





## Table of contents

### Introduction

Faculty of Social Work (FSW) Faculty Guidelines: For Academic Staff Criteria & Processes

Page 3

### Part A

Definitions, Authority, Faculty Guidelines, Transitional Provisions

Page 4

### Part B

Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment

Page 5

### Part C

Academic Appointments Selection Procedures, Transitional Provisions



# Faculty of Social Work (FSW) Faculty Guidelines For Academic Staff Criteria & Processes

The Faculty of Social Work



The FSW Faculty Guidelines are organized in the same manner as the Handbook. Each of the three Parts provides the corresponding links to the Handbook, and in the relevant sections, the Handbook section is followed by the Faculty specific requirements set out as required in the Handbook (see Section A).<sup>3</sup> For ease of crossreference, note that sections of these Faculty Guidelines (e.g., 4.1) compliment the corresponding sections of the Handbook (e.g. section 4.1 in the Handbook).

## PART A

### Definitions, Authority, Faculty Guidelines, Transitional Provisions

These FSW Faculty Guidelines are a compendium to The Handbook

Please refer to [The Collective Agreement](#) and [The Handbook](#)



## PART B

### FSW Faculty Guidelines as a Compendium to THE HANDBOOK

### Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Merit Assessment

Please refer to The Handbook for criteria for appointment, renewal, transfer, tenure, promotion, and merit assessment. For ease of reference, all the Handbook sections within this document to the most recent approved Handbook. The content of these Faculty Guidelines, including this Part B of these Faculty Guidelines, provides the required Faculty Guidelines components as instructed in the Handbook (A.3).

Links to Part B of the Handbook are provided along with more specific Faculty Guidelines. These Faculty Guidelines can ensure that social work specific or distinctive aspects relevant to the FSW faculty members are addressed. However, only criteria established or authorized by the GFC may be used along with these Faculty Guidelines to provide more specific detail relevant to the FSW's unique and professional assessment.

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Skills i



## 1.2 Research and Scholarship

The Faculty values knowledge engagement, mobilization and transfer (the ways in which public and private sectors benefit from research), entrepreneurship, and innovation as described in the Handbook 3  
*Criteria for Research and Scholarship, Teaching, and Service.* (Handbook Part A. 3.7.iii)

The FSW identifies legitimate research and scholarship as those activities that include the publication of an article in an academic journal or a refereed book in a national or international press that is recognized for its scholarly achievement. However, as directed by the San Francisco Declaration on Research Assessment (DORA) the scientific content of a paper is more important than publication metrics or thiev0 Tw -44.924(c)-1.9 (o( a)JT)-3 (h)TE



(Handbook Part A. 3.7.viii) And in addition, although not required, individuals may elect to include an







## 2.1 General Considerations.....12.....

Strong evidence of contributions, impact, and recognition in each of these areas must be provided by the faculty member. In addition to meeting the standards in the criterion areas (scholarship, teaching, and service) discussed below, a candidate is encouraged to demonstrate contributions aligned with the social work profession in Canada, the Faculty of Social Work Faculty Council approved [Strategic Plan](#), and the University of Calgary's strategic priorities (e.g. the Scarborough Charter, San Francisco Declaration on Research Assessment (DORA))

The faculty values

- a progressive development across teaching, research/scholarship, and service
- a reflective and developmental approach. Therefore, an academic must keep up to date a clear statement of teaching philosophy and self-assessment, and a development plan which includes research and service and
- a clear balance throughout an academic career among teaching, research/scholarship, and service, with



Evidence of excellence in teaching at a university level with an interdisciplinary approach to undergraduate and graduate levels, and contributing to the ongoing development of curriculum. Knowledge, skills, and commitment to equity, diversity, inclusion, decolonization, oppression, and social justice.

The highest rank of academic training for an Assistant Professor (Teaching and Research) typically a PhD in social work and a BSW or MSW. In exceptional circumstances a PhD or doctorate in an interdisciplinary related field may be considered. A new, first-time faculty with a nearly completed PhD may be considered, with a projected (ideally scheduled) date of defense. If the faculty member holds a BSW or MSW, they must apply to be a Registered Social Worker (RSW) with the Alberta College of Social Workers (ACSW).

