



# CUMMING SCHOOL OF MEDICINE

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## FACULTY GUIDELINES (ACADEMIC STAFF CRITERIA) JULY 2024

(Approved by CSM Faculty Council, June 24, 2024)  
(Approved by Provost, June 24, 2024)

Containing Criteria for Appointment, Renewal,  
Transfer, Tenure, Promotion, and Academic  
Performance Assessment for Academic Staff

under the authority of

*GFC Academic Staff Criteria &  
Processes Handbook  
(July 2024 version)*

**Notes:**

The Cumming School of Medicine (CSM) Guidelines have been created by providing CSM-specific guidance related to the content of the GFC Academic Staff Criteria & Processes Handbook following the numbering of the Handbook. CSM-specific guidance (called "CSM Annotations") has been provided as text boxes. In the event an unintended conflict or contradiction arises between the CSM-specific guidance and the Handbook, the Handbook content shall prevail.

Please note that in this document "University" and "the University" refers to the University of Calgary. "CSM" refers to the Cumming School of Medicine at the University of Calgary.

These CSM guidelines will be

## CSM Criteria Working Group (2020-2023)

The working group was formed in the summer of 2020 including members from junior, middle and senior academic ranks. By the time of this document's formal approval in 2023, some of these members had been promoted to their next rank.

Todd Anderson	Dean; Professor, Cardiac Sciences & Medicine
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Tara Beattie	Associate Dean, Graduate Science & Education; Professor Biochemistry & Molecular Biology and Oncology
François Bernier	Head, Medical Genetics; Professor, Medical Genetics, Paediatrics
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Fiona Clement	Head, Community Health Sciences; Professor, Community Health Sciences
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Danielle Kiss	Administrative

### CSMPreambleAnnotation

Equity, diversity, inclusion and accessibility more broadly, and where they intersect with areas such as accessibility, anti-racism, and decolonization, all serve to strengthen education and research environments and improve the quality, relevance and impact of education and research. In this document, a variety of equity-related terms are used. We recognize the limits of equity.

## PART A

Definitions, Authority, Faculty Guidelines, Transitional Provision

#### CSMAnnotationA.2.4

This document aligns previous CSM criteria terminology with those of the Handbook. Specifically, what was previously known as “Research, Scholarship and Creative Activity” is now referred to as “Research & Scholarship”, and what has been generally referred to as “Education” is now referred to as “Education & Instructional Design”. The following table shows the mapping of the previous criteria to the new criteria.



CSM



CSMAnnotationA.3.7.xvii.

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CSMAnnotationA.3.7.xviii.

This detail is found in Part C below.

CSMAnnotationA.3.7.xix.

This detail is found in Part C below.

CSMAnnotationA.3.7.xx.

This detail is found in Part C below.

## PART B

Criteria for Tentative

CSM

CSMAnnotationB.1.2.1

Research and Scholarship activities are major University functions and will vary by CSM. CSM generally asks that academic staff describe their Research and Scholarship activities using the following inclusive categories.

1. Relational Engagement with Communities and Patients
  - a. Community Building, Developing Research Capacity

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- b. Commercialization of Technology
- c. Social Entrepreneurship
- d. Social Innovation (e.g. Innovate Calgary)
- e. Software Creation
- f. Development of Methods and Techniques
- g. Partnerships with Industry
- h. Development of Academic/Educational Resources (e.g. open educational resources, handbooks, guides, manuals, etc.): At times, it may be more appropriate for an academic staff member to report such resource contributions under Teaching. It is important for academic staff to report any one product in a single location.

### 3. Funding and Resources

- a.



