



Faculty of Science
Faculty Guidelines

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- September 27, 1993 Executive Committee
- January 21, 1994 Dean's Advisory Council
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- April 26, 1996 Faculty of Science Council
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- April 22, 1997 Faculty of Science Council
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A. Introduction

The Faculty of Science Faculty Guidelines are established in accordance with:

- x The Collective Agreement between The Governors of The University of Calgary and The Faculty Association of The University of Calgary (Collective Agreement); and
- x The General Faculties Council (GFC) Academic Staff Criteria & Processes Handbook (Handbook).

The Collective Agreement provides procedures for tenure, transfer, renewal promotion and academic performance assessment. The GFC Handbook contains criteria for the assessment and promotion of academic staff. This document also specifies that each faculty shall establish guidelines appropriate to their. 2 (o)2. [(,)-10 (t)-

The Faculty of Science recognizes that systemic barriers may prevent academic staff members of equity deserving groups from achieving career milestones such as Tenure and Promotion at the same rate and speed. The Faculty also recognizes that a diverse academic staff enriches the research and learning experiences of the entire campus and the greater community.

Examples of barriers can include explicit and implicit service expectations, particularly as academic staff members from equity deserving groups often face additional expectations to act as mentors and role models, and to take on heavier loads of service and outreach responsibilities and at earlier stages of their academic career compared to those who are not from equity deserving groups. People from equity deserving groups also experience systemic barriers and bias that impact their ability to advance within a discipline, such as implicit and explicit discrimination (such as discrimination in peer reviewed publications, grant allocations, teaching evaluations, etc.). This can be particularly pronounced in disciplines where participation by people in equity deserving groups is low and not reflective of the wider community context.

In preparing for renewal, tenure, promotion, and academic performance assessments, the academic staff member—including those from equity deserving groups may include a narrative to provide context to reviewers and/or committee members as a means of raising awareness of barriers that may prevent the achievement of career milestones. Reviewers, the Head/Director, and committee members need to review academic work with a sensitivity and awareness of the impact of such barriers, irrespective of whether the applicant has specifically mentioned them.

- x Meaningful or significant contributions on the development of large group grants, such as Principal Investigator on national or international network grants, can be used as evidence of national or international scholarly leadership;
- x The award of sustained research grants and contracts from private, provincial, national or international bodies. Such awards will be accepted as peer recognition of the value of research carried out by individual;
- x Award of prizes, fellowships and scholarships arising from research endeavors are an indication of peer recognition;
- x Invitations to deliver scholarly talks, keynote or major addresses to one's peers are a measure of leadership in the field;
- x Knowledge translation that includes science communication;
- x Creation of software and tools, and creation and dissemination of publicly available datasets;
- x Presentation of peer-reviewed papers, at national/international conferences, symposia and workshops;
- x The authorship of a book is a time-consuming activity and may reflect considerable research expertise in the topic area. In particular, a senior level book, to be used at the graduate level or as a reference book, generally demands considerable research effort. Some texts may be evaluated as significant contributions to teaching or teaching scholarship, rather than research;
- x Publications related to university-level teaching, e.g., a textbook, research paper, laboratory exercise;
- x Obtaining patents and entrepreneurial activities can be an indication of scholarly activity;
- x Participation in knowledge creation and relationship building that is engaged with Indigenous systems of knowledge and nations, communities, societies, and/or individuals that is disseminated and shared through ethically and culturally appropriate means. Indigenous engagement includes knowledge creation outcomes that are grounded in these areas but not necessarily as the culminating or final accomplishment of scholarly activities.

For academic performance assessments, research activities will be appraised in the academic year they are published/awarded/produced. Key outcomes, such as awards or publications, cannot be appraised twice.

Teaching Focused Professorial Ranks

In the teaching focused professorial ranks, research or scholarly activity is a systematic study of teaching and learning processes, including the scholarship of teaching and learning (GFC Handbook Sections B 5.1.2) and/or is "...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) (GFC Handbook Section B2.5.2). Research and scholarly work are expected to reflect the academic staff member rank's expectations as outlined in GFC Handbook Section B 2.

When interpreting these articles in the Faculty of Science we realize the scholarship required to maintain currency in the field may include forms of "scholarly research," but is not restricted to this activity. Academic staff in the Teaching Focused Professorial ranks may become involved in the development and dissemination of new teaching procedures, including inquiry-based, blended learning, laboratory experiments and lecture demonstrations. These activities may require a high level of scholarly activity and original research if they are to -

B2.3 Responsibilities of Heads in Evaluating Research and Scholarly Activity

The Head is responsible for evaluating, through consultation with colleagues and using opinion in the field, when necessary, the quality and impact of an individual's research or scholarly activity. In assessing research and scholarship activities, the Head or equivalent and the members of the Faculty 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 (GFC Handbook Section 2.8). It is the responsibility of the Head to ensure that the diverse research and scholarly activities for academic staff are assessed on their own merit and they consider a broad range of impact measures.

