

FACULTY GUIDELINES

*School of Architecture,
Planning and Landscape
Faculty Guidelines*

as approved by

SAPL Faculty Council on May 22, 2024

Provost on June 24, 2024

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 Handbook, the Handbook content shall prevail.

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

SAPL A.3.1

This annotated version of the *Handbook* (i.e., this document) serves as the SAPL Faculty Guidelines referred to in this article.

SAPL A.3.7(i)

In support of greater diversity in possible career paths, the SAPL recognizes and rewards diversity in competencies and talents. As such, the relative importance that the SAPL attaches to the University functions of research and scholarship, teaching, and service shall be considered on a person-by-person basis and in the context of their workload.

SAPL A.3.7(ii)

These interpretations are described in the relevant sections below.

SAPL A.3.7(iii)

The SAPL values and encourages knowledge engagement and transfer, entrepreneurship, and innovation. These interpretations are described in the relevant sections below.

SAPL A.3.7(iv)

This is described in SAPL B.1.1.3.

SAPL A.3.7 (v)

The SAPL is committed to inclusive and responsible research assessment and has applied the DORA principles in assessing research and scholarship activities in Appointment, Renewal, Transfer, Tenure and Promotion, and Merit Assessment. This document ensures that the SAPL achieves the DORA principles by promoting 1) diverse forms of research outputs and impact practices; 2) a diversity of research venues, methods, communication outlets; 3) collaborations with academic and non-academic entities; 4) ensuring that research impact is not measured purely by bibliometric indicators such as document-level

indicators, but in combination with qualitative methods, while journal-based metrics (such as journal impact factor) will not be used or considered.

SAPL A.3.7(vi)

Expectations for different types of funding are to be interpreted in the context of the academic staff member's individual workload. The general expectations are described in SAPL B.1.2.7. The expectations with respect to academic rank are described in Part B.2.

SAPL A.3.7(vii)

Professional responsibilities would normally be assessed as part of Service External to the University, as described below. In cases where professional practice is a component of an academic staff member's research, scholarship and/or creative activity, professional responsibilities may be assessed as part of Research and Scholarship.

SAPL A.3.7(viii)

Assessment of contributions to service is described in Parts B.1.4 and B.1.5. Administrative duties are normally considered as contributions to service. At times, an academic staff member's time allocation to a leadership role may occur through either the Teaching or the Research and Scholarship function.

SAPL A.3.7(ix)

Assessment of information supplied within a Teaching Dossier is described below.

SAPL A.3.7(x)

This is described in SAPL B.4.2.3.

SAPL A.3.7(xi)

Academic Staff are expected to build scholarly accomplishments over time, leading to a reputation of increasing excellence and expertise. The quality and impact of scholarly accomplishments as determined within an academic staff member's discipline and relative to an academic staff member's context should normally increase as one's career progresses. The requirements for Academic Staff are described in the relevant sections below.

SAPL A.3.7(xii)

This is described in the relevant sections below.

SAPL A.3.7(xiii)

This is described in relevant sections below.

SAPL A.3.7(xiv)

The SAPL values appointments across multiple units and recognizes that the criteria may vary across units. The criteria in this document are to be applied consistently for all academic staff members and contextualized in accordance with each individual's personal context, disciplinary context, Workload Assignment, rank and stream as described in detail in relevant sections below.

SAPL A.3.7(xv)

Activities carried out in other departments and the university will be valued equally to similar contributions within the SAPL. At the same time, academic staff members are expected to contribute collegially to program and faculty activities.

SAPL A.3.7(xvi)

The SAPL recognizes academic staff members have diverse career paths. This document ensures career progression and academic performance assessment is inclusive of diversity in demonstrating academic excellence.

SAPL A.3.7(xvii)

In preparing for tenure, promotion, and assessment, the academic staff member may include a narrative to provide context. All reviewers and committee members in the tenure, promotion, and assessment processes are required to review academic work with awareness and sensitivity to the various ways in which systemic barriers prevent academic staff members from achieving career milestones such as Tenure and Promotion at the same rate and speed, as well as achievements through Assessment.

SAPL A.3.7(xviii)

This is described in SAPL C.3.1.2.

SAPL A.3.7(xxi)

This is described in SAPL C.3.1.2.

