UNIVERSITY OF CALGARY | Student and Enrolment Services

GUIDELINES FOR ACADEMIC STAFF

For the appointment, renewal, transfer, tenure, promotion and assessment of academic staff

Approved by Academic Council: April 3, 2024
Approved by the Provost and President (Academic): May 20, 2024

Contents

1. Introduction

SES Guidelines for Academic Staff are established in accordance with the GFC Academic Staff Crit & Processes Handbook (GFC Handbook) and the Collective Agreement between The Governors of The University of Calgary and The Faculty Association of The University of Calgary (Collective Agreeme

These guidelines have been developed to apply the GFC Handbook within the specific context of the roles of academic staff within Student and Enrolment Services. These guidelines will be review minimally every three years in addition to when updates are made to the GFC Handbook.

These guidelines embrace the "Our Values" section of the of Tomorrow Strategy and the ii' taa'poh'to'p's Statement of Commitments and recognize faculty members contributions to these commitments. In accordance with Articles 28.3 and 29.2.3 of the Collective Agreement, the quality administrative leadership shall be recognized when evaluating academic staff for Tenure and Promotion, and for Assessment. Administrative duties can take the form of formal appointments may occur informally.

2. Criteria for Teaching, Research and Scholarship and Service

2.1. Teaching

In addition to Part B, Section 1.3 of the GFC Handbook Teaching, SES academic staff may engage

research and scholarship is broadly defined and includes the creation, organization, and dissemination of knowledge to academic, public and professional communities.

Examples of Research and Scholarship include, but limited not to (in no priority order):

- Publication(s) or 'in-press submission(s)' in journals that are peer-reviewed or have a substantive, rigorous editorial process, and chapters in books.
- Authorship and/or editorship of publications such as books, commissioned reports, websites etc.
- Non-peer-reviewed authorship of book reviews, and shorter articles, blogs.
- Editorship of journals.
- Delivery of keynote address(es), major address(es), and formal participation in scholarly discussions at conferences/workshops through presentations, participation, posters.
- Invited review of manuscripts, abstracts, tenure and promotion documents, and grant applications.
- Submission of proposals for both internal and external research grants.
- Receipt of research grants from internal, or external funding bodies
- Maintaining currency within one's professional field (attending conferences, training certificates, reading logs)

Peer review is a measure of the value peers place on an academic member's scholarship. If the formal evaluation of peers is not available, the individual should make efforts to provide information to support the value that peers place on their work.

Research and scholarship includes activities undertaken as a result of new insights. Outcomes may include: the number of people in various target audiences that use the research findings (including data sets), the number of students trained, new insights created in the discipline or field, policies developed, business strategies formulated, advancements in understanding reconciliation, etc. Outcomes may be either foreseen or unforeseen, direct or indirect, intended or unintended" (SSHRC, 2019).

Additional examples of research outcomes are long-term outcomes or effects that take the form of changed thinking and behaviours. Impacts are reflected through such indicators as global economic performance, competitiveness, public service effectiveness, new products and services, employment, policy relevance, learning skills enhancement, quality of life, community cohesion, and movement toward reconciliation and social inclusion" (SSHRC, 2019).

Further examples of Teaching, Research, and Service activities, along with appropriate evidence, is available in Table 1 and Table 3.

3. Requirements for Academic Staff by Rank

Section 2.8.2 of the GFC Academic Staff Criteria & Process Handbook states that Part B criteria with respect to Counsellors shall be established by the Student and Enrolment Academic Services Council.

The following paragraphs set out the requirements for academic Counsellors across ranks and stre for instructor and professorial. These requirements describe the level at which academic st members in each rank and stream are expected to contribute to research and scholarship (herein labelled "counselling") and service. Table 2 provides a comparison of expectations in the areas of counselling, research and scholarship, and service across rank and stream. Table 2 also provides an outline of the expectations for hiring, renewal, transfer, promotion, and tenure.

3.1. Genm9i9Tw 16d(fo)-6.6(fo)onG (s (n)-e)--9Tw 16d(fo)-t]TiionG (s B/T2 2 792 reWB343 w 7T1 1 Tf-0 T-0

3.5. Requirements for Senior Counsellor (Professorial)

4.2. Applying for Promotion or Transfer of Stream

Applicants applying for p romotion must demonstrate evidence of significant activity and leadership in the areas of counselling, scholarly activities, and service that reflects the weighting of these areas in their assigned duties. Table 1 provides examples of types of evidence for each activity. Applicants are evaluated using the criteria for the rank to which the applicant is seeking promotion (see Table 2).

Applications for transfer of stream from Instructor to Professorial or Professorial to Instructor may be granted in accordance with Section 3.5 of the GFC Academic Staff Criteria & Process Handbook Part B. Applicants applying for transfer of stream must demonstrate evidence of excellent quality of activities in each of the three areas of counselling, research and scholarship activities, and service as determined by the usual expectations for the rank and stream to which they are transferring. Table 1 and Table 2 provide activities and criteria considered in evaluation of applications.

