

Guidelines¹ and Criteria for Reappointment, Continuing Appointment as Senior Instructor, and Promotion to University Teaching Fellow

Approved by Faculty Council: May 5, 2020

Reappointment and promotion of instructor members shall be in accordance with Article 12 of the Collective Agreement between the Board of Governors of Dalhousie University and the Dalhousie Faculty Association.

1. Reappointment from 1st Probationary to 2nd Probationary (12.16)

- a. Eligibility: Fall term of the 3rd year of 1st Probationary appointment
- b. Timeline/Procedure:
 - Prior to Fall term (of 3rd year): Instructor is reminded of eligibility, timeline and procedure.
 - By Sept. 15: Instructor submits application² to department.
 - Letters of teaching assessment from other teaching staff are solicited by the committee (12.08).
 - By Oct. 10: Department committee reviews application and makes recommendation to the Dean (12.12, 12.13). Head reviews application and makes recommendation to the Dean.
 - By Oct. 31: Dean advises member of decision.

- c. Criteria:

There is no provision for any additional criteria except as set out in Article 12 (see 12.16a, 12.08 and 12.09). Assessment shall focus on the effectiveness and general competence in teaching and other assigned responsibilities, as set out in the instructor's job description. Instructors who are judged to be performing at the norm relative to other members with the same general responsibilities and experience shall be recommended for reappointment.

¹*These guidelines apply to instructor members (DFA & non-DFA) who hold a probationary or continuing appointment.*

²*Includes candidate's statement, CV, teaching dossier*

2. Continuing Appointment as Senior Instructor (12.17)

- a. Eligibility: Normally, Fall term of the 5th year of appointment (or 2nd year of 2nd Probationary)
- b. Timeline/Procedure:
 - Prior to Fall term (of 5th year): Instructor is reminded of eligibility, timeline and procedure.
 - By Sept. 15: Instructor submits application to department.
 - Letters of teaching assessment from other teaching staff are solicited by the committee (12.08).
 - By Oct. 31: Department committee reviews application and makes recommendation to the Dean. Department Head reviews application and makes a recommendation to the Dean.
 - By Dec. 31 (normally): Dean advises member of decision.
- c. Criteria:

There is no provision for any additional criteria except as set out in Article 12 (see 12.08 and 12.09). Assessment shall focus on the effectiveness and general competence in teaching and other assigned responsibilities as set out in the instructor's job description. Instructors who are judged to be performing at the norm relative to other members with the same general responsibilities and experience shall be recommended for continuing appointment as Senior Instructor.

3. Promotion to University Teaching Fellow (12.18)

- a. Eligibility: Normally, Fall of 5th year of appointment as Senior Instructor (or later), or on the initiative of the member
- b. Timeline/Procedure:
 - Prior to Aug. 15th (of 5th year as Senior Instructor): Instructor is reminded of eligibility, timeline and procedure.
 - By Sept. 15: Instructor submits application to department.
 - Letters of teaching assessment from other teaching staff are solicited by the committee (12.08).
 - The Department Head obtains written recommendations (12.18e).
 - By Oct. 31: Department committee reviews application and makes a recommendation to the Dean. The Head reviews the application and makes a recommendation to the Dean.
 - By Dec. 31 (normally): Dean advises member of decision.
- c. Criteria:

Instructors seeking consideration for promotion to the rank of University Teaching Fellow will be expected to have demonstrated clear evidence of a high level of effectiveness in teaching and other primary duties and responsibilities that support the dissemination of knowledge and understanding, and that the member's teaching represents a significant

contribution to the University (12.18b). Candidates must demonstrate a professional commitment to progress as a university teacher and to pedagogical leadership.

- Teaching

Evaluation of effectiveness should take into consideration the diversity of teaching experience, which can also extend beyond delivery of established curricula to include creation of new courses, or extensive modification or updating of established courses. Recognition of excellence in teaching and related activities (such as advising) may also be considered important; examples of such recognition may include teaching or advising awards, strong teaching evaluations, or letters of attestation. Evidence of dedication to excellence in teaching may include active and continuing professional development, such as participation in teaching and learning workshops, courses and certifications.

- Pedagogical Leadership

Contributions to pedagogical leadership may take many forms, and the categories and examples given here are not meant to be comprehensive. However, all such activities evidence contribution to the department, Faculty, and University that go beyond performing departmental assigned teaching.

- Development of novel pedagogical methods that are adopted more broadly in the University community.
- Service leadership, such as chairing committees, program evaluations, unit reviews, etc.
- Outreach, such as meeting with visiting students, representing the department, Faculty, or the University in the media.
- Leadership in collaboration, such as engaging in inter-unit or interdepartmental activities, courses, events, and initiatives, activities such as interdisciplinary courses, certificate programs.
- Assisting with the career development of other faculty, such as sharing teaching and learning materials and mentoring junior faculty about teaching practices, university regulations, and student issues.
- Conducting research pertaining to pedagogy, as evidenced by receipt of grant funds to support such research, authorship of peer-reviewed literature, and presentation of invited talks.
- Leadership in student training beyond the classroom and the laboratory, including undergraduate and graduate student research supervision and service on graduate thesis committees.

- Other Scholarly Activity

Scholarly activity (other than scholarly activity related to pedagogy) may be considered if it is part of the member's assigned responsibilities as set out in their job description.