UNIVERSITY OF CALGARY | HASKAYNE SCHOOL OF BUSINESS

Faculty Guidelines for the Appointment, Renewal, Transfer, Tenure, Promotion, and Assessment of Academic Staff

Approved by Faculty Council on May 29, 2024

Approved by the Provost and Vice-President (Academic) on June 10, 2024

1 Introduction

i. The Haskayne School of Business (HSB) aims to attract, support, retain, and reward excellent scholars and teachers, and promotes a culture where all members can thrive.

ii. The HSB Guidelines define the criteria used to assess the performance of academic staff members for the purpose of appointment, renewal, tenure, promotion, transfer, progression through the ranks (PTR), and outstanding achievement awards (OAA). These

methods, process, and outputs of those conducting research in Indigenous communities may differ from those who conduct research in other work environments.

2.3 Recognizing Systemic Barriers

i. In preparing for renewal, transfer, tenure, promotion, and academic performance assessment (PTR and OAA) the academic staff member may include a narrative to provide context. All reviews and committee members in the tenure, promotion, and assessment processes are required to review academic work with awareness and sensitivity to the various ways in which systemic barriers prevent academic staff members from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through academic performance assessment (PTR and OAA).

2.4 Recognizing DORA Principles

i. The HSB is committed to DORA principles. Academic staff members should demonstrate the quality and impact of each work using a range of impact indicators. These may include: choice of peer-reviewed outlet, citations to published work, relevant bibliometrics, downloads from open access repositories, recognition, acknowledgment, prizes from high quality associations and journals, as well as influence on policy and practice.

ii. HSB assesses research on its own merits while recognizing that the standards at top-tier journals in management are such that journal quality often correlates strongly with research quality. As such, HSB encourages academic staff to publish in top-tier outlets, while also recognizing that research not published in top outlets can make strong contributions. Academic staff are encouraged to provide relevant bibliometrics to support their case for PTR, tenure, promotion, and OAA. HSB also recognize s the importance of translating research beyond academia to benefit business and society. Finally, HSB recognize s the value of other research outputs, beyond publications, such as datasets, databases, software, and other outputs. These are reflected in the guidelines outlined later in this document.

3 Faculty Guidelines

i. The GFC Handbook allows faculties to develop their own guidelines, and this document serves as the HSB Faculty Guidelines referred to in Articles 28.4 and 29.2 of the *Collective Agreement*. The following sections are intended to describe the criteria for research and scholarship, teaching, and service. These standards will be applied to appointment, renewal, transfer, tenure, promotion, and academic performance assessment (PTR and OAA).

4 Criteria for Hiring, Renewal, Transfer, PTR, OAA, Tenure and Promotion

4.1 Overview

Haskayne academic staff will be assessed based on their performance in three areas: (1) research, (2) teaching, and (3) service.

4.1.1 Research and Scholarship

i. At our research-intensive university, all academic staff are expected to engage in high-quality research and advance scholarship. Research and scholarship activities can include a wide

4.2   Criteria for Renewal

i.   Consistent with the GFC Handbook, renewal of a tenure-track appointment at HSB requires that there is a reasonable likelihood that [the applicant] will be able to successfully apply for appointment *With Tenure* at the University of Calgary within the time allowed." The Faculty Tenure and Promotions Committee (FTPC), Head-equivalent, Dean, and any appeal committee will evaluate each candidate's progress towards the criteria for tenure as outlined in section 4.3 (Teaching and Research Stream) or section 4.4 (Teaching Stream) to assess whether the candidate is likely to be successful applying for tenure, based on their progress at time of renewal.

4.2.1   Research and Scholarship
(see GFC Handbook – Part B, Section 1.2)

The FTPC will assess the applicant's research productivity to determine the:

i.   Quality of scholarly works
ii. Evidence of works in progress and future productivity,
   a. For the Teaching and Research-Focused Stream, this includes but is not limited to papers in press, published, or under review at high quality outlets,
   b. For the Teaching-Focused Stream, this includes but is not limited to educational publications or cases in progress or published, development of new teaching tools.

