

 <p>Criteria for Promotion of Directors, Associate Deans and Dean</p>	<i>Policy Sponsor:</i> Dean	<i>Approval Date:</i> Full Faculty, Oct 27, 1999 Faculty Council, February 2020
	<i>Responsible Unit:</i> Dean's Office	<i>Amendments:</i> MAC, Oct 21, 1999 Format change, March 2018

Applicants for promotion should prepare a file that addresses all of the usual criteria for promotion (Collective Agreement Article 16):

- I. Academic and Professional Qualifications,
- II. Teaching Effectiveness,
- III. Contributions to an Academic Discipline,
- IV. Ability and Willingness to Work with Colleagues, and
- V. Personal Integrity.

However, at the discretion of the applicant, either criterion II (teaching effectiveness) or III (contributions to an academic discipline) – but not both – may be substituted with the criterion Administrative Effectiveness and Leadership.

The Director/Associate Dean/Dean is encouraged to wait until such time as the criteria they wish to be judged on can be demonstrated before substituting administrative effectiveness for another criterion. A Director member normally at the Full Professor level will be added to the Faculty-level promotion review committee. This will occur whether the applicant is applying for promotion on the basis of administrative effectiveness or not.

Any Director/Associate Dean/Dean applying for promotion who self-identifies as Aboriginal/Indigenous, African Nova Scotian/African descent, Acadian, dis/abled, and/or minority sexual orientation/gender identity (SOGI) may choose a member of that equity-seeking group with a Dalhousie academic appointment to sit on the Faculty-level review committee (clause 16.01(i)). They shall provide the name, academic position, and contact information to the Dean (or in the case of a Dean, to the Vice-President Academic & Provost) when they indicate the intention to apply for promotion (as early as May and no later than August 15).

Criteria for administrative effectiveness (Dean with understanding of broader mandate):

Administrative Effectiveness is judged according to satisfactory performance in three areas: Effective Management; Academic Leadership; and External Leadership. The first two criteria will be considered more heavily than the third. The evaluation of effectiveness will be considered in the context, as well, of the mandate described in the appointment letter of the candidate (e.g.,

focus upon research, unit rebuilding); and on the Director's/Associate Dean's/Dean's workload, including teaching and scholarly time.

1. Effective Management includes:

- Sound budgetary management
- Effectively and efficiently run unit
- Responsive to emerging issues
- Effective problem-solving
- Quality of decision-making
- Development of new initiatives
- Resource-generation or mobilization
- Mentorship and human resource development
- Innovation
- Enabling an equity plan to be realized
- Fostering a climate that is collegial, yet intellectually stimulating

2. Academic Leadership includes:

- Quality of academic governance
- Fostering/Enabling teaching effectiveness
- Fostering/Enabling quality curriculum
- Fostering/Enabling research productivity
- Quality of participation in larger administrative group

3. External Leadership includes:

- Alumni relations
- Relationship with the profession
- Representative function – unit and with disciplinary groups
- Serving effectively on provincial, national, international bodies (health care, education or research)

Given the nature of administration, essential performance indicators from the three areas cannot be pre-defined. Rather a combination of administrative accomplishments is assessed. By way of example, and recognizing that the three areas often overlap, administrative effectiveness of a Director/Associate Dean/Dean might be indicated by the following performance indicators:

- 1) making a substantial contribution to the governance of the unit, including aspects of administrative structures and procedures (quality of academic governance)
- 2) implementation of a shared vision for the unit and the implementation of strategic goals academic leadership in general)
- 3) substantial improvements in administrative procedures (effective and efficient unit)

- 4) courses and curriculum support for teaching and research and other aspects of school/college, rather than "minding the store" (fostering/enabling quality curriculum; research productivity; teaching effectiveness)
- 5) identified ways that the School/College/Faculty can improve its teaching, research and/or service mission and administrators who have led their faculty in implementing the changes required to improve the quality of their unit (effective problem-solving; development of new initiatives; innovation)
- 6) guiding the School/College/Faculty through a difficult transition (reorganization) and leaders who have been able to minimize the damage and maximize the opportunities that occur during such periods (responsive to emerging issues; effective problem-solving; resource-generation or mobilization)
- 7) being valued as a productive member of advisory bodies to the Dean, the University, and in other venues (quality of participation in larger administrative group; serving effectively on provincial, national, international bodies)
- 8) successfully attracting recruiting and retaining high calibre faculty (mentorship and human resource development; enabling an equity plan to be realized; fostering a climate that is collegial, yet intellectually stimulating)

Evidence in Support of Criteria

The Director/Associate Dean/Dean will provide an administrative dossier supplemented only by pertinent and selective supportive documentation. Such information as attaining full accreditation is a matter of fact. The role of the Dean/Associate Dean/Director in such achievements is more useful.

Testimonials as Evidence of Administrative Effectiveness

Any testimonials added to the file will be solicited through the arm's length process provided for external referees. The standard letters used for soliciting external referees described in the Collective Agreement will be used to solicit testimonial letters with these criteria appended to such a request. The Dean/Associate Dean/Director and Committee will each identify a list of individuals who should provide evidence about the administrative effectiveness of the candidate. Such lists should overlap and should be sufficiently comprehensive to address a broad range of administrative attributes. The standard letter will be sent to these individuals by the manager of the external referee process who will be the Dean in the case of Directors, and the Vice-President (Academic & Provost) in the case of the Dean.

In addition, the external referee process will continue, and members of the Unit in which the applicant is appointed will have the opportunity to comment as per any other Tenure or Promotion file. In addition to the criteria for promotion for the Unit and these guidelines, external reviewers will be given a copy of the administrative dossier, the curriculum vitae of the candidate, as well as supportive materials related to scholarship unless that category is

substituted for by administrative effectiveness. Promotion reviews will normally proceed according to the timelines outlined in the Dalhousie Faculty Association Collective Agreement.