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Academic staff of the University are expected to be active in three major areas:

- Teaching
- Research/Scholarship
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The Faculty of Kinesiology expects its faculty members to conduct themselves in a manner which is ethical, professional, respectful, cooperative, collaborative, supportive, and constructive to the mission of the Faculty and to each other.

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The Faculty of Kinesiology recognizes the importance of teaching and supports the use of various evidence-based and creative approaches to teaching by academic staff. A commitment to a high-level of teaching effectiveness is expected. It is also expected that faculty members will not only be effective educators with a strong commitment to quality teaching, but that they will strive for excellence in all activities associated with teaching performance and accomplishments.

Excellence in teaching involves preparation of creative, challenging, and inspiring courses; effective and interesting dissemination of knowledge embracing diverse learning strategies; modeling and encouraging critical analysis; promoting and sustaining students' intellectual inquiries; and role modeling professionalism for students, in the classroom, in clinical education, outside classes, and in practice settings.

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 aimed at promoting excellence in research and scholarship. Graduate students must be supported in their applications to obtain awards and scholarships, to obtain research funds, and to develop track records in refereed publications, conference presentations, and international study.

Teaching is a major function of the University. According to the GFC Handbook, Part B, Section 4 (which pertains to assessment):

*“Teaching expertise and effectiveness shall be assessed as part of the performance review for Academic Performance Assessment purposes. Such evaluation should consider all ways academic staff members address their teaching responsibilities and interact with undergraduate or graduate students, post-doctoral scholars, and/or other*

The teaching component of all the academic roles includes, but is not limited to, classroom performance, evidence-based practice, innovative strategies, and/or peer learning and development. Evaluation shall include consideration of both qualitative and quantitative aspects of teaching work. Teaching contributions can include, but are not limited to:

- x Significant redesign of existing programs and courses.
- x Incorporation of innovative strategies e.g.: new technology, experiential learning, course-based research experiences, peer learning, simulation, etc.
- x Efforts to design and deliver course curriculum with an EDIA and Indigenization

students enrolled in the course, evidence of innovative teaching and learning practices, and the degree of familiarity in teaching the course.

All faculty members ARE required to submit a teaching dossier for tenure and promotion. Specifically, the Collective Agreement (Appendix 28A) states that a teaching dossier must be submitted where the appointment includes registrar-scheduled teaching as the Instructor of Record.

In accordance with Appendix 28A of the Collective Agreement, teaching dossiers must include:

- x a statement on teaching philosophy,
- x teaching strategies, and
- x evidence of teaching effectiveness, including: a list of courses for which University of Calgary Course Surveys (formerly Universal Student Rating of Instruction) are available, in accordance with GFC policy, faculty specific teaching evaluation instruments if available (maximum of 5 courses), and of summative evaluations by peers, supervisors and the community if required by Faculties or Units.

The teaching dossier may also include:

- x awards, honours and recognitions,
- x teaching and learning research,
- x educational development and leadership,
- x curriculum development (n-1 Tf-) (oTw 1.5 6(c)2 ((l)-1 (e)-4 (ar)3 (n140/MCID 28 BDC /C21 1 T



The character of the research or scholarly activity differs between the Teaching & Research Stream and the Teaching-Focused Stream, but the activities are not mutually exclusive. Faculty members in the Teaching & Research Stream are expected to conduct research that advances knowledge and understanding, stimulates innovations in practice, and has national and international relevance. Faculty members in the Teaching-Focused Stream are expected to engage in the research and scholarship required to maintain currency in pedagogy and curriculum design of their relevant discipline, and to engage in scholarly activities that strengthen and inform their knowledge base and expertise.

The onus shall be on the faculty member to provide peer-reviewed activities reflecting a high level of performance that can be considered in the tenure, promotion and assessment processes. Such evidence shall include tangible examples of the impact of research and scholarship on individuals, groups, and/or communities.

