

Faculty of Health Professions

Guidelines & Criteria for Promotion

INTRODUCTION

This document is intended to provide common guidelines and criteria for promotion within the Faculty of Health Professions.

The candidate is advised to become familiar with the relevant clauses and the criteria for promotion as stated in the Collective Agreement between the Board of Governors of Dalhousie College and University and the Dalhousie Faculty Association, hereafter referred to as the Collective Agreement. The Collective Agreement identifies the same five general criteria for Promotion and Tenure. It permits Faculties, Schools, Departments and similar units to define the evidence and standards for these criteria:

In Faculties where other criteria are of significance, additional criteria must be established by Faculty regulations (Clause 15.04).

By Faculty policy, the criteria for promotion at the School./College level or the Faculty level are to be differentiated from those of tenure. Because of the diverse nature of its Schools and College each unit may augment (not reduce) criteria, evidence and standards. The candidate's application for promotion will be considered in light of her/his Annual Report and Workload Distribution in order to provide the flexibility that would permit fair assessment in light of unit and workload diversity.

Promotion is the recognition that an individual has achieved performance in stated levels appropriate to the rank under consideration. The current Collective Agreement is clear that:

Promotion is based upon positive evidence of actual achievement and accomplishments in those duties and responsibilities that, in accordance with Clause 20.04, constitute the individual Member's workload, and not on years of service (Clause 16.06 [a]).

In other words, what makes promotion different from tenure is that it requires evidence of actual achievements while tenure is based on the firm prediction of such achievements.

In cases of promotion from Lecturer to Assistant Professor¹, however, the Collective Agreement states that promotion may be requested if the Member claims to have acquired the equivalent of the appropriate qualifications indicated in Clause 14.05. By mutual agreement of the Member and the

¹ In the Faculty of Health Professions, units have employed the criterion for promotion from Lecturer to Assistant Professor as having achieved either the degree necessary for Tenure or a Master's Degree (depending upon the unit), and the requirement that the candidate has achieved at least one peer reviewed publication.

Dean, consideration may occur at other times. In these cases, promotion, if granted, shall take effect in accordance with Clause 14.05.

In cases of promotion from Assistant Professor to Associate Professor, the candidate is advised to refer to Clause 16.10 of the Collective Agreement.

In cases of promotion from Associate Professor to Full Professor, the Collective Agreement outlines expectations and states that the applicant must

- 1) be **competent** in both teaching and scholarship appropriate to a new Full Professor and
- 2) show that the Member has attained and is likely to maintain a **high level of effectiveness in teaching and/or scholarship** and
- 3) provide evidence that his or her teaching or scholarship represents a **significant contribution** to his or her discipline or to the University (Clause 16.11, emphasis added).

Specific evidence is outlined in the Collective Agreement when promotion is considered principally on the ground that the Member has attained and is likely to maintain a high level of effectiveness in teaching. The candidate is referred to Article 16 of the Collective Agreement.

Common guidelines for promotion are to be included within the following general criteria (Clause 15.03):

- I. Academic and Professional Qualifications
- II. Teaching Effectiveness
- III. Contributions to an Academic Discipline
- IV. Ability and Willingness to Work with Colleagues so that the academic units concerned function effectively
- V. Personal Integrity

PROMOTION TO ASSOCIATE AND FULL PROFESSOR

The five general criteria required for promotion to the rank of Associate Professor and Full Professor are outlined as common, minimum expectations. The promotion committee, consisting of one's peers, will interpret whether criteria have been met. Candidates are advised to outline in their cover letter any extenuating or unique circumstances that should be taken into account.

I. Academic & Professional Qualifications

Academic and Professional qualifications are identical to the requirements for tenure. To be eligible for promotion, a doctorate is normally required. In some units, professional licensure or specialized certification may be required in addition to the doctorate. Under special circumstances, the ordinarily required doctorate may be waived if specified in the applicant's letter of appointment as unnecessary for promotion.

Required Evidence

The candidate's curriculum vita indicates doctoral qualifications or professional qualifications or both. The candidate is required to provide evidence that justifies a waiver of this requirement or provide evidence of a waiver in the appointment letter, if s/he is requesting an exemption.