PART B - Criteria for Appointment, Renewal, Transfer, Tenure, Promotion, and Academic Performance Assessment

SAPL B.1.1.3

The nature of research, scholarship, teaching and service will further vary by individual, based on their FTE, scholarly field, individual circumstance, and the nature of their appointment (Teaching and Research or Teaching Focused stream).

SAPL B.1.1.4

Certain types of academic contributions require careful development and maintenance of community relationships (including Indigenous, racialized, and other vulnerable populations) which demand significant time and focus. In such cases, it is anticipated that previous indicators of contribution (such as publications and teaching events) may not be immediately apparent despite excellence by academic staff members in conducting such academic work. Accordingly, any review or assessment of such activities will be conducted recognizing the required investment of time on community relationships.

SAPL B.1.2.4

All Teaching and Research stream faculty are expected to actively pursue funding opportunities to support their research and scholarship activities that align with their areas of research. This can include competitive, peer-reviewed grants (e.g., NSERC, CIHR, SSHRC as appropriate), competitive and non-competitive grants from foundations and other philanthropic sources, and competitive and non-competitive industry sponsored funding. There is no funding expectation for Teaching Focused stream faculty members but will be recognized, particularly in the case of Teaching and Learning Grants or when participating in funded projects led by other faculty members.

SAPL B.1.2.5

The SAPL acknowledges the importance of the scholarship of synthesis, of application, of dissemination and of teaching, as well as the scholarship of discovery. Interdisciplinary and collaborative scholarship and practice are highly valued. Creative professional applications, including professional practice through outlets or media that involve an informed peer review will be recognized, so long as they are of high quality, are acknowledged contributions to the field, and are integrated into a consistent pattern of research and/or scholarship.

SAPL B.1.2.8

In the SAPL, the forms of appropriate research and scholarly output varies by discipline and area of research. Modes of expression and of dissemination of scholarship, research and other creative activity may include but are not limited to the preparation of books, monographs, articles, conference papers or presentations, plans, models, designs, prototypes or other artifacts, exhibitions, design competition entries, films, video productions or other forms of electronic communication. Scholarship, research and creative activity should normally be measured by the quality and pattern of the candidate's work, recognizing the appropriate media and outlets for communication with peers in the relevant disciplines.

In the SAPL professional practice should be measured similarly. The underlying principle of evaluation is that juried, prize-winning, peer-reviewed, or otherwise publicly acknowledged work provides the best evidence of scholarly, creative or professional competence. Formal review by informed peers from the appropriate disciplinary or interdisciplinary community is normally expected, prior to or as a result of presentation, publication, distribution, or exhibition. The assessment of the quality and significance of scholarship, research and other creative activity will depend on factors that include but are not limited to peer review, length, magnitude, breadth, appropriateness of research design and methodology, type and level of venue, scholarly or critical reception and type of presentation.

Notwithstanding the general expectation of peer review, it is acknowledged that in some fields the publication or dissemination of the products of scholarship, research and other creative activity occurs in other than refereed venues. In this case, the reception of the work in the relevant community shall be considered. In addition, certain forms of scholarship, particularly that of synthesis, application and teaching may appropriately be disseminated through popular or non-scholarly educational vehicles and will be weighted appropriately. Participation in interdisciplinary group endeavors is encouraged in the SAPL. In these cases, the extent and nature of the individual contribution will be considered. Additionally, the quality of work from which an individual component cannot be disaggregated will also be attributed appropriately to the candidate. It is acknowledged that synergistic collaboration may result in a contribution beyond the nominal expertise of a participant. The person responsible for the assessment may seek input from the candidate's colleagues in the collaboration.

SAPL B.1.2.9

The SAPL recognizes that contributions to the professions of architecture, planning, and landscape architecture, including certain forms of outside professional activity, can be a relevant form of research and scholarship where the above criteria are met, and can demonstrate engagement with the professional design community and contribute to maintaining currency as design professionals.

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 scholarly contexts. It is expected that academic staff members' contributions should be commensurate with peers of equivalent academic rank and stream.

SAPL B.2.2.1

To be considered for appointment in the Teaching and Research stream in the SAPL a candidate shall normally hold at least one terminal professional degree in architecture, planning, or landscape architecture and a PhD or other doctoral degree. Eligibility for

professional registration in the Province of Alberta may be a requirement where professional registration is an expectation that is linked to professional program accreditation. Under exceptional circumstances, individuals holding other graduate degrees and/or critical experience and expertise will be considered for appointment.