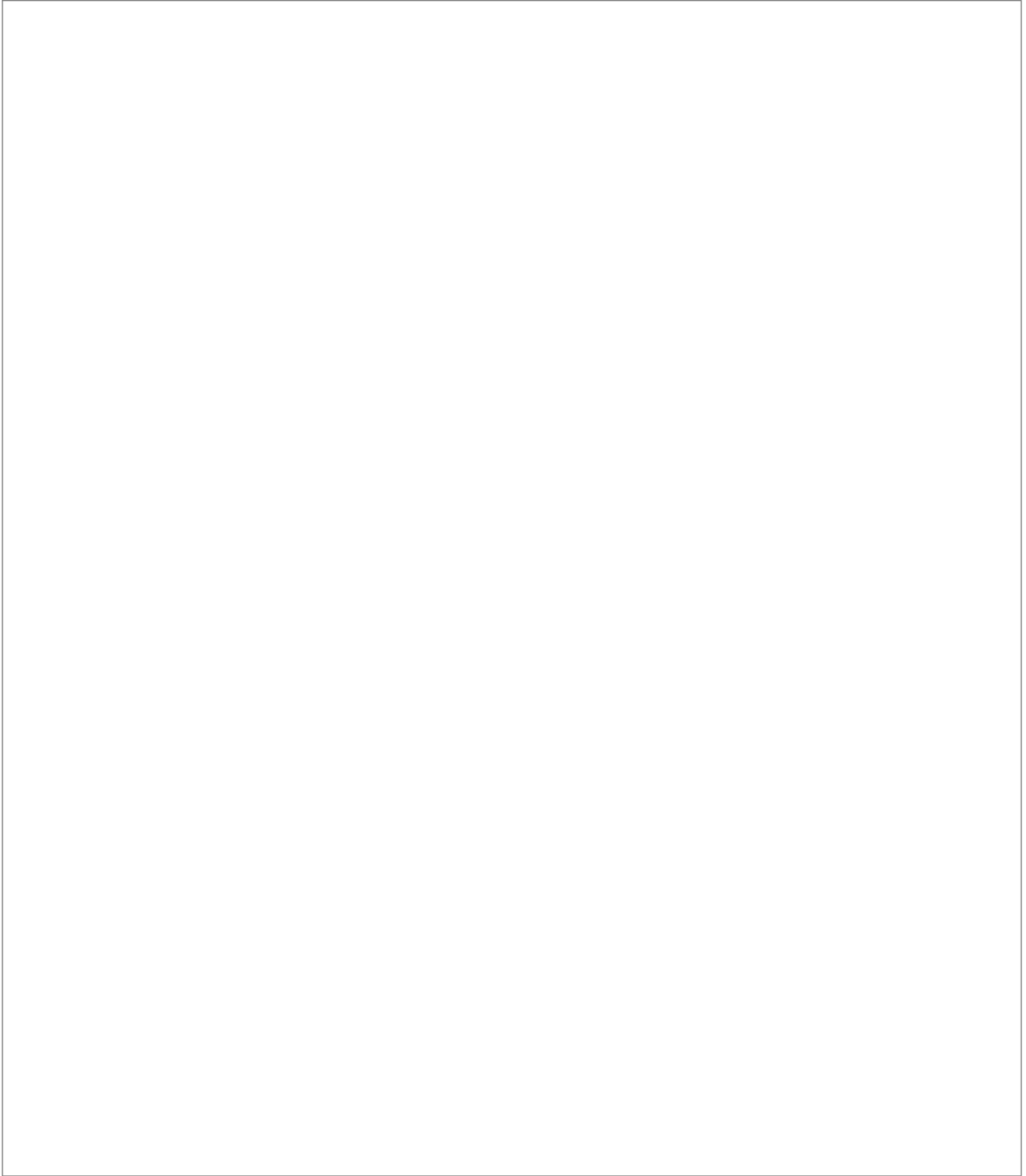


CSMAnnotationB.1.2.3

In their particular fields of endeavor, academic staff members are required to meet ethical standards for Research and Scholarship, to adhere to University policies (and those of the College of Physicians and Surgeons where relevant) with respect to ethical conduct, and to act with integrity and honesty in conducting and communicating their Research and Scholarship

CSMAnnotationB.1.2.4

Academic staff members are expected to seek and secure funding and other





CSMAnnotationB.1.3.6

Teaching may take different forms such as direct or classroom instruction, flipped teaching, laboratory teaching, competency-based teaching, clinical workplace-based education, field and practicum supervision, research supervision or co-supervision, mentorship, assessment design and marking, and program evaluation. Teaching may occur at undergraduate, graduate, postgraduate, and professional development levels.

Scholarship. Similarly, the “sharing of pedagogical expertise through publications” described in Section B.1.3.6 above and related types of educational scholarship would normally be reported within Research and Scholarship. Specifically, publications of educational research are normally reported under Knowledge Exchange and Dissemination (Category 4 in CSM Annotation B.1.2.2 above). Funding for such work is normally described under Funding and Resources (Category 8 in CSM Annotation B.1.2.2 above). Any individual publication may only be reported within a single pillar.

