



***GFC Academic Staff Criteria &
Processes Handbook
(June 2021 version)***

Note: Revision of this CSM document is underway
to align it with the July 2023 Handbook

This CSM document was created under the authority of the *GFC Academic Staff Criteria & Processes Handbook* (the “Handbook”) and providing annotations which describe how the articles in the Handbook will be applied within CSM.

Items enclosed within boxes represent the proposals from the Criteria Working Group to provide context and detail for how the articles within the Handbook are to be interpreted and applied in CSM.

The draft version of this CSM document was presented at CSM Faculty Council on June 2, 2021. Academic staff members of CSM were given the opportunity to provide anonymous feedback on this document through a survey platform over the subsequent two months.

Feedback was reviewed and incorporated in the development of this draft.

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 regularly updated in accordance with updates to the *GFC Handbook*. Technical/wording updates will be drafted within 6 weeks of receiving such updates to the *GFC Handbook*. Substantive updates to the *Handbook* will be addressed within drafts prepared within 3 months of receiving such updates. Major revisions to the *Handbook* will be addressed through a renewal process customized to the nature of such major revisions. The Office of Faculty Development and Performance will coordinate such revisions.

The working group was formed in the summer of 2020 including members from

PART A

Definitions, Authority, Faculty Guidelines, Transitional Provision

CSM Annotation A.3.7.v.

Academic staff members are expected to seek and secure funding and other resources relevant to their fields of Research and Scholarship, if required and in relation to their workload assignment.

CSM Annotation A.3.7.vi.

Clinical Service is assessed as a third major category of Service, as described below. CSM review of clinical service is generally limited to whether such academic staff members have met their patient care requirements according to their workload assignment for clinical service, and their engagement in other activities related to clinical work, including participation in patient safety and quality improvement activities. Other professional responsibilities would normally be assessed as part of Service External to the University, as described below.

CSM Annotation A.3.7.vii.

Assessment of contributions to service is described in Service, below. Administrative duties are normally considered as contributions to service. At times, an academic staff member's workload asacadlac

CSM Annotation A.3.7.xii.

This is described in relevant sections below.

CSM Annotation A.3.7.xiii.

There is no standard workload assignment for academic staff members in CSM nor within departments. Criteria in the document are to be contextualized to each academic staff member as described in the CSM Preamble Annotation at the beginning of this document.

CSM Annotation A.3.7.xiv.

CSM Annotation A.3.7.xix.

This detail is found in Part C below.

PART B

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

Criteria for Research and Scholarship, Teaching, and Service

CSM Annotation B.1

The range of metrics and indicators recommended by DORA should be used to assess Research and Scholarship.

1.1 General Considerations

CSM Annotation B.1.1.1

CSM highly values work academic staff members engage in to facilitate equity, diversity an.3 3 (rs)-1. 04 To

CSM Annotation B.1.1.4

Certain types of academic contributions require careful development and maintenance of community relationships (including Indigenous, racialized and other populations) which demand significant time, focus and engagement. As a result, academic outcomes may not be immediately apparent, and may be in forms which vary from those traditionally recognized by the University. Additionally, high-quality community-engaged research includes ongoing engagement following completion of anticipated academic initiatives.

Accordingly, any review or assessment of such activities will be conducted recognizing the

- Directors, Research Group Leads (departmental, institute)
 - b. Informal Research and Scholarship Leadership Positions
 - c. Research and Scholarship Leadership in the Discipline
 - d. Positive Contributions to Research and Scholarship Team Environment
6. Creative Professional Activity
(including knowledge translation and exchange outside the academy; activities must have a basis in the academic staff member's research and scholarship area)
- a. Scholarly Products to Share Knowledge (i.e. documents, briefs, summary reviews, etc., created to support analysis and policy development)
 - b. Contributions to the Development of Professional Practices – Leadership in Professional Organizations, Government or Regulatory Agencies
Note: At times, these activities might better be described under Service (external to the University). It is important for academic staff to report any one activity in a single location.
 - c. Media Engagement (social media engagement, expert advice, media interviews)
 - d. Creation of Media (blogs, websites, videos, etc.)
 - e. Engagement/Outreach (e)-tj0.004 T-3.3 gh (i)2.iwanst

1.3 Teaching

CSM Annotation B.1.3.1

- (a) Teaching is a major CSM function. CSM's purpose of Teaching is to facilitate learning, to guide the next generation of learners on their educational path, and to facilitate life-long learning of people within the health sciences.
- (b) All academic staff with a workload assignment in Teaching are expected to make contributions to the Teaching mission of CSM in proportion to their workload assignment. An academic staff member's contributions to, and achievements within, Teaching are to be assessed in total and in keeping with their workload assignment for Teaching and rank.
- (c) The numbers of students, type and quantity of assessments, context of academic field, student level, session preparation and many other factors will impact the time required to teach and lead courses and programs, sometimes in significant ways.
- (d) The time required to supervise research students varies by context, stage of training, mix of research learners, and other factors. As the number of research learners increase in a research environment, supervision among the students develops, usually leading to a non-linear increase in total FTE required by the academic staff member to supervise their research student cohort.
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the norm might better be reported under 4. Educational Leadership below.

4. Educational Leadership

- a. Defined Leadership Roles
- b. Curriculum Consultation, Development and Implementation
- c. Program Evaluation and Accreditation
- d. Contributions to Policy and Governance of Education

(f)

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

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

- 1. Internal to the University
 - a. Service of Citizenship
 - ls. 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

- i. Editorial roles
 - ii. Review roles
 - c. Work with Organizations
 - i. Type of activity (e.g. Board or Committee membership)
 - ii. Impact of activity
 - iii. Scope of organization
 - d. Service to Government
 - e. Community Service
(i.e. arising from or connected to the academic staff member's academic appointment)
- 3. Clinical service (when relevant)
 - a. Clinical practice
 - b. Active participation in continuing medical education, professional development, and personal quality improvement
 - c. Development of local innovations to improve clinical care (Innovations which are disseminated and have impact beyond an academic staff member's own pa

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, particularly those which included a submission and peer-review process, are generally reported as presentations under Research and Scholarship.

CSM Annotation B.1.4.5

- (a) Without limiting the scholarly autonomy of academic staff members to act on appropriate opportunities for community engagement, smw 1.076 0 T(e)-45 (e)-6 (6 (n)-)-3 (rs.2 (v)-5.6 (it)-3i (e

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 Merit Assessment according to the quality and impact of their academic contributions as a whole, in the context of their workload assignment to each Core Academic Pillar and their personal and scholarly contexts.

Should any reviewers or assessors 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 (in)2.3 ()TJ0.002 rr
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CSM Annotation B.2.3.2

Additional examples include:

- substantial and senior contributions to curriculum development and governance locally;
- substantial and senior contributions to CSM and/or other local administration and/or Service;
- participation in educational networks, consortia, or multi-institutional or national/international curriculum teams;
- participation in administrative networks, consortia, or teams.

CSM Annotation B.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

2.7 Requirements for Professor (Teaching)

CSM Annotation B.2.7.1

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

CSM Annotation B.2.7.3

In reviewing a candidate for appointment at, or promotion to,

4.2 Criteria for Assessing Research and Scholarship Activities

CSM Annotation B.4.2.1

PART C

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

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.

Selection Procedures for Continuing Academic Appointments – Teaching and Research

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 a