SAPL B.2.3.2

Additional *examples* include:

- ix. published reviews of creative and professional work in academic or professional journals and electronic media,
- x. peer curated exhibition of creative and professional work,
- xi. invitations to participate in national and international or other preeminent design juries, invited competitions, and lecture series,
- xii. contributions to other media (popular)
- xiii. professional registration, or being in the process of obtaining, professional registration, in the Province of Alberta may be a required where professional registration is an expectation that is linked to professional program accreditation.

SAPL B.2.3.3

Additional *examples* of research and scholarship indicators include:

- holding competitive external grants (e.g., NSERC, CIHR, SSHRC as appropriate),
- holding competitive and non-competitive grants from foundations and other philanthropic sources,
- holding competitive and non-competitive industry sponsored funding,
- holding NSERC Alliance, Alberta Innovates, industry grants and/or contracts, etc. including project funding from government),
- publication of peer-reviewed journal papers,
- publication of peer-reviewed conference papers,
- publication of peer-reviewed book chapters,
- editing of peer-reviewed publications and exhibitions
- active participation on national and international journal editorial boards,
- presentation of research at national and international conferences,
- provision of research results to NGOs or government agencies that benefit the public good,
- engagement in community-based research (e.g., reports or briefs, presentations, formal partnerships, research relationship documents),
- commercialization of technology through licensure or a spin-off/start-up company (patents/disclosures).

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/or B.1.4.5,
- peer review of grant applications
- service to professional accreditation boards

SAPL B.2.4.1

Additional *examples* include:

- ix. published peer reviews of creative and professional work in preeminently recognized academic or professional journals and electronic media,
- x. peer curated exhibition of creative and professional work in preeminently recognized venues,
- xi. invitations to participate in national and international and other preeminently recognized design juries, invited competitions, and lecture series,

- 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.),
- a succession of successful grant awards,
- research awards such as “best conference paper”,
- practice-based awards from preeminent peer reviewed juries and editorial boards
- supporting HQP through funding sources
- provision of research results to NGOs or government agencies that benefit the public good,
- engagement in community-based research (e.g., reports or briefs, presentations, formal partnerships, research relationship documents),
- commercialization of technology through licensure or a spin-off/start-up company (patents/disclosures).
- contributions to public policy,
- leading collaborative research projects/grants.

SAPL B.2.4.4

Additional *examples* of teaching indicators include:

- successful supervision of HQP (highly qualified personnel): i.e., primary supervision of post-doctoral fellows, primary supervision and completion of PhD and DDes students, primary supervision and completions of MeDes students, a record of publications with HQP,
- invitations to serve as external examiner on national/international graduate thesis exam(s),
- contributions to curriculum development or teaching practice: e.g., new course development; contributions to curriculum development or reform,
- educational leadership: e.g., leadership in curriculum development or reform; leadership of educational workshops, seminars, conferences; national or international consultant on education;
- publication of textbooks.
- 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

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 SAPL a candidate shall normally hold a professional degree in architecture, planning, or landscape architecture or other equivalent degree and be eligible for registration as a licensed professional in the Province of Alberta. Under exceptional circumstances, individuals holding other graduate degrees and/or critical experience and expertise will be considered for appointment. Professional registration is an expectation that in some Programs is linked to professional program accreditation.

SAPL B.2.5.2

Examples of indicators which demonstrate engagement in research and scholarship, and scholarly professional or creative activities include:

- maintaining an active critical professional practice
- relevant professional experience and demonstrated design leadership
- peer review recognition of design excellence in professional practice through awards/publications/exhibitions
- maintaining currency in contemporary design tools,
- maintaining currency in teaching and learning technologies, participation in design reviews and juries etc.
- invited lectures

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 in curriculum development or reform,
- professional registration, or being in the process of obtaining professional registration, in a Canadian jurisdiction may be required where professional registration is an expectation that is linked to professional program accreditation.

SAPL B.2.6.2

Additional *examples* of indicators include:

- presenting professional work at national and international professional and academic conferences,
- publication of professional work in national and international professional and academic outlets including journals, magazines, and trade publications,
- invitations to lecture at other schools and participate in studio reviews,
- invitations to participate in national and international peer reviewed award juries.

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 normally be recognized by their peers within the University and their profession to be of a calibre equivalent to preeminent standing and as outstanding in their community, discipline, or field.

