of research may occur at the academic, community and/or societal levels.
- 4.1.2** **Teaching** The expectation is to teach at the undergraduate and/or graduate levels. This is an opportunity to develop a strong teaching record that engages scholarly and evidence-informed teaching and assessment practices, educational activities that relate to Indigenous, sociocultural, teaching practices, pedagogical innovation; and participation in course and/or program design and development. The Assistant Professor should design and use inclusive teaching practices that support and/or accommodate diverse student learning needs. It is expected that the academic provides supervision, serves on supervisory committees and as neutral chair, as well as provides mentorship for students.
- 4.1.3** **Service** The expectation is to engage in service at the University, including the Werklund School, and to the discipline, profession, and/or community. The commitment to service will increase over time in a gradual and graduated manner. The Assistant Professor will engage in some committee work (standing, ad hoc and/or councils) within the Werklund School. The expectation is to maintain membership and engage with professional and community organizations consistent with their discipline or field of study at the local, provincial and/or national levels.

## 4.2 Associate Professor (Teaching and Research) Rank

[Appendix 1.1](#) provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded.

- 4.2.1 Research and Scholarship** The Associate Professor is expected to have an established high-quality program of research and scholarship with the ability to obtain competitive external funding (e.g., TriCouncil) to support an active and sustained program. In some cases, an active research program may not have funding. Scholarship is reflected through substantive publications and presentations in peer-reviewed scholarly venues, along with engagement in social and other forms of media. The work is recognized as that of a national standing. See GFC Handbook Part B, Section 2.3.3. The Associate Professor creates and/or leads innovations and/or knowledge through individual, collaborative and/or community engaged



TeachingFocusedStream

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## 4.5 Associate Professor (Teaching) Rank

[Appendix 1.2](#) provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded

**4.5.1** The Associate Professor (Teaching) is to teach a variety of courses at the undergraduate and/or graduate program levels, including discipline and research courses. The academic will demonstrate and provide leadership in scholarly and evidence-informed teaching and assessment practices, educational activities that relate to Indigenous and sociocultural teaching practices, pedagogical innovations, sharing pedagogical expertise, and course and/or program design and development. Associate Professor (Teaching) should design and use inclusive teaching practices that support and/or accommodate diverse student learning needs. It is expected that the academic mentors students in designing, facilitating and assessing learning through evidence-informed pedagogical practice. Excellence in teaching can be recognized through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.

The expectation for Associate Professor (Teaching) is to engage in scholarship and/or research focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge that advances theory, practice, and/or policy related to teaching and learning. As part of being current with pedagogical practice within the disciplines, activities will inform and enhance the Associate Professor (Teaching) knowledge of teaching. Evidence of scholarly activities, appropriate to time in rank, may include developing and presenting a faculty workshop on an instructional activity or pedagogical practice, presenting SoTL or other teaching-related in peer-reviewed, non



## 4.6 Professor (Teaching) Rank

[Appendix 1.2](#) provides a table showing a non-exhaustive range of criteria at the entry level that can be used in the articulation of how performance expectations are being met or exceeded

**4.6.1** The Professor (Teaching) is to teach a variety of courses at the undergraduate and/or graduate program levels, including discipline and research courses. The academic demonstrate and provide leadership in the following scholarly and evidence-informed teaching and assessment practices; educational activities that relate to Indigenous and sociocultural teaching practices; pedagogical innovation; sharing pedagogical expertise; course and/or program design and development; and quality assurance activities in programs. Teaching Professor should design and use inclusive teaching practices that support and/or accommodate the diversity of student learning needs. The academic has a major educational leadership role in strengthening teaching capacity in the Werklund School through mentoring students and/or colleagues in designing, facilitating and assessing learning through evidence informed pedagogical practice. Excellence in teaching can be recognized through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.