### 2.3 Hiring, Transfer, or Promotion Requirements for Associate Professor

High-quality research and scholarship are manifested by a growing and developing research program that is generative, creative, innovative, and impactful within the social work field and society.

The faculty member's published work represents the first order of evidence of scholarly contributions. Evidence must be provided of knowledge translation of research through academic activities.

The FSW is also concerned with the extent to which the applicant has demonstrated a sustained commitment to teaching and the degree to which they fulfill teaching obligations cooperatively and collegially.

An appropriate record of service is manifested by substantive contributions in one or more of the following areas: service to the University and Faculty, the social work profession, and engagement with the community. Service record includes the amount of time dedicated to this activity or position, specific and special contribution, the impact of or value added by these contributions, and the social work values upheld and exhibited.



and locations;

Invitations from international organizations for honorary appointments and works;

Demonstrating the development of highly qualified professional personnel by inviting others into collaborative networks;





c) Mentorship, including (but not limited to):

Informally or formally mentoring graduate students, junior faculty members, and or/sessional instructors to support them in their teaching or teaching development (e.g., mentoring teaching assistants, or co-teaching with a graduate student, junior faculty member, or sessional instructor)

Supervising students for practicum placement as field instructor, external field instructor, or faculty field instructor.

Participating in graduate student examinations or supervising graduate students (e.g., for thesis).

d)





Published papers in peer-reviewed national and international conference proceedings

Other scholarly products that can provide supportive evidence of a faculty member's performance in the areas of research and scholarship, as well as scholarly reputation, but do not substitute for significant scholarly products (above), may include the following:







development

- Publication in a peer-reviewed and national or international journal
- Presenting at a peer-reviewed national or international conference
- Demonstration of how work has been recognized, taken up, utilized, or expanded on by social work and other academic and practitioner peers.

Evidence of Knowledge translation of research through academic activities include:

#### Scholarship

- o Publications
- o Conference presentations
- o Invited Lectures/Keynotes/plenary speakers
- o Standardized measurement scale development
- o Apps development

#### Knowledge engagement

- o Community workshop and/or training
- o Reaching out to communities outside the academic community
- o Strategic ways to support others to create high impact
- o Video/webinar with high impact
- o Interviewed by credible media outlets such as CBC or other national news media organizations

#### Innovation

- o Being creative within particular communities and in your role

#### Entrepreneurship

- o Social entrepreneurship
- o Training networks to extend the impacts
- o Professional development
- o Community/University partnerships where revenue is generated with learning opportunities and supports civic engagement
- o Building community capacity
- o Leveraging social connection and relationships for support
- o Resources are attracted to extend the impacts of the research.

#### Demonstrated evidence

- o Demonstration of the utility of the research/scholarship completed
- o Demonstration of how the research and scholarship has influenced and is integrated into one's teaching, service, or public profile
- o A range of authorship contribution demonstrated by one's positioning in the author list, including at least one as first author
- o Evidence of tri-council grant proposal submissions/applications and successful grant outcomes
- o Evidence of how grant-funded research and scholarship has furthered a continuing, developing, and expanding research program
- o Demonstration of how unfunded research and scholarship has furthered a continuing, developing, and expanding research program
- o Citation of publications and reports.

We are also concerned with the extent to which the applicant has demonstrated a substantial commitment to teaching and the degree to which they fulfill teaching obligations cooperatively/collegially



An appropriate record of service is manifested by substantive contributions in one or more of the following areas: service to the University



3.7







Contributing to teaching and learning committees or initiatives in the Faculty;  
Contributing to teaching, teaching development or the scholarship of teaching beyond the classroom (e.g., guest speaking in other courses; engaging in research or scholarship relating to teaching; presenting at a conference on teaching innovation, facilitating a teaching development or field instructor workshop, taking on an educational leadership role).

Demonstrated ability to design and implement innovative teaching approaches based on a scholarly foundation may include (but is not limited to):

Developing, implementing, and evaluating creative and innovative student learning experiences;  
Continually looking for ways to improve baseline teaching strategies and try new models or activities for teaching that promote student learning.