II. Teaching Effectiveness

A. Introduction

The Collective Agreement addresses teaching effectiveness in Clauses 16.06, 16.11 and Article 17. Normally the candidate will be involved in the development, planning and organization of programs, curricula and course designs. The candidate is also expected to regularly update existing courses and to make, where appropriate, effective use of innovative teaching aids and materials. Where suitable, the candidate may also produce instruction manuals, materials or teaching-related publications. Furthermore, innovative teaching also involves effectiveness in presenting the subject matter and in facilitating student learning. Supervision of students (clinical, undergraduate, graduate or other) as well as supervision of exams, academic counselling, assisting at registration, thesis supervision, and general student advising may also be expected.

The Collective Agreement further indicates that evaluation by peers may be appropriate (Clause 18.12[d]). Optional class observation and on-going classroom assessments may be added. Formal recognition as an excellent teacher through awards or nominations is valued. Collective teacher evaluations by students (including former students) that are authorized by the Senate or any Faculty of Dalhousie University are required (Clauses 18.08; 18.09[a]).

In accordance with the Collective Agreement, the Faculty of Health Professions' Workload Document (1999; available for download at <http://www.dal.ca/~fhp/workload.html>) clearly states that teaching is a normal expectation of all faculty unless otherwise and officially agreed upon. The candidate must demonstrate satisfactory performance in teaching effectiveness. Teaching effectiveness without scholarship is not acceptable for promotion.

B. Promotion to ASSOCIATE PROFESSOR

In addition to the required qualifications as outlined above from the Collective Agreement, and to distinguish evidence of achievements for promotion from evidence for tenure, the Faculty of Health Professions requires demonstrated effectiveness as a teacher through **repeated and ongoing** success since previous rank was achieved at least at the satisfactory level. Course assignments and expectations as outlined in Workload documents relevant to the years under review will be taken into account.

Candidates are expected to clearly state their teaching philosophy, teaching goals and methods. Course outlines should be clearly developed and be consistent with the Statement of Principles and Procedures for University Grading Practices as approved by Senate on September 11, 1995 (<http://admwww1.ucis.dal.ca/transfer/senate/policy.cfm?policy=PGP>) for undergraduate studies. Workload documentation should be clear and include teaching responsibilities.

Table 1: Types of Evidence Bearing on Teaching Effectiveness

1.	A summary statement of teaching philosophy, goals and methods (as in the cover letter) through submission of a Teaching Dossier (see FHP Guidelines for the Preparation of a Complete File for Tenure, Promotion, or Reappointment Consideration) (Required)
2.	A list of all courses taught in each year of the candidacy with the number of students enrolled in each course each year (Required)
3.	Relevant pages from Annual Reports, or a summary statement, that will provide information related to the candidate's teaching responsibilities and accessibility to students
4.	In order to demonstrate pedagogical excellence, candidates are advised to select judiciously course syllabi and other course materials that indicate the candidate's command of the subject matter, familiarity with recent developments in the field and area of specialization, congruence with teaching philosophy, relevance of teaching materials, development of new courses and, where appropriate, practical application of theoretical knowledge. (Required)
5.	All approved standardized course and instructor evaluations since previous Tenure and Promotion consideration or the last five years (whichever is shorter) should be included. Do not include all individual evaluation forms but just an official summary of scores, including School/College means and ranges if available. These evaluations should be clearly labeled with the course number, name, instructor name and year taught. Anonymous comments from students are not to be included in the candidates file (Article 18.09 of the Collective Agreement). Also, if the course was taught by more than one instructor, do not submit numerical data regarding the teaching performance of other instructors. This information is confidential. (Required)
6.	Signed letters from faculty members and students submitted in response to requests by the committee responsible for promotion reviews, such as letters solicited through Faculty process. Such documents inform on preparedness, presentation of teaching skills and the encouragement of a free exchange of ideas (Clause 16.11).
7.	Any peer evaluations that inform on preparedness, presentation of teaching skills and the encouragement of a free exchange of ideas (Clause 16.11), such as letters solicited through Faculty process.
8.	Other, visible evidence, such as computer-assisted learning programs, curriculum guides, development of distance education programs, development and evaluation of interprofessional learning, program evaluations
9.	Teaching-related publications (print or other media), including conference abstracts, that are peer-reviewed, professional or both
10.	Documents that indicate participation in teaching workshops and satisfactory assessments of teaching effectiveness by workshop participants
11.	Documents that indicate participation in conferences on teaching, i.e., peer reviewed acceptance of conference presentations or invited presentations at regional, provincial or national levels
12.	Signed letters solicited by the candidate from students or alumni and so indicated as solicited by the candidate that demonstrate repeated and ongoing satisfactory assessments
13.	Written peer evaluations of teaching in units where invited peer review is encouraged
14.	Other teaching-related materials

