



Schulich School of Engineering Faculty Guidelines

As approved by

Engineering Faculty Council

May 2024

Approved by EFC May 16, 2024
Approved by Provost May 20, 2024

Preamble

Note:

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

SSE A.1

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

SSE A.3.7(i)

In support of greater diversity in possible career paths, the SSE recognizes and rewards diversity in competencies and talents. As such, the relative importance that the SSE 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.

SSE A.3(ii)

These interpretations are described in the relevant sections below.

SSE A.3.7(v)

The University of Calgary is signatory to the San Francisco Declaration on Research Assessment. The Schulich School of Engineering is committed to research excellence, and evaluates contributions beyond journal-based metrics and is committed to inclusive and meaningful assessment of research quality. Evaluation committees should consult the Declaration on Research Assessment (DORA) and consider a broad range of impact measures including qualitative indicators of research impact.

Specific examples of the application of the DORA principles are combined in the GFC Handbook and Schulich School of Engineering Faculty Guidelines Part B, sections 1.1.4, 1.2.8, 2.3.3, 2.4.3, 2.6.2, and 2.7.2.

SSE A.3.7(vi)

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SSE A.3.7(x)

This is described in SSE B.4.4.4.

SSE 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 their career progresses. The requirements for Academic Staff are described in Part

SSE A.3.7(xii)

This is described in SSE B.2 and SSE B.2.5.1

SSE A.3.7(xiii)

This is described in relevant sections below.

SSE A.3.7(xiv)

The SSE 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 professional context, disciplinary context, Workload Assignment, rank and stream as described in 16.4 (e) 98-2.1459-1.eil in relevant sections below.

SSE A.3.7(xv)

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

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

SSE B.1.1.3

The nature of research, scholarship, teaching and service will further vary by individual, based on their FTE, Department, scholarly field and individual circumstance.

SSE 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.

SSE B.1.2.3

Academic staff members are required to meet ethical standards for Research and Scholarship, to adhere to University policies with respect to ethical conduct and to act with integrity and honesty in conducting and communicating their scholarly work.

SSE B.1.2.4

All Teaching and Research stream faculty are expected to actively pursue funding opportunities to support their research and scholarship activities. The basic expectation for Teaching and Research stream faculty is NSERC Discovery Grant or equivalent. Teaching and Research stream faculty should also hold other competitive, peer-reviewed grants (e.g., NSERC, CIHR, SSHRC as appropriate).

There is no research funding expectation for Teaching Focused stream faculty.

SSE B.1.2.8

Publications are expected. Academic staff members should be able to demonstrate the impact of their publications: e.g., the choice of journal/conference, citations, uptake.

SSE B.1.2.9

The SSE recognizes that contributions to the engineering profession, including outside professional activity, demonstrates engagement with the professional engineering community and contributes to maintaining currency as professional engineers.

SSE B.1.3.9

Educational Leadership is highly valued by the SSE. 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.

SSE 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 are generally encouraged for academic staff members to take on.

SSE B.1.5

Administrative duties and leadership are recognized under Service (iq86 (v)-5..9 ()-af m de dh(v)-5.5 222.2 (

SSE B.2.3.4

Additional examples of teaching indicators include:

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SSE B.2.4.3

Additional examples of research and scholarship indicators include:

- evidence of an internationally recognized research program (e.g., awards from national societies, invited lectures/presentations at national meeting, invitation to labs, etc.),
- a succession of successful competitive grant awards,
- research awards such as “best conference paper”,
- invited to serve as external examiner on national/international graduate the exam(s),
- contributions to public policy,
- leading collaborative research projects/grants.

SSE 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 students, primary supervision and completions of MSc students, successful supervision and completion of undergraduate summer research students, a record of publications with HQP,
- 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; administrative appointments such as Committee Chair for Educational initiatives or Associate Head, Undergraduate Studies
- publication of textbooks.

SSE B.2.4.5

Additional examples of service indicators include:

- leadership of internal (department, school, university) committees and/or forums,
- 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, etc.),
- serving in a leadership role for a professional engineering association (e.g., APEGA Board Member, chair of CEAB visit team, etc.),
- review of competitive grant applications,
- mentoring of students (e.g., AP, etc.).

SSE B.2.5.1

To be considered for appointment in the Teaching Focused stream in the Schulich School of Engineering a candidate shall normally hold at least one of a MSc or other equivalent degree and be eligible for registration as a Professional Engineer (PEng) Province of Alberta. Under exceptional circumstances, individuals holding other graduate degrees and/or critical

- publication of peer-reviewed higher education/engineering education conference papers,
- publication of peer-reviewed higher education/engineering education book chapters,
- publication of textbooks,
- presentation of research at national and international higher education/engineering education conferences,
- media engagement (such as interviews with news agencies)
- active participation in curriculum development or reform,
- active participation at educational workshops, seminars, conferences; national or international consultant on education,
- administrative appointments such as Committee Chair for Educational Initiatives

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SSE B.2.7.2

Additional examples of indicators include:

- publications and presentations at higher education/engineering education conferences,
- publications in higher education journals,
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Part C- Academic Appointments Selection Procedures, Position Posting, Expedited Procedures for Dual Career and Strategic Hiring, Equitable and Inclusive Hiring Initiatives

SSE C.2.1

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

SSE 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.

SSE C.3.1.2(ii)

Three to five voting members from the Continuing, Limited Term and Contingent Termin Ptin Pi .1 (s)1.