The assessment of research and scholarship activities shall be based upon expectations outlined in GFC Handbook Part B.1 and across different ranks and streams in Part B.2. In addition:

- a) It is the responsibility of the Head to make a judgement as to what constitutes a length refereed paper based on the norms of the field. For example, an invited talk published in a refereed conference proceedings, may qualify as the equivalent of a length paper as against, for example, a conference abstract or a short contribution which is only informally, if at all, refereed. When preparing any evaluation of scholarship, the Head should indicate an equivalence as appropriate to the discipline for those components being weighted as highly as journal publications;
- b) The Faculty of Science recognizes the value that collaboration may bring to research projects, whether from student-supervisor interaction, from interdisciplinary projects, or from interaction with colleagues at the local, national or international levels. There is no fixed formula used to evaluate an individual's contribution to a multiple author publication. Heads must be cognizant of each situation. At times, an explanation of the contribution by an individual to a research publication is required in order to evaluate scholarship and its impact. For this reason, it is important that faculty members provide their Heads with the information needed to assess their individual contributions;
- c) In the case of evaluating reports to a private or government agency, care must be taken to avoid double counting of technical reports, contributions to conferences, abstracts, invited talks if subsequently published in refereed journals as well. For this reason, it is important that academic staff provide Heads/Directors with information needed to assess the differential impact of these contributions.
- d) In evaluating the quality and impact of research activity the Head can use supplementary information provided by the academic staff member, as appropriate

B3 Teaching

A primary function of the University is to facilitate learning

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An important component of the teaching function for faculty members in the Teaching and Research stream is the effective supervision and timely graduation of graduate students. Supervision includes the mentoring of graduate students through regular meetings and research training to promote excellence in research and scholarship and skills acquisition. Graduate students must be supported in their applications to win awards and scholarships, obtain research funds, and develop track records in refereed publications, conference presentations, and international study. Supervision of postdoctoral scholars and other trainees also be considered contributions to teaching.

The faculty also recognizes other ways that academic staff members can enrich the outcomes and experience of trainees through informal mentorship outside of direct supervisory or classroom relationships, including mentorship for professional/career development, development of expertise in a particular area or technique, and teaching development.

B3.1 Evaluation Guide for Teaching

Success in this depends in part upon the teaching effectiveness of the academic staff. From the GFC Handbook Part B, Section 4.3 (which pertains to academic performance assessment).

Heads are expected to seek advice from other relevant sources when academic staff members are teaching in other Faculties or areas, and/or are involved in leading major University initiatives.

B4 Service

As outlined in Section B 1.4.1 of the GFC Handbook:

“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 of matters relevant to the progress and welfare of the academic staff member’s Department, Unit, Faculty, Institution, discipline, and profession.”

The level of service activities may differ greatly with academic rank. Newly appointed academic staff should devote themselves mainly to establishing a sound base in teaching and research. However, we recognize the challenges faced by academic staff from equity serving groups who may be requested to act as mentors and role models, and to serve on academic committees within the Faculty of Science and across campus.

B4.1 Evaluation Guide for Service

The value of service will be assessed according to the principles in Section B 1.4 of the GFC Handbook and in terms of both the willingness to serve and on the quantity as well as the quality of the activities. This must be done in the context of statements in the GFC Handbook about service including:

“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 (GFC Handbook Section B 1.4).”

Factors to be considered include the scope of the activity (from departmental to international), the weight of responsibility carried in the role or office held, the leadership abilities required or demonstrated, the expertise required, the nature of the assignment to the role (appointed, invited, elected, volunteered), the amount of time the role entails, the distinction brought to the unit or the University as a whole, the relationship of the service role to the individual’s role as an academic staff member. Service contributions are considered under the major headings of: university, faculty and department committees, offices, committees of academic societies, and professional service to the field. There is a great diversity in service opportunities. Examples other than those outlined in Section B 1.4 of the GFC Handbook include:

Internal service:

- x Chair or member of a university, faculty or department committee;
- x Review and evaluation of peers for purposes of promotion, academic performance assessment or awards;
- x Service to a student organization;
- x Mentoring of colleagues or students in teaching and research.

External service related to the profession:

- x Review and evaluation of manuscripts and of grant applications for outside agencies

- x Editorships of peereviewed publications;
- x Involvement at some official level in national and/or international professional organizations;
- x Involvement in community based education programs;
- x Consultation and professional services to government and communities, public agencies and to individuals in the staff member's capacity as an academic;

2 x ~~Service to public bodies, associations (FTE 0.806) or (FTE 0.957-26-97-9) FTE 0.020 (FTE 0.207) (5.8) FTE 0.03~~

B6.2 Requirements for Assistant Professor

See GFC Handbook Part B, Section 2.2.