4.2.2   Teaching
The FTPC will assess the applicant's teaching development to determine that the applicant is:

i.   Engaged in high-quality teaching;
ii. Implementing learning strategies which are evidence-informed and grounded in a teaching philosophy;
iii. Engaged in a practice of continuous improvement and teaching reflection.

4.2.3   Service
The FTPC, Head-equivalent, and Dean will assess the applicant's service contributions to determine that the applicant is meeting minimum standards for service. For renewal, requirements are minimal and may include activities such as:

i.   Membership on university-wide formal or ad-hoc committees;
ii. Membership on faculty formal or ad-hoc committees;
iii. Engagement with peer-review activities, such as ad-hoc journal or conference reviews;
iv. Engagement in student mentorship, advising, and activities.

b. The expectation is that academic staff will persist in applying for such grants until successful;
c. Evidence of applications for and receipt of internal grants will also be considered;
d. The Head, FTPC, and Dean will recognize that the norms for grants may differ in other countries and institutions. This will be taken into account when considering new appointments or candidates who recently joined from outside of Canada.

iii. *Reputation, Research Impact, and Knowledge Translation*
Evidence of a discipline-specific research reputation, which may include:

a. Editorial board appointments and journal review invitations at high-quality journals;
b. Invited research presentations at pinnacle conferences (e.g., conference symposia, panel sessions);
c. Invitations to present research (e.g., speaker series, industry outreach);
d. Prestigious early career and best paper awards from major academic associations/journals in the relevant discipline;
e. Strong citation rates on peer-reviewed articles that are commensurate with norms in the discipline for someone at the rank of associate professor;
f. Media coverage of research;
g. Research translation beyond academia (e.g., position papers, papers in practitioner and news outlets, presentations to industry, impact on policy).

4.3.1.3 Appointment, Transfer, PTR, Tenure and Promotion to Professor

i. *Education*
For appointment or transfer, holds a doctoral degree in the relevant field or a cognate discipline.

ii. *Research Output*
Demonstrate evidence of sustained high-quality research output since promotion to the rank of associate professor and appropriate to the relevant discipline, which 2.2 (e)-31 (al d)2..3 (d)al ddan0d((ro)-6o)-6.6 (

enhance the

     e.   Participation in teaching workshops .

4.3.2.2   Transfer, PTR,

ii.   Although not required, assistant professors at the pre-renewal stage may also choose to engage in other service activities, such as serving on area committees (e.g., PhD student selection committees, area curriculum committees, area search committees).

iii. Academic staff at the assistant professor rank are also normally expected to engage in external service, particularly service that advances research (e.g., reviewing for conferences and journals).

4.3.3.2   Transfer, PTR, Tenure and Promotion to Associate Professor

Academic staff will be

4.3.4   Outstanding Achievement Award (OAA) in the Teaching and Research Stream

     i.

4.4   Hiring, Transfer, PTR

f. Peer-reviewed academic publications,
g. Become a member of a SoTL research team,
h.

i. Academic staff in the Teaching-Focused Stream are key contributors to undergraduate and graduate business education. HSB acknowledges that teachers learn and develop as they gain experience in their careers; therefore, there are different expectations of academic staff at different career stages.

ii. High-quality teaching delivery is expected in the Teaching-Focused Stream at HSB. Academic staff members must demonstrate teaching engagement and effectiveness in their biennial performance report, their OAA applications, and their tenure and promotion applications.

iii. Academic staff in the Teaching-Focused Stream are expected to develop a strong teaching record that engages in scholarly and evidence-informed teaching and assessment practices. Teaching-focused academic staff are expected to maintain currency in pedagogical approaches as well as their area of expertise, design and deliver innovative courses, participate in professional learning and development, and engage in mentorship that supports the community of practice in teaching and learning.