C. Promotion to FULL PROFESSOR

In cases of promotion to Full Professor, the Collective Agreement requires “solid evidence” of achieving standards of competence in teaching and scholarship. In those cases where teaching is the main criterion under consideration, the candidate must reflect a high level of teaching effectiveness and significant teaching contributions to the discipline and to the University. Clause 16.11 of the Collective Agreement specifically lists expectations.

Required Evidence

Solid evidence of standards of achieving competence would be a continuation of the evidence required for promotion to Associate Professor. In addition to those delineated in the Collective Agreement, the Faculty of Health Profession requires the candidate to exhibit consistent leadership and initiative in the development of educational programs. Leadership qualities are defined as the ability to chair or co-ordinate educational programs, Interprofessional learning modules, program committees and program reviews, or significant mentoring of junior faculty and teaching assistants in the development of teaching competence. Taking initiative is viewed as developing new programs, courses, instructional techniques and significant curriculum revision.

It is expected that candidates will provide a descriptive listing (accompanied by relevant documentation) that shows effort and progression in achievement of teaching competence. The documentation should include evidence indicating a high level of effectiveness in teaching, i.e., a level repeatedly and ongoing above the School/College norm) and evidence indicating a significant contribution in the area of teaching to his or her discipline or the University

III. Contributions to an Academic Discipline

A. Introduction

The Collective Agreement requires consistency in the form of development and maintenance of levels and standards of academic performance appropriate to the rank under consideration (Article 17). Research involves efforts to enhance scientific and societal understanding with demonstrated continuing activities whose results are disseminated through peer-reviewed activities (Workload Document, 1999 and Clauses 17.17 and 17.19 of the Collective Agreement). The following definitions of research and research productivity are stated in the Guidelines for Assigning Research Workload Beyond Tenure:

Research is the “original investigation undertaken in order to gain knowledge and understanding” (Research Assessment Exercise in 2001 – Guidance on Submissions RAE 2/99: www.niss.ac.uk/education/hefc/rae2001/2_99.html).

And:

Involvement in consistent peer-reviewed activities within the framework of a research program that increases knowledge and understanding, the generation of appropriate partnerships and resources, the improvement of scholarly or professional competence, and the improvement of teaching.

In accordance with the Collective Agreement, the Faculty of Health Professions' Workload Document (1999) clearly states that research and scholarly contributions are a normal expectation of all faculty unless otherwise and officially agreed upon. The candidate must demonstrate satisfactory performance in contributions to an academic discipline. Scholarship without teaching is not acceptable for promotion.

Collaborative, as well as individual research is recognized if the candidate's participation is clearly documented. As per the Ethics Guidelines, "research is an undertaking which involves a systematic investigation to establish facts, principles or generalizable knowledge." Research is recognized if it is communicated in academic (and/or professional) publications and other venues, noting the candidate's contributions as a collaborator.

Annual productivity that reflects workload and annual workload documents and negotiations of appointment as outlined in the letter of appointment or subsequent documentation by the Director will be subject to consideration. Disciplined originality of thought and sound, critical professional judgement, advancing the knowledge base of the Profession/Discipline, the Profession/Discipline's capacity to respond effectively to the challenges it faces or both and consistency of productive academic/professional output will also be considered.

Performance will be evaluated through a mixture of research, research productivity, scholarship, and significant professional contributions, at least up to and including the national level, as outlined in the definitions above. In all cases, accomplishments claimed by a candidate will be subject to the provision of appropriate documentation.