The Professor (Teaching) is expected to engage in scholarship and/or research focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge that advances theory, practice, and/or policy related to teaching and learning and/or contribute to the discipline. The academic leads collaborations with colleagues and/or students focused on being current in the field and/or informing instructional knowledge. Evidence of scholarly activities may include workshops, presentations and publications in SoTL and/or other teaching-related research in peer-reviewed, non-peer reviewed, and/or professional venues. Through research and scholarship, the Teaching Professor will be advancing innovations of teaching and learning and engage in dissemination in the Werklund School, University and/or broader community. The academic will engage in professional learning and development to inform teaching practice and student learning.

**4.6.2 Service** The expectation is to have a distinguished record of service contributions to the Werklund School, University, discipline, profession, and/or broader community. The Professor (Teaching) will contribute to and lead committee work (standing, ad hoc, count-down force) within the Werklund School and University. The expectation is to engage in advancing their discipline, field of study and/or profession at the local, provincial and/or national levels. For example, participating as a reviewer for teaching-related scholarly journals, conference proposals, or other service to teaching. The academic

## 5.0 Guidelines Relating to Criteria for Renewal, Tenure, and Promotion

(Refer to GFC Handbook, Part 3)

The following criteria is to be used when the Faculty Tenure and Promotion Committee (FTPC) is reviewing





Tenure and Promotion to Associate Professor (Teaching)	
Teaching Scholarship and/or Research	Service
Supervision 4 Service on supervisory and examination committees as a neutral chair.	proceedings, etc.), conference planning, etc. at provincial and/or national levels.

Scholarship and/or Research of Teaching and Application normally includes:

- 4 Establishing scholarship and research focused on maintaining currency in pedagogy and curriculum design and informing instructional knowledge and practice.
- 4 Creation and/or leading innovations and/or knowledge through individual, collaboration, or as a chair.

## 5.4 Promotion to Professor(Research) or Professor(Teaching)

### 5.4.1 Promotion to Professor(Research) or Professor(Teaching)

An application for promotion to Professor requires

- evidence of effectiveness in each of the three functions – research and scholarship, teaching, and service.

The following table provides examples of what the evidence should show for each of the three functions.

Promotion to Professor(Research)		
Research and Scholarship	Teaching	Service
Successful research and scholarship is required at this rank.	Successful teaching is required at this rank.	Distinguished record of service at this rank.
Evidence should show	Evidence should show	Evidence should show

Research Program

4 An established program of research and scholarship of the calibre of international standing.

Instruction

4 Alignment of teaching philosophy statement with teaching strategies and assessment

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Promotion to Professor(Teaching and Research)

**Department of Finance**

An application for promotion to



Promotion to Professor (Teaching)		
Teaching (including Scholarship and/or Research) Successful teaching is required at this rank.		Service Distinguished record of service required at this rank.
Program and Course Design 4 Leadership of collaborations in course and program design, development and evaluation and quality assurance activities through a research and evidence-informed approach.	Mentorship 4 Mentorship of students in designing, facilitating and assessing learning through evidence-informed pedagogical practice.	
Supervision 4 Service on supervisory and examination committees, and as a neutral chair, along with supporting students in developing applications for awards, scholarships and/or research funding.	Educational Leadership 4 Contribution of meaningful educational leadership to Werklund School, University, and/or to the broader community.	

## 5.5 Transfer between Streams

(see GFC Handbook Part B, Section 3.5)

When an academic staff member applies to transfer between streams, the individual will need to meet the criteria for the rank and stream for which they are transferring to as outlined in the GFC Handbook and the Faculty Guidelines.

## 6.0 Guidelines Relating to Criteria for Merit Assessment

(see GFC Handbook Part B, Section 4)

Contributions of academic staff are appreciated for the expertise they bring to the Werklund School

For the professorial stream, the expectation is to maintain a program of research and scholarship in their discipline and/or field. For the teaching-focused stream, the expectation of research and scholarship is to maintain currency in the field and inform pedagogical practice.

For purposes of biennial assessments of academic staff member performance, the Werklund School utilizes an overall rating that addresses research and scholarship, teaching, and service together.

Academic staff who hold formally appointed administrative positions will be assessed on the quality of the leadership. This assessment is included as part of the overall performance review.