## 1.4 Service

### CSM Annotation B.1.4.1

The responsibility described in Section B.1.1.1 above (for all academic staff members to contribute to a climate in which diversities of opinion and views are valued) will be considered within Service as service of citizenship.

CSM generally asks academic staff members to describe their Service activities within the following categories:

1. Internal to the University

a. Service of Citizenship

All academic staff are required to contribute to an inclusive, collegial and safe climate in which diversities of opinion and views are valued.

b. Administrative Leadership Roles

i. Department

ii. Institute

iii. CSM-wide (program, core facility, office, etc.)

iv. University of Calgary-wide roles (e.g. roles in the VPR or Provost’s Offices)

v. AHSCalgary Zone roles (including Section leadership)

c. Committees, Task Forces etc.

i. Service as Chair/Co-Chair

ii. Service as Member

d. Multi-Institutional and Collaborative Projects

(note: when participation is primarily as a representative of the University of Calgary, it is appropriate to identify it here. When one’s role is leading or co-leading such projects, it would generally be identified as an External Service activity.)

e. Policy and Process Development

(note: policies, processes and other tools which have been disseminated and are used at other institutions should be reported under Research and Scholarship)

f. Additional Internal Service Contributions

## 2 External

### CSM Annotation B.1.4.3

Workload Assignment for Service varies by department and scholarly context. Academic staff members are expected to contribute to Service in proportion to Workload Assignment and in activities agreed upon by their Department Head. Clinician academic staff members will generally have substantial clinical responsibilities leading to a large allocation of time for Service. Expectations regarding quality, scope and impact generally increase with rank. Academic staff members in administrative leadership roles will generally have large workload assignments for service. It is recognized that some Service contributions require significant background time.

CSMAnnotationB.1.4.5

- (a) The organization of conferences, seminar series, workshops or short courses may be reported as Service (when the workload assignment for such activity is within Service), Teaching (when the workload assignment for such activity is within Teaching), or Research and Scholarship (when the workload assignment for such activity is within Research and Scholarship)
- (b) Teaching or facilitating such educational activities (and the time spent in preparation and related activities for such sessions) is generally reported under Teaching.
- (c) Presentations, seminars, etc., which are invited or occur as part of conferences, ~~and~~ those which included a submission and peer review process, are generally reported as presentations under Research and Scholarship.

CSMAnnotationB.1.4.6

- (a) Without limiting the scholarly autonomy of academic staff members to act on appropriate opportunities for community engagement, such activities are to be discussed with and agreed to by their respective Department Heads when the academic staff member is anticipating credit for such work.
- (b) In general, community Service contributions which arise due to an academic staff member's scholarly work and expertise are recognized during assessment, promotion and tenure processes. Elective community Service contributions which are not primarily connected to an academic staff member's scholarly work and expertise (such as coaching their child's soccer team) are laudatory and are recognized as volunteer contributions and not considered in how an academic staff member utilized their allocated Service time.
- (c) Media engagement (such as interviews with news agencies) are to be reported in Research and Scholarship.

CSMAnnotationB.1.4.7

- (a) Academic staff members with similar workload assignments for Service are expected to increase the quality, impact, and/or scope of their Service contributions as they progress through and within the ranks.
- (b) Provincial, national and international leadership roles are generally encouraged; academic staff members to pursue, as part of discussions and agreements with their respective Department Heads.

## 1.5 Administrative Duties

CSMAnnotationB.1.5

Administrative duties and leadership are generally recognized under Service (Internal to the University of Calgary). When an academic staff member's workload assignment administrative duties and leadership is in either Teaching or Research and Scholarship, the activities are to be reported under that pillar.

## 2. Hiring, Transfer, or Promotion Requirements for Academic Staff Ranks and Streams

### 2.1 General Considerations

#### CSM Annotation B.2.1.1

To be considered for appointment in the Cumming School of Medicine, a candidate shall normally hold at least one of a PhD (or its equivalent) or MD (or its equivalent). Under exceptional circumstances, individuals holding other graduate degrees and/or critical experience and expertise will be considered for appointment.

#### CSM Annotation B.2.1.2

Academic staff will be reviewed for Appointment, Promotion, Tenure, Transfer, and Academic Performance Assessment according to the quality and impact of their academic contributions as a whole, in the context of their workload assignment to each Academic Pillar and their personal and scholarly contexts.

