

FACULTY GUIDELINES

School of Architecture,

Introduction

The School of Architecture, Planning and Landscape (SAPL) Faculty Guidelines have been created by adding SAPL-specific guidance where appropriate within the GFC Academic Staff Criteria & Processes Handbook ("GFC Handbook"). The Part numbering of the GFC Handbook has not been altered. SAPL-specific guidance is provided as text boxes to be inserted immediately following the relevant section in the GFC Handbook. In other words, a "SAPL" text box applies to the Part with the corresponding number in the GFC Handbook. In the event of an unintended conflict or contradiction that arises because of the SAPL-specific guidance and the GFC Handbook, the GFC Handbook content shall prevail.

To facilitate updates to the SAPL Faculty Guidelines in response to future changes to the GFC Handbook, the official version of the SAPL Faculty Guidelines is maintained and approved as a stand-alone document (this document) containing only the SAPL-specific guidance. This document is intended to be read in conjunction with the current version of the Handbook. While this document is the official version, the SAPL may maintain a merged version of the current GFC Handbook and the SAPL Guidelines text as shown on the remaining pages of this document for ease of reference.

Preamble

Note:

The School of Architecture, Planning and Landscape (SAPL) Guidelines have been created by adding SAPL-specific guidance where appropriate within the *GFC Academic Staff Criteria & Processes Handbook*. The content and Part numbering of the *Handbook* have not been altered. SAPL-specific guidance has been added as text boxes immediately following the relevant section. In other words, a "SAPL" text box applies to the Part immediately preceding it. In the event an unintended conflict or contradiction that arises because of the SAPL-specific guidance and the

PART A - Definitions, Authority, Faculty Guidelines, Transitional Provisions

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SAPL A.3.7(xi)

SAPL A.3.7(xviii)

This is described in SAPL C.3.1.2.

PART B -

SAPL B.1.3.9

Educational Leadership is highly valued by the SAPL. In general, pedagogical innovations that are shared beyond an academic staff member's teaching and learning environment should be considered contributions to Research and Scholarship. Similarly, the "sharing of pedagogical expertise through publications" described in this section would normally be reported within Research and Scholarship.

SAPL B.1.3.10

In the SAPL, collaborations with municipalities, provincial, and federal governments, community groups, not-for-profit organizations, industry groups, professional associations, and private for-profit companies to generate new knowledge and innovation are recognized as legitimate when integrated into a consistent pattern of research and/or scholarship.

SAPL B.1.4.7

Academic staff members are expected to increase the quality, impact, and/or scope of their Service contributions over time. Provincial, national and international leadership roles in their professions or scholarly fields are generally encouraged for academic staff members to take on.

SAPL B.1.5

In the SAPL, administrative duties and leadership are recognized under Service (Internal to the University of Calgary).

SAPL B.2.1.2

Academic staff will be reviewed for Tenure, Promotion, and Academic Performance Assessment according to the quality and impact of their academic contributions as a whole. The review will be considered in the context of their assigned duties, and their personal and

SAPL B.2.3.4

Additional *examples* of teaching indicators include:

- successful supervision of HQP (highly qualified personnel): i.e., primary or co-supervision of PhD or DDes students, primary supervision and completions of MeDes students, a record of publications with HQP,
- use of a range of appropriate teaching and learning methodologies,
- supporting students outside the classroom (e.g., mentoring),
- evidence of supporting student success (e.g., student feedback on instruction, student achievement of course learning outcomes),
- teaching awards,
- engagement in evidence-based reflective teaching practices,
- participation in teaching and learning workshops/courses.
- peer-reviewed publications and conference presentations on the scholarship of teaching and learning
- Invited studio reviewers at other design schools

SAPL B.2.3.5

Additional *examples* of service indicators include:

- active participation in internal (program, school, and/or University) committees,
- leadership in *ad hoc* Program and School committees and task forces,
- active participation in university wide committees and/or task forces,
- active participation in professional societies (e.g., AAA, AALA, APPI, RAIC, CSLA, CIP),
- serving in a leadership role for an academic conference (e.g., conference chair, technical chair, etc.),
- active participation in community-based committees, task forces, and associations that aligns with the parameters outlined in B.1.4.5,
- active participation on municipal, provincial, and federal committees that aligns with the parameters outlined in B.1.4.4 and

xii. registration as a licensed professional in the Province of Alberta may be a required where professional registration is an expectation that is linked to professional program accreditation.

SAPL B.2.4.3

Additional *examples* of research and scholarship indicators include:

- evidence of a preeminently or equivalent recognized research program (e.g., awards from national societies, invited lectures/presentations at national meetings, invitation to labs, etc.),

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- teaching awards,
- engagement in evidence-based reflective teaching practices,
- participation in teaching and learning workshops/courses.
- peer-reviewed publications and conference presentations on the scholarship of teaching and learning

SAPL B.2.4.5

Additional *examples* of service indicators include:

- leadership of internal university wide committees and/or task forces,
- serving in a leadership role for academic journal (e.g., editor, associate editor, etc.),
- serving in a leadership role on a professional society (e.g., president, vice-president, etc.),
- serving in a leadership role for a professional association (e.g., AAA, AALA, APPI, RAIC, CSLA, CIP Board Member, chair of accreditation visiting team, etc.),
- review of competitive grant applications,
- mentoring of junior faculty members (e.g., as evidenced by letters, reviewing internal research grant applications).

SAPLB.2.5.1

To be considered for appointment in the Teaching Focused stream in the SA52 Tm (Re1.00IRe1.004 T72.2 (i))

SAPL B.2.6.1

In the SAPL, appointment at, or promotion to the rank of Associate Professor (Teaching) normally requires evidence of an established professional practice of a calibre equivalent to national recognition by peers. According to discipline or field, indicators may vary. Some *examples* are as follows:

- Peer review recognition of design excellence in professional practice through awards/publications/exhibitions
- published peer reviews of creative and professional work in academic or professional journals and electronic media,
- peer curated exhibition of creative and professional work,
- invitations to participate in national and international design juries, invited competitions, and lecture series,
- supervising practice-oriented student research,
- maintaining currency in contemporary design tools,
- maintaining currency in teaching and learning technologies,
- supporting students outside the classroom (e.g., mentoring,),
- evidence of supporting student success (e.g., student feedback on instruction, student achievement of course learning outcomes),
- teaching awards,
- peer nomination for teaching awards – maybe also for teaching and research
- holding teaching and learning grants (e.g., Taylor Institute Teaching and Learning, etc.),
- media engagement (such as interviews with news agencies),
- active participation

SAPL B.2.6.3

Additional *examples* of indicators include:

- active participation in internal (Program, School, and/or University) committees,
- active participation in *ad hoc* Program, School, and University task forces,
- participation in peer review of articles (conference and/or journal),
- active participation on national and international professional boards, councils, and societies,
- active participation in community service including serving on design-focused municipal, provincial or federal task forces, committees, and boards,
- commercialization of technology through licensure or a spin-off/start-up company (patents/disclosures).

SAPL B.2.7.1

In the SAPL, the rank of Professor (Teaching) requires a demonstration of the highest quality of contribution to professional practice that would no

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SAPL B.3

Part C –

A voting member external to the University may be appointed by the Dean on the advice of the relevant Associate Dean (Academic).