Indicators of research productivity and achievements fall into the following categories and can include any of the following:

1. Published works

- a) Peer-reviewed publications (full citation, indication of journal impact, if applicable)
- b) Non peer-reviewed publications (proceedings, authoring proceedings, books, chapters, electronic [World Wide Web], manuals, methods, book reviews scholarly & professional reports)
- c) Contribution to publications (for all publications, indicate substantial contributions to: conception & design, or analysis & interpretation of data; to drafting the article or revising it critically for important intellectual content; and contributions to the final version to be published. (Note: Participation solely in the acquisition of funding or the collection of data does not justify authorship.)
- d) Peer-reviewed presentations (e.g., oral, poster, invited panelist, at local, regional, or national level)
- e) Other scholarly products (e.g., software, patents)
- f) Non peer-reviewed presentations (e.g., oral, poster, invited panelist, at local, regional, or national)
- g) Public dissemination (media requests, interviews, industry, community)

2. Grant support

- a) Peer-reviewed grants (e.g., awards from national or provincial funding agencies; amount and duration)
- b) Other peer-reviewed grants (e.g., local awards, amount and duration)

- c) Investigator status (e.g., Principal investigator, Co-Principal investigator, co-investigator, collaborator, member of research team, explain if other)
 - d) Contracts (indicate appropriateness of contract work in relation to overall program of research; amount and duration)
 - e) Other research funding (source; amount and duration)
3. Other activities
- a) Impact of scholarly output (awards & honours received, editor's awards, requests for reprints, methods, where reviewed, graduate student achievements)
 - b) Extent and quality of senior honours and graduate student thesis advising
 - c) Research-related training of junior faculty and research staff
 - d) Activities as peer reviewer (review panels, external reviewer, editorial board)
 - e) developing a program of research as an individual, collaborator or active co-leader in participatory research.

B. Promotion to ASSOCIATE PROFESSOR

The Faculty of Health Professions requires demonstrated effectiveness as a researcher and scholar through repeated and ongoing success at least at the satisfactory level as averaged over a period of at least four years (ignoring leave of absence)².

Required evidence related to research and scholarship that reflect consistency of competence, i.e., repeated and ongoing accomplishments at the satisfactory level regarding promotion to associate professor for at least a four-year period in the following categories must be evidenced:

**Table 2: Evidence of Research and Scholarly Contributions
for Promotion to ASSOCIATE PROFESSOR**

The candidate is expected to articulate in his/her cover letter the focus (or foci) of their recent independent research program and initiatives emerging over time. (Required)	
2.	Candidates are expected to have at least two peer-reviewed publications, accepted or in print, as first or shared first author with these publications related to the candidate's program of independent research. <u>In addition</u> , and modified proportionally to a candidate's specific workload allocation, candidates with a 40% research workload are expected to average <u>more than one</u> peer-reviewed product per year such as additional research publications, monographs, software, films, videotapes, book chapter, book, professional reports based on research contracts or consultancy to external agencies, or publications in conference proceedings. Such additional academic work needs to be of high quality and reflect a clear contribution to the professional or academic field involved. Normally, the number of products would equal the number of years the person has been at Dalhousie plus two. (Required)
3.	Participation as principal or co-investigator in peer-reviewed research activities. (Required)

² Research and scholarly expectations as outlined in Workload documents relevant to the years under review will be taken into account. The relatedness of this work to the candidate's research and scholarly emphasis must be indicated.

4. In addition, an annotated listing of additional evidence ³ showing <ol style="list-style-type: none"> Repeated and ongoing achievement of research and scholarly competence; Relevance to the candidate's area of research emphasis and A summary evaluating the quality of the work.
5. Mentoring students in research products by participation in thesis committees, working with research assistants or other such activities.
6. Documented evidence of Conference: <ul style="list-style-type: none"> ◆ Organizing ◆ Presentations ◆ Workshops/clinics ◆ Exhibits ◆ Invited panel participation
7. Documentation of academic awards
8. Documentation of scholarly activities: <ol style="list-style-type: none"> Peer reviewer, such as grant reviews, research program reviews, publication reviews Editorial board membership Other, visible evidence such as patents
9. Documentation of community contributions related to enhanced research/scholarly activity

C. Promotion to FULL PROFESSOR

In cases of promotion from Associate Professor to Full Professor, the Collective Agreement outlines expectations and states that the applicant must

- 1) be **competent** in both teaching and scholarship appropriate to a new Full Professor and
- 2) show that the Member has attained and is likely to maintain a **high level of effectiveness in teaching and/or scholarship**⁴ and
- 3) provide evidence that his or her teaching or scholarship represents a **significant contribution** to his or her discipline or to the University as a recognized authority in her or his field (Clause 16.11, emphasis added).