Refer to the following sections within the GFC Handbook Part B:

- € 4.2 Criteria for Assessing Research and Scholarship Activities
- € 4.3 Criteria for Assessing Teaching Activities
- € 4.4 Criteria for Assessing Service Activities

## 7.0 Academic Appointment Selection Procedures and Position Postings

(see GFC Handbook Part C, Section 24)

The GFC Handbook provides detailed information to guide the process for academic appointment selection procedures H\*(A)1.9 (c)9 (t)3 Tw [(a)TJ -0(s)0.5 (t)1.1 (i)-6 6 (w.406 00 Tw [e)-3 (s)-,6e2 >>BDC s)-1T)7.8 (e)- (e)- (

- € One graduate student from the specialization area will be a voting member of the committee.
- € When relevant to enhance the committee, one more member (nonacademic) may be appointed to the committee to provide additional expertise as a voting member of the committee.
- € Option: As the Dean reviews the committee composition, attention will be given to ensure diverse representation. Up to two members may be added to the committee for

## 11.0 Appendices

### 11.1 Comparison of Requirements within Teaching and Research Professorial Ranks

Performance expectations at the entry level, especially as they pertain to quality of work accomplished, will increase with ascending academic rank and with progression through [Assistant Professor](#), [Associate Professor](#) and [Professor](#). The following table provide nonexhaustive criteria that can be used in the articulation of how performance expectations are being met or exceeded

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
General		

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
<b>Research and Scholarship</b>		
4 Shows evidence of participation in peer reviewed research grants, projects and/or contracts.	4 Holds individual (PI) or collaborative (CoPI, CoI, Collaborator as applicable) peer reviewed external research grants, projects, and/or contracts.	4 Holds substantial individual (PI) or collaborative (PI, CoPI, Collaborator) peer reviewed provincial, national and/or international research grants, projects, and/or contracts.
<b>Knowledge Creation, Innovation and Transfer</b>		
<p>4 Shows innovations and/or knowledge through individual, collaborative, and/or community engaged research and scholarship beyond the doctoral dissertation.</p> <p>4 May participate in knowledge creation related to Indigenous contexts</p> <p>4 May participate in knowledge creation related to relevant sociocultural contexts</p>	<p>4 Creates and/or leads innovations and/or knowledge through individual, collaborative, and/or community-engaged research and scholarship.</p> <p>4 Transfers innovations and/or new knowledge to a variety of academic, professional, and community contexts</p> <p>4 Engages in knowledge creation related to Indigenous contexts</p> <p>4 Engages in knowledge creation related to relevant sociocultural contexts</p>	<p>4 Creates and leads innovations and/or knowledge through individual, collaborative, and/or community-engaged research and scholarship.</p> <p>4 Leads the sharing or transfer of innovations and/or new knowledge to a variety of academic, professional, and community contexts</p> <p>4 Leads in knowledge creation related to Indigenous contexts</p> <p>4 Leads in knowledge creation related to relevant sociocultural contexts</p>
<b>Knowledge Mobilization</b>		

- 4 Demonstrates an emerging record of peer-reviewed and/or professional publications published and/or in-press manuscripts within the discipline and/or field
- 4 Demonstrates the potential to apply research and scholarship in the development of professional resources to be used within the discipline and/or field.
- 4 Demonstrates an emerging publishing record in peer reviewed conference proceedings.
- 4 Demonstrates an emerging publishing record manuscripts that