5. Academic Performance Assessment

This process occurs every 2 years, in accordance with the timelines outlined in Article 29 of the Collective Agreement . There are two aspects to the academic performance assessment process: Progression Through the Ranks (PTR) and Outstanding Achievement Awards (OAA). In line with Article

the Dean -equivalent . The AASC provides recommendations to the Dean -equivalent , but the authority of any final decisions resides with the Dean -equivalent . The Associate Director , Counselling, is responsible for the selection and appointment of the AASC , in consultation with academic unit members. Due to the small size of the unit, appointment of AASC members will ultimately fall to the Associate Director, Counselling or Dean -equivalent's de signate who will ensure fairness and representation in roles and diversity of committee members. The AASC is typically composed of 6 members:

- Dean -equivalent , or de signate serves as chair.
- AASC is typically composed of no more than three academic staff members from the Unit, who hold Continuing, Limited Term, and/or Contingent Term appointments. A m inimum of two members of the academic unit, must hold Continuing Appointments (tenure or tenure track).
- Two member s who are academic staff members from outside the Faculty and any applicable Conjoint Unit and hold Continuing academic appointments (tenure or tenure track) . These two members are appointed by the Dean -equivalent , or designate. This Committee member s 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.
- One member who is a graduate student or trainee from the relevant discipline .
- Quorum shall be the majority of voting members on the Committee from the hiring discipline .
- All members vote. The Chair votes to break a tie.
- Additional members may be added, or committee composition could vary in line with Article 3.1 of GFC Academic Staff Criteria & Processes Handbook Part C.

8. Faculty Tenure and Promotion Committee

The composition and responsibilities of the Faculty Tenure and Promotion Committee shall follow the requirements (see Article 28) set forth in the Collective Agreement. It is not possible for this document to modify the committee composition as outlined in the Collective Agreement.

9. Description of tables provided

Once a Counsellor joins the Student and E nrollment Services faculty their yearly work assignment will break down into three categories for Counselling, Research and S cholarship and Service. For all the examples provided in each of the tables below, no faculty member is expected to achieve every example given with in an academic year for their rank and stream.

Table 1

Table 2 show s examples of expectations across streams and ranks   by counsellor role and may be used by counsellors and leadership   when considering   or assessing the expectations for hiring, renewal, transfer, promotion, and tenure.

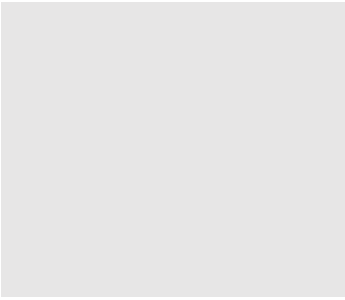Table 3 outlines criteria to be applied in the OAA and PTR process es.

-

Table 2 – Expectations for hiring, renewal, transfer, promotion, and tenure.

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professoria
Educational Prerequisites	Master 's degree in mental health field (e.g., Clinical Psychology, Counselling Psychology, Social Work, Clinical Psychology). Must be eligible for professional licensure or registration in province of Alberta within 4 months of initial appointment . Maintenance of registration in good standing is required for ongoing employment.	Master 's degree in mental health field (e.g., Counselling Psychology, Social Work, Clinical Psychology). Must b e eligible for professional licensure or registration in province of Alberta within 4 months of initial appointment . Maintenance of registration in good standing is required for ongoing employment.	PhD in mental health field (e.g., Clinical Psychology, Cou nselling Psychology, Social Work). Must be eligible for professional licensure or registration in province of Alberta	

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
	• Implements evidence - informed and culturally - relevant theories and interventions to support psychosocial development of students in individual and group formats	• Demonstrates an advanced understanding of evidence -informed and culturally -relevant theories and interventions to support psychosocial development of students in individual and group formats	• Implements evidence - informed and culturally - relevant theories and interventions to support psychosocial development of students in individual and group formats	• Demonstrates an advanced understanding of evidence - informed and culturally - relevant theories and interventions to support psychosocial development of students in individual and group formats

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial)
	•			

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	

	Counsellor (Instructor)	Senior Counsellor (Instructor)	Counsellor (Professorial)	Senior Counsellor (Professorial
	defined in Article 1.2.2 of the GFC Academic Staff Criteria & Processes Handbook Part B	defined in		

	Counsellor (Instructor)	

Table 3 - Criteria to be applied in the OAA and PTR processes.

	Criteria for OAA	Criteria for PTR
Counselling	- Has and can demonstrate new ways to teach clients counselling concepts that aim to balance awareness building with action building aspects that fit the client's situation. - Keeps up to date with charting (session notes) on a consistent basis and provides guidance to others on charting strategies when requested.	

	Criteria for OAA	Criteria for PTR
	• Contributions have had a significant imp outcomes that includes impacts on target audiences, incrsed engagement of those audiences, and the promotion of change that have led to enhancement of the effectiveness of the operations of Student Wellness Services, Student and Enrollment Services and/or have led to advancement of poli.9 (S)-862.4 (eWorlicie, (or)3d(ar)2.7n(h)5a.t(c)1.th(t	• Contrib (o7.6 u)-0.8 (t)-5.9 (i)-3.3 (o)-9. target audiences, increased engagement thoe audiences, and the promotion of ch that have led to enhancement of the effectiveness of the operations of Stude Wellness Services, Student and Enrollme Service and/or have led toevancement o)10.8 (m)7.6 (e)3.8 (o7.6 u)-0