³ Candidates are strongly advised to maintain their full documentation in support of the items listed should the committee request more evidence.

⁴ Research and scholarly expectations as outlined in Workload documents relevant to the years under review will be taken into account. The relatedness of this work to the candidate's research and scholarly emphasis must be indicated.

**Table 3: Evidence of Research & Scholarship Contributions for
Promotion to FULL PROFESSOR**

<u>Required Evidence (Full documentation)</u>
<p>1. Solid evidence of standards of competence would be a continuation of the evidence required for promotion to Associate Professor. The Faculty of Health Profession also requires the candidate to exhibit repeated and ongoing leadership and initiative in the development of research and scholarship. High levels of effectiveness in research and scholarship at a level repeatedly above the School/College expectations in the areas of evidence listed under Associate Professor and on a par with Full Professors in the School/College and broader Faculty. In addition, leadership qualities are defined as the ability to chair or co-ordinate research programs, to review major research programs or to provide significant mentoring of junior faculty and others in the development of research or scholarly competence. Taking initiative is viewed as developing programs of research.</p>
<p>2. Evidence indicating significant contributions in the area of research and scholarship to the candidate's discipline or to the University:</p> <ul style="list-style-type: none"> a) Demonstrated initiative related to significant development and establishment of major independent research programs b) Documents indicating the role of principal investigator for at least one major research program c) Documents that signify awards or other formal recognition indicating research excellence at the local, national, or international level depending on candidate's area of research/scholastic expertise d) Leadership and mentorship related to significant research programs as indicated by external reviewers e) A listing of external assessments of research effectiveness resulting from participation in research related workshops and conferences f) A listing of responsibilities as chair of symposia g) A listing of contributions in research-related workshops and conferences. h) Contributions relating to content organization of conferences i) Impact of research and scholarly activities j) Other research-related contributions.

IV. Ability and Willingness to Work with Colleagues so that the Academic Units Concerned Function Effectively

A. Introduction

It is suggested that candidates familiarize themselves with Clause 17.20.

Ability and willingness to work with colleagues is reviewed as part of administrative and professional service. Candidate's rights also carry responsibilities. The Collective Agreement emphasizes the importance of collegiality, shown in respect for the rights of others as well as

responsible behaviour. The Collective Agreement specifically lists a range of expected behaviours and duties, such as:

...participation in the activities of their Departments, Schools, Colleges, Faculties...Senate and other bodies...Service to the Association shall be treated neither more nor less favourable by Departments and other units of Dalhousie University than committee and similar duties performed...(Clause 17.20).

It is also important for the well being of an institution to be able to rely on members' contributions to duties generated by the unit, Faculty, University and students.

Both ability and willingness are best demonstrated by contributing to the School/College as well as to the local, regional, national and international community in an effective and co-operative manner. Such contributions are assessed by collegial evaluations that reflect appropriate academic and professional interactions within Dalhousie. The academic unit where the candidate has her/his primary appointment is the priority area where ability and willingness to work with colleagues will be assessed. Other relations at Dalhousie University and other universities and bodies will also be assessed but be accorded lower priority.

a. Ability is demonstrated by most, if not all of the following:

- ◆ Preparedness
- ◆ Conscientiousness
- ◆ Thoroughness
- ◆ Flexibility
- ◆ Problem-solving capacity, including contributions to internal and external solutions
- ◆ Respect for internal and external standards and policies

b. Willingness is demonstrated by most, if not all of the following:

- ◆ Fulfilment of the administrative part of the assigned workload
- ◆ Performing responsibilities without impeding the smooth functioning of committees or the unit
- ◆ Openness to ideas of others
- ◆ Respect for different perspectives
- ◆ Active mediation to understand and include diverse points of view

The candidate must demonstrate acceptable ability and willingness to work with colleagues. Assessment of administrative and professional service will take into account the balance of responsibility reflected in the workload document.