iv. Academic staff members are required to outline how they have met or ex ((2 0-3 (.9 (m)72 Tc 0.055 .o07 (t1 T)2.2l

v. *Creates and maintains a respectful and inclusive environment that facilitates learning. Recognizes equity, diversity inclusivity.*

4.4.2.2   Transfer, PTR, Tenure and Promotion to Associate Professor (Teaching)

i. *Maintaining currency in pedagogical approaches*
   a. Demonstrates advanced knowledge and expertise in the subject matter within one's area of discipline.
   b. Implements teaching and learning strategies which are evidence-informed and grounded in a teaching philosophy.
   c. Demonstrates proficiency in innovative approaches to pedagogy within HSB and the university, where appropriate.
   d. Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards, and or honours.
ii. *Designs and delivers one's teaching in support of reaching area, faculty, and institutional goals*
   a. Contributes to course design development and evaluation.
   b. Collaborates with colleagues to develop, implement and manage curriculum by aligning teaching activities with learning outcomes.
iii. *Recognizes that professional learning and development is ongoing throughout one's career*
   a. Engages in professional learning opportunities and leads learning opportunities for colleagues. Maintains a record of professional development.
   b. Uses feedback and self-reflection to improve role effectiveness and articulates a comprehensive teaching philosophy
   c. Engages in professional practice to build and maintain currency within one's discipline.
iv. *Recognizes the value of mentorship and supports the community of practice in teaching and learning*
   a. Engages in discussion of teaching resources and actively works with colleagues to improve existing teaching resources and develop new activities/exercises.
   b. Mentors new academic staff to develop course materials and teaching tools. Helps to review existing teaching materials and collaborates to improve the pedagogy
v. *Provides timely and constructive verbal and written feedback and uses a variety of strategies to assess and evaluate students.*
vi. *Creates and maintains a respectful and inclusive environment that facilitates learning. Recognizes equity, diversity inclusivity.*

4.4.2.3   Transfer, PTR, T

    d. Receives recognition of teaching excellence through multiple sources such as student evaluations, peer assessments, teaching awards, and or honours.

ii. *Designs and delivers one's teaching in support of reaching area, faculty, and institutional goals*
    a. Leads course design, development, and evaluation.
    b. Collaborates with colleagues to lead the development, implementation, and management of curriculum by aligning teaching activities with learning outcomes.

iii. *Recognizes that professional learning and development is ongoing throughout one's career*
    a. Engages in professional learning opportunities and leads learning opportunities for colleagues. Contributes to the practice of professional development and growth of the broader educational community. Maintains a record of professional development.
    b. Uses feedback and self-reflection to improve role effectiveness and articulates a comprehensive teaching philosophy/educational leadership philosophy.
    c. Engages in professional practice to build and maintain currency within one's discipline.

iv. *Recognizes the value of mentorship and supports the community of practice in teaching and learning*
    a. Engages in leadership activities to support the community of practice in the school through both formal (e.g. (e)-3 (.)]n2 prmutic(m)-3 (c)1.1 ()7.5 (o)-9.6 (r)-2.8 (m2(p)-0.-0.8 (i),0.85.4 (m63 (h)-0.7 7TJ0

- x Chairing a professional conference, workshop, or lecture series to be held at UCalgary/HSB
- x Leadership in assessment or accreditation
- x Serving as special advisor for first-generation students from low income families, students of minority populations, international students, EDI
- x Becoming and acting as an inclusion advocate
- x Participating on hearing panels for Inclusion and Equity investigations
- x Helping bring new campus or university initiatives to fruition

c. *Community*
- x Engaging in community outreach or community engagement efforts on behalf of the HSB
- x Participating in public service or community development activities on behalf of the HSB
- x Volunteering services as a consultant on community projects when representing the University
- x Using one's expertise to offer insight or provide analysis of issues in public, non-academic media
- x

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