Should any reviewer or assessor of a candidate/academic staff member's files have concerns about contributions and/or achievements, they should explore whether structural barriers and/or discrimination are underlying causes and take them into account when assessing files. The Equity Framework in CSM Academic Activity Framework 2022 can provide insight into such situations. Concerns related to academic integrity or other misconduct are to be addressed through relevant existing processes.

### 2.2 Hiring, or Transfer Requirements for Assistant Professor

#### CSM Annotation B.2.2.1

A candidate must have evidence or promise of scholarly achievements as well as promise of future development as a scholar.

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

#### CSM Annotation B.2.3.1

Appointment at, or promotion to, the rank of Associate Professor requires evidence of high quality scholarly contributions in alignment with the academic staff member's existing (or in the case of a candidate, proposed) workload assignment.

CSMAnnotationB.2.3.3

The Research and Scholarship contributions by a candidate for promotion to the rank of Associate Professor are to be assessed in relation to the academic staff member's workload assignment for Research and Scholarship and contextualized to the academic staff member's personal and scholarly context.

The Research and Scholarship contributions by a candidate for appointment to the rank of Associate Professor are to be assessed in relation to the anticipated academic staff member's workload assignment for Research and Scholarship and contextualized to the academic staff member's personal and scholarly context.

CSMAnnotationB.2.3.4

The Teaching contributions by a candidate for promotion to the rank of Associate Professor are to be assessed in relation to the academic staff member's workload assignment for Teaching and contextualized to the academic staff member's personal and scholarly context.

CSMAnnotationB.2.4.1

Additional examples include:

- outstanding and high-impact contributions to instruction, curriculum development and governance locally;
- outstanding and high-impact contributions to CSM and/or other local administration and/or Service;
- participation in internationally known educational networks, consortia or teams;
- participation in internationally known administrative networks, consortia or teams.

CSMAnnotationB.2.4.3

In reviewing a candidate for appointment at, or promotion to, the rank of Professor, their contributions to Research and Scholarship will be considered within the context of their workload assignment for Research and Scholarship, and their personal and scholarly contexts.

CSMAnnotationB.2.4.4

In reviewing a candidate for appointment at, or promotion to, the rank of Professor, their contributions to Teaching will be considered within the context of their workload assignment for Teaching, and their personal and scholarly contexts.

CSMAnnotationB.2.4.5

In reviewing a candidate for appointment at, or promotion to, the rank of Professor, their contributions to Service will be considered within the context of their workload a

CSMAnnotationB.2.7.1

In reviewing a candidate



CSMAnnotationB.4.4.1

The Research and Scholarship contributions are to be assessed in relation to the academic staff member's workload assignment for Research and Scholarship and contextualized to the academic staff member's personal and scholarly context.

CSMAnnotationB.4.4.3

(a) Research and Scholarship in progress are evidence of ongoing engagement within their scholarly field(s).

(b) Research and Scholarship in progress are evidence of ongoing engagement within their scholarly field(s).



## 2. Position Posting

### CSM Annotation C.2.1

The relevant Department Head and/or the Chair of the selection committee is responsible for drafting a position posting, using provided templates.

## 3. Selection Procedures for Continuing Academic Appointments- Teaching and Research Stream and Teaching Focused Stream

### 3.1 Academic Appointments Selection Committee Composition

#### CSM Annotation C.3.1.1

Members of the Academic Appointment Selection Committee are appointed by the Department Head and/or Chair of the selection committee. The proposed membership is reviewed by the Dean's Office to ensure it meets the criteria set out in the GFC Handbook and modifications are made by the Dean as required.

#### CSM Annotation C.3.1.2.ii.

The Chair of the selection committee appoints three to five voting members from the Continuing, Limited Term and Contingent Term academic staff members of the Home Unit, with a majority of these members holding a Continuing appointment.

#### CSM Annotation C.3.1.2.iii.

The Chair of the selection committee appoints at least one voting member who holds an appointment as an academic staff member within the Faculty but is outside the applicable discipline or Department, as applicable.

#### CSM Annotation C.3.1.2.iv.

The Chair of the selection committee appoints at least one voting member from outside the Faculty and any applicable Conjoint Unit.

#### CSM Annotation C.3.1.2.v.

Student/trainee members of selection committees have voting status.

#### CSM Annotation C.3.1.2.vi.

Non-academic staff members of selection committees have voting status.