B. Promotion to ASSOCIATE PROFESSOR

Candidates are expected to repeatedly participate in and contribute to academic governance and development (School/College, Faculty, University, professional associations) and make repeated

and ongoing contributions to the wider community, proportionate to their responsibilities under the FHP's appointment and workload agreements.⁵

Repeated and ongoing participation and contribution to academic governance and development means taking on an active role in committees, whether within one's unit or elsewhere on campus, as a representative of one's unit.

Table 4: Evidence of Ability and Willingness to Work with Colleagues so that the Academic Units Concerned Function Effectively for Promotion to ASSOCIATE PROFESSOR

<u>Required Evidence (Full documentation)</u>	
a. Repeated and ongoing involvement in the academic arena	<ul style="list-style-type: none"> ◆ Repeated and ongoing administrative contributions to the School/College, Faculty, University as noted in workload documents, reports prepared with contributions by the Candidate, published or presentation materials related to administration, etc. ◆ Directing or co-ordinating administrative aspects of programs ◆ Letters or other documentation to demonstrate problem-solving, openness to ideas, respect for different perspectives, active mediation, participation in a significant committee
b. Repeated and ongoing involvement in the professional arena, public arena or both	<ul style="list-style-type: none"> ◆ Repeated and ongoing administrative contributions to the profession ◆ Service in professional organizations or associations ◆ Important contributions to the wider community ◆ Relating theory to practice in private practice work ◆ Demonstrated creative or professional activities

C. Promotion to FULL PROFESSOR

Candidates are expected to repeatedly participate in and substantially contribute to academic governance and development (School/College, Faculty, University, professional associations) and make major contributions to the wider community, the Province, the Nation and the international community, proportionate to their responsibilities under the FHP's appointment and workload agreements.⁶ While executing these activities, candidates are expected to exhibit innovation and leadership.

Repeated and ongoing participation and contribution to academic governance and development means taking on an active role in committees, whether within one's unit or elsewhere on campus, as a representative of one's unit.

⁵ Refer to the FHP's Administrative Service Guidelines available through the FHP's Web page.

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Table 5: Evidence of Ability and Willingness to Work with Colleagues so that the Academic Units Concerned Function Effectively for promotion to FULL PROFESSOR

Required Evidence (Full documentation)
Solid evidence of standards of competence that build upon the evidence required for promotion to Associate Professor
<p>a) Repeated and ongoing involvement in the academic arena:</p> <ul style="list-style-type: none"> ◆ Substantial leadership in administrative contributions to the School/College, Faculty, University ◆ Demonstrated leadership and excellence with superiority in performance of administrative duties <p>b) Repeated and ongoing involvement in the professional arena, public arena or both:</p> <ul style="list-style-type: none"> ◆ Continuous and significant leadership contributing to the advancement of the profession ◆ Significant administrative leadership in professional affairs ◆ Demonstrated professional growth ◆ Outstanding distinction in service to the community ◆ Substantial contributions, at the provincial level, in the professional arena, public arena or both ◆ Substantial contributions, at the national level, in the professional arena, public arena or both ◆ Substantial contributions, at the international level, in the professional arena, public arena or both ◆ Other service to the community if it brings distinction to the university ◆ Community service based on special academic competence ◆ Membership on governmental boards or public councils ◆ Nationally or internationally recognized innovations in professional practice ◆ Significant adoption of professional or clinical practice

V. Personal Integrity

Candidates for promotion to Associate Professor and Full Professor are encouraged to familiarize themselves with the following clauses in the Collective Agreement because adherence to these Clauses will be considered when reviewing the evidence supplied: 16.10; 17.01, 17.02; 17.03; 17.06; 17.17, Article 17 generally and Clause 3.01.

The Collective Agreement calls for personal integrity in the areas of teaching, research, scholarship, service and other assigned workload. Indicators mentioned in the Collective Agreement range from fairness to students to conscientiousness to respecting confidentiality. The Faculty of Health