B6.3 Requirements for Associate Professor

See GFC Handbook Part B, Section 2.3.

B6.3.1 Additional examples of research and scholarship indicators include:

- x holding an NSERC Discovery Grant or equivalent,
- x holding other competitive external grants (e.g., NSERC Alliance Grants, Innovates, industry grants and/or contracts, etc.),
- x holding internal grants (e.g., URGC, etc.),
- x publication of peer-reviewed journal papers,
- x publication of peer-reviewed conference papers,
- x publication of peer-reviewed book chapters,
- x presentation of research at national and international conferences,
- x provision of open-source software,
- x provision of research results to NGOs or government agencies that benefit the public good,
- x engagement in community-based research (e.g., reports or briefs, presentations, formal partnerships, research relationship documents),
- x media engagement (such as interviews with news agencies),
- x commercialization of technology through licensure or a spin-off start-up company (patents/disclosures),
- x participation in collaborative research projects/grants

B6.3.2 Additional examples of teaching indicators include:

- x successful supervision of HQP (highly qualified personnel): i.e., primary supervision of PhD students, primary supervision and completions of MSc students, successful supervision and completion of undergraduate summer research students, a record of publications with HQP,
- x use of a range of appropriate teaching and learning methodologies,
- x supporting students outside the classroom (e.g. mentoring, student clubs and teams),
- x advising capstone design teams,
- x supervision of honours and undergraduate research projects,
- x field and practicum supervision,
- x

- x active participation on national and international journal editorial boards,
- x active participation in professional societies,
- x active participation in activities to promote EDIA and Indigenous engagement,
- x serving in a leadership role for an academic conference (e.g., conference chair, technical chair, etc.)
- x active participation in review panels (e.g., NSERC DG panel, CIHR panel).

B6.4 Requirements for Professor

See GFC Handbook Part B, Section 2.4.

B6.4.1 Additional examples of research and scholarship indicators beyond those listed for Associate Professor include:

- x evidence of an internationally recognized research program (e.g., awards from national societies, invited lectures/presentations at national meetings, invitations to labs, etc.),
- x x

B7.4 Promotion to Professor or Professor (Teaching)

- x 4.4 Criteria for Assessing Research and Scholarship Activities
- x 4.5 Criteria for Assessing Teaching Activities
- x 4.6 Criteria for Assessing Service Activities

In addition, below are Faculty of Science interpretations:

B8.1 Performance Expectations: Research and Teaching Professorial Stream

Research and Scholarship Members are expected to be active in scholarship in each reporting period. Refereed publications reported according to the standard set for a department, by method (a), appeared, or method (b), accepted or appeared) in the reporting period provide evidence meeting performance expectations. However, some research projects may take time to reach publication, either because of the nature of the research, or the refereeing process. For that reason, failure to publish in any one period does not by itself constitute a failure to meet performance expectations. It is the responsibility of the faculty member to provide evidence of scholarly activity and to report on any research, in progress, in the biennial report that justifies they have met the performance expectations in the category and section (n)-2.7 (c)8.9 (r)-8.3 (e)73 afcty m98.9 (e)be46.3

C Faculty of Science Guidelines Related to GFC Handbook Part C Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Dual Career and Strategic Hiring, Equitable and Inclusive Hiring Initiatives

C1 General Considerations

The Faculty of Science is committed to inclusive excellence in research and teaching. We will uphold the values stated in the GFC Handbook Part C 1:

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.

Faculty position posting and selection procedures for academic appointments will conform to the GFC Handbook Part C 23.

C2 Position Posting

The responsibility of drafting the position posting will be designated to

Committee composition shall reflect the Faculty's and University's commitment to EDIA and Reconciliation. 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 the GFC Handbook Part C.3.1.2.iii., iv., and vi.

The Academic Selection Committee shall adhere to all requirements of GFC Handbook Part C.3.1.2. As part of its information gathering, the Committee shall establish mechanisms and document its efforts to allow input from all available members of the department and to take into account informed student opinion. The Committee shall document its efforts to attract a diverse applicant pool and will complete unconscious bias training prior to viewing applications. At the conclusion of its deliberations, the Chair of the Academic Selection Committee shall make a recommendation to the Dean.

C4 Selection Procedures for Academic Appointments Administrative and Professional and Outside of Faculties

See GFC Handbook, Part C, Section 4.

C5 Expedited Extraordinary Procedures for Dual Career and Strategic Hiring

See GFC Handbook, Part C, Section 5.

With reference to GFC Handbook (Part C 5.4), the term "home unit" or "unit" shall be read as "Department" and/or "Program" as appropriate to the context.

When a joint appointment to more than one department or program is proposed, the "home unit" shall include all the Departments and programs concerned.

C6 Equitable & Inclusive Hiring Initiatives

See GFC Handbook, Part C, Section 6.

C7 Other Appointments

See GFC Handbook, Part C, Section 7.