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
<b>Research and Scholarship</b>		
<p>and/or leading venues related to the discipline and/or field.</p> <p>4 Demonstrates an emerging presentation record at professional and/or non-peer reviewed local and/or provincial conferences and/or leading venues related to the discipline or field.</p> <p>4 Demonstrates an emerging record of a combination of solo and/or collaborative publications and/or presentations</p> <p>4 Engages with and/or contributes to social and other forms of media related to the discipline and/or field at the local and/or provincial levels.</p>	<p>4 Demonstrates a record of publications in peer reviewed conference proceedings.</p> <p>4 Demonstrates a record of publishing manuscripts that proceed from conference presentations.</p> <p>4 Demonstrates substantial peer reviewed presentations at competitive provincial and national conferences and/or leading venues related to the discipline and/or field.</p> <p>4 Presents at professional and/or non-peer reviewed provincial and national conferences and/or leading venues related to the discipline or field.</p> <p>4 Demonstrates a consistent record of a combination of solo and/or collaborative publications and/or presentations</p> <p>4 Engages regularly with and/or contributes to social and other forms of media related to the discipline and/or field at the provincial and/or national levels.</p>	<p>4 Demonstrates a substantial record of publications in peer reviewed conference proceedings.</p> <p>4 Demonstrates a sustained record of publishing manuscripts that proceed from conference presentations.</p> <p>4</p>



Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Teaching		

research and evidenceinformed assessment strategies to inform student learning 4 e.5 (8 Tmu q380D 6D 424.08 162

4 Demonstrates emerging scholarly inquiry of current pedagogy and developments in content knowledge to one's own teaching practice

4 Demonstrates emerging application of incorporating student feedback to inform instruction and assessment.

4 Demonstrates the potential to receive recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.





Assistant Professor  
(Teaching and Research)

Assistant Professor (Teaching and Research)	Associate Professor (Teaching and Research)	Professor (Teaching and Research)
Service		

4 Demonstrates the potential to participate on behalf of the Werklund School and/or the discipline on the part of the school and/or the discipline.

## 11.2 Comparison of Requirements within Teaching Stream

Performance expectations at the entry level, especially as they pertain to quality of work accomplished, will increase with ascending academic rank and with progression.

Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor (Teaching)
Teaching		
excellence through multiple sources such as student evaluations, peer assessments and/or nominations of Werklund School awards.	4 Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.	4 Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards and/or honours.
Program and Course Design		
<p>4 Demonstrates the potential to participate in course design, development and evaluation.</p> <p>4 Demonstrates the potential to participate in the collaborative design and development of courses and/or programs through a research and evidence informed approach.</p> <p>4 Demonstrates the potential to use contemporary pedagogies and/or inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning</p> <p>4 Demonstrates the potential to participate in quality assurance activities in programs (e.g. curriculum review)</p> <p>4 Demonstrates the potential to participate in the inclusion of one's scholarship to inform the design, development and revision of courses and/or programs.</p>	<p>4 Contributes to course design, development and evaluation.</p> <p>4 Collaborates in the design and development of courses and/or programs through a research and evidence informed approach.</p> <p>4 Demonstrates expertise in the use of contemporary pedagogies and inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning</p> <p>4 Engages and contributes to quality assurance activities in programs (e.g. curriculum review)</p> <p>4 Integrates one's scholarship to inform the design, development and revision of courses and/or programs.</p>	<p>4 Leads course design, development and evaluation.</p> <p>4 Leads collaborations in the design and development of courses and/or programs through a research and evidence informed approach.</p> <p>4 Demonstrates excellence in the use of contemporary pedagogies and inclusive and innovative teaching practices in the design and development of face-to-face, online, and blended learning</p> <p>4 Leads quality assurance activities in programs (e.g. curriculum review)</p> <p>4 Demonstrates leadership in integrating one's scholarship to inform the design, development and revision of courses and/or</p>



Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor(Teaching)
Teaching		

essor (Teaching)	Associate Professor (Teaching)	Professor(Teaching)
Service		



Assistant Professor (Teaching)	Associate Professor (Teaching)	Professor(Teaching)
Service		
<p>colleagues, and/or community members.</p> <p>4 Demonstrates the potential to participate on behalf of the Werklund School and/or the discipline on local and/or provincial initiatives related to teaching and learning.</p>	<p>4 Contributes on behalf of the Werklund School, University and/or the discipline on local, provincial and/or national initiatives related to teaching and learning.</p>	<p>students, colleagues, and/or community members.</p> <p>4 Contributes meaningful leadership to and provides consultation on behalf of the Werklund School, University and/or the discipline on provincial and/or national initiatives related to teaching and learning.</p>

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