In keeping with the DORA principles, the Faculty shall strive to meet the following recommendations:

- x When involved in committees making decisions about funding, hiring, tenure, or promotion, make assessments based on scientific content rather than publication metrics alone.
- x Wherever appropriate, cite primary literature in which observations are first reported rather than reviews in order to give credit where credit is due.
- x Use a range of article metrics and indicators on personal/supporting statements, as evidence of the impact of individual published articles and other research outputs.
- x Challenge research assessment practices that rely inappropriately on Journal Impact Factors and promote and teach best practice that focuses on the value and influence of specific research outputs.

Faculty members are also expected to clearly describe the quality of the journal/conference in which peer-reviewed work is published or presented. Academic faculty members must avoid double counting of publications, technical reports, abstracts, contributions to conferences, or invited pre-seminars or invited presentations.



Participation on standing and working committees within the Faculty of Kinesiology is normally required. The value of service will be assessed in terms of both the will of the faculty and the needs of the university.

Academic staff members are expected to increase the impact, and/or scope of their Service contributions as they rise through the ranks. Provincial, national and international leadership roles are generally encouraged for academic staff members to take on. Service contributions such as outside professional activity (OPA) with remuneration will not be considered (e.g., paid board members).

Research & Scholarship (Sabbatical) leaves provide release from normal University teaching and service expectations, although service contributions to professional or other organizations may continue during a Research & Scholarship (Sabbatical) leave. When assessing scholarship activities, care must be taken to bear in mind that scholarship produced during the leave is most likely to appear and be evaluated in subsequent years.

It is important that faculty members relate their research/scholarly activities to the approved Research & Scholarship (Sabbatical) project to assist in the evaluation of their scholarship for the period of the leave. The terms of a secondment agreement will provide for non-standard expectations for scholarship, teaching, and service. Such terms should call for evaluation of activities particular to the nature of the secondment. Faculty members are required to request timely input from the agency to which a member is seconded, providing an evaluation of overall performance, and particular feedback regarding the assigned responsibilities of the agreement.

have advanced or proficient competencies in some items (i.e. having specialized or expert skill or knowledge for the role).

Appointment at, or promotion to, the rank of Professor is reserved for those whose academic achievements are recognized by their peers within the University and beyond to be of a calibre equivalent to international standing and as outstanding in their community, discipline, or field.

Whereas relative contributions in the areas of research and scholarship, teaching, and service may vary across the professorial stream, appointment at, or promotion to, the rank of Professor requires a sustained body of research and scholarship that has impacted the community, discipline, or field in a significant way, evidence of an on-going research program sustained by peer-reviewed competitive external (including TOR-

Appointment at, or promotion to the rank of Associate Professor requires evidence of an established academic program of a calibre equivalent to national recognition by peers.

For appointment at, or promotion to, the rank of Associate Professor, it is expected that a record of high-quality research and scholarship such as peer-reviewed or refereed presentations or publications in an academic, community or artistic forum suitable to the discipline or field has been achieved, or that other measurable contributions to professional practice, knowledge engagement, innovation, or entrepreneurship have been achieved. Evidence of ability to obtain competitive funding (including Tri-Council grants) to sustain a research program is required.

Appointment at or promotion to the rank of Associate Professor may require the academic staff member to have successfully taught a variety of courses and provided evidence of teaching effectiveness (e.g., as part of a Teaching Dossier). This may be demonstrated by contributing to course and/or curricular development, serving as a member of graduate student supervisory committees, providing trainee mentorship, and/or demonstrating successful supervision or co-supervision of undergraduate or graduate students, post-doctoral scholars, and/or other trainees. Teaching effectiveness and expertise also includes a demonstrated ability to design learning experiences grounded in a clearly articulated teaching, and/or mentorship, and/or supervisory philosophy.

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students, trainees, and colleagues, and engaging in educational leade



- x One (1) continuing, limited-term and contingent-term academic staff member from within the Faculty but outside the affected discipline
- x One (1) continuing academic staff member from outside the Faculty of Kinesiology as outlined in GFC Handbook Part C 3.1.2.iv

Progression Through the Ranks (PTR) Increases and Outstanding Achievement Awards (OAA) are provided to Continuing, Limited Term, Contingent Term, Special Limited Term, or Pre-Tenure Track Appointment members of the academic staff in accordance with the process outlined in Article 29 of the Collective Agreement.