FACULTY OF SOCIAL WORK

CAREER PROGRESSION COMMON THRESHOLDS FOR TENURE AND PROMOTION

Important Note:

Although this table provides suggested common thresholds as a guideline for career progression, one must recognize the diversity of career patterns and the implications of such patterns. Awareness must be held for diversity of impact, specialization, and systemic context when considering any application of this chart. While DORA recommends transparency in hiring, tenure, promotion and merit decisions, it should be noted that DORA places a high value on the content and quality of scholarly output. Care should be taken to ensure that the number of publications alone is not equated with merit, although a large number of high quality publications is likely more meritorious than a lower number of similarly high quality.

Please refer to the variety of outputs and activities that may be considered as research activity (throughout the document) and as Evidence of Knowledge Translation. This Career Progression Activities table must be considered in a tempered manner, as there can be a variety of activities considered for progression through career ranks, or for merit.

Academic Activity	Associate Professor (Teaching)	Professor (Teaching)	Associate Professor	Full Professor
Teaching				



Research grants major granting council (e.g., Tri- council) other	Not required, but maintaining currency in scholarship areas of teaching	One SoTL (Scholarship of Teaching and Learning) grant or other funding or equivalent recognition	2 co-investigator or collaborator on competitive grant 1 Principal Preference is for at least one completed Tri council Grant.	10 3 PI (Two must be Tri-Council Grant or equivalent)
Faculty and University service	Demonstrate significant leadership in curriculum development	Recognized as highly influential FSW and University leader through highly reputable service	Demonstrate leadership	Recognized as highly influential FSW and University leader through highly reputable service
Service to the profession	Demonstrate local and national leadership	Recognized national and international leadership	Demonstrate local and national leadership	Recognized national and international leadership
Service to the community	Demonstrate leadership Excellent community relationships	Recognized regional, national, and international leadership Excellent community relationships	Demonstrate leadership Excellent community relationships	Recognized regional, national, and international leadership Excellent community relationships



## Part C

### FSW Faculty Guidelines is a Compendium to the [Handbook](#)

## Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Spousal and Strategic Hiring, Equitable and Inclusive Hiring Initiatives

### Faculty Guidelines for Part C of the Handbook

#### 1. [General Considerations](#)

The University of Calgary and the Faculty of Social Work are strongly committed to an equitable and inclusive campus. The Faculty is committed to recruiting a diverse group of academic staff, particularly members from Indigenous, Black and other racialized communities and members of other equity-deserving groups. 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. The FSW Faculty Council's approved [strategic plan](#) sets the FSW priorities and high-level actions. The Faculty of Social Work Equity, Diversity, Inclusion, Decolonization, and Oppression statement guides the FSW commitment to equity, diversity, inclusion, decolonization, and social justice.

#### 2. [Position Posting](#)

The FSW Dean's Office is responsible for drafting a position posting (Handbook Part A.3.7.xvii) and final approval of the posting is required by the Dean before publication.

#### 3. [Selection Procedures for Continuing Academic Appointments in a Teaching and Research Stream and Teaching Focused Stream](#)

For the Academic Appointment Selection Process for all appointments of more than twelve months' duration





- observing both the fairness of the proceedings and appropriate application of criteria;
- v. a graduate student or other social work trainee may be appointed by the Chair as a voting member. If student representation on the committee is not attained, students must be provided with an opportunity to provide informed student opinion or other forms of student feedback,
  - 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, to provide additional professional, cultural, community and/or student perspective or expertise pertinent to the position. Such committee members (e.g., Elders, social workers *semeriti*, members of Deans' advisory council, non-academic specialists, community members, or Indigenous knowledge keepers) can provide additional professional, cultural or community expertise that is otherwise present in the committee makeup.
  - vii. Administrative staff person (*ex officio*, non-voting).

### 3.2 Responsibilities of Academic Appointment Selection Committees

#### 3.3 Shortlisting of Candidates

#### 3.4 Candidate Interviews

#### 3.5 Final Ranking of Candidates

#### 3.6 Recommendation of Appointment

#### 3.7 Letter of Appointment

#### 3.8 Record Management

#### 3.9 Applicant Concerns

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

### 5. Expedited Extraordinary Procedures for Dual Career and Strategic Hiring



5.2 Dual Career Hires

5.3 Strategic Hires

5.4 Expedited Procedures for Dual Career and Strategic Hires

6. Equitable & Inclusive Hiring Initiatives

7. Other Appointments

7.1 Special Limited Term Appointment

7.2 Conversion of Contingent and Limited Term Appointment