Additional *examples* of indicators include:

- evaluation by preeminently recognized or equivalent authorities external to the University, who are qualified to evaluate the applicant,
- preeminent or influential creative or professional awards or prizes that bring distinction to the University,
- keynote address or invited speaker to high-calibre preeminent conferences, seminars, or workshops, at leading venues,
- service as peer reviewer or jury member for preeminent design awards and professional competitions.
- peer review recognition of design excellence in architectural practice through awards/publications/exhibitions
- maintaining an active critical professional practice
- supervising practice-oriented student research,
- engaging in community outreach through SAPL partnerships
- 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),
- leadership of internal university wide committees and/or task forces,
- serving in a leadership role for professional publications (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.),
- mentoring of junior faculty members (e.g., as evidenced by letters, reviewing internal research grant applications).
- active participation in community service including serving on design-focused municipal, provincial or federal task forces, committees, and boards
- serving in a leadership role for a professional conference or higher education/design education academic conference (e.g., conference chair, technical chair, etc.).

SAPL B.2.7.2

Additional *examples* of indicators include:

- published peer reviews of creative and professional work in preeminently recognized academic or professional journals and electronic media,
- peer curated exhibition of creative and professional work in preeminently recognized venues,
- invitations to participate in national, international and other preeminently recognized design juries, invited competitions, and lecture series,
- 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.2.7.3

Additional *examples* of service indicators include:

- leadership of internal university wide committees and/or task forces,
- 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).

SAPL B.3.3.2

In the SAPL, promotion to Associate Professor (Teaching) requires a determination that, given the quality and pattern of professional practice performance of the academic staff member, they have a productive critical practice of national distinction, and maintained currency in their professional discipline.

SAPL B.3.4.1

In the SAPL, promotion to Professor (Teaching) requires a determination that, given the quality and pattern of professional practice performance, the academic staff member has sustained a productive critical practice of preeminent or equivalent distinction, and maintained currency in their professional discipline.

SAPL B.3.6.2

In the SAPL, leadership positions at the Associate Dean and Director level will be evaluated using the above criteria.

SAPL B.4.1.4

In the SAPL, leadership positions at the Associate Dean and Director level will be evaluated using the above criteria.

SAPL B.4.1.9

Outside professional activities that are an integral part of an academic staff member's program of research, scholarship and/or creative activity can be counted as part of their Research and Scholarship for the purposes of Academic Performance Assessment when integrated into a consistent pattern of peer reviewed research and/or scholarship.

SAPL B.4.4.4

In the SAPL, credit for scholarly work is typically given when the work is completed and in the public realm (to ensure equivalency amongst the various forms of output). In-progress work is generally recognized at a nominal level. However, in situations where scholarly works require prolonged time periods of continued activity to reach full development and impact (as in the case of some community-based research), the achievement of key milestones within a work in progress may, in extraordinary circumstances receive credit or recognition. In these cases, academic Staff should take care to identify the ongoing status of any works in progress to enable any persons or groups reviewing their work to properly situate such works in progress within each academic staff member's scholarly context.

Part C – Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Dual Career and Strategic Hiring, Equitable and Inclusive Hiring Initiatives

SAPL C.2.1

The Academic Appointment Selection Committee is responsible for drafting a position posting.

SAPL C.3.1.1

The individuals responsible for the selection and appointment of the Academic Appointment Selection Committee are identified in Part C.3.1.2.

SAPL C.3.1.2 (i)

Chair (voting only to break a tie): Dean or delegate

SAPL C.3.1.2(ii)

Three to five voting members from the Continuing, Limited Term and Contingent Term academic staff members of the Faculty, with a majority of these members holding a Continuing appointment, are appointed by the Dean on the advice of the relevant Associate Dean (Academic).

SAPL C.3.1.2(iii)

At least one voting member who holds an appointment as an academic staff member within the Faculty but is outside the affected Program, is appointed by the Dean on the advice of the relevant Associate Dean (Academic).

SAPL C.3.1.2(iv)

At least one voting member from outside the Faculty and any applicable Conjoint Unit is appointed by the Dean on the advice of the relevant Associate Dean (Academic).

SAPL C.3.1.2(v)

Student representation is required on the Academic Appointments Selection Committee as a non-voting member and will be appointed by the Dean on the advice of the relevant Associate Dean (Academic)

SAPL C.3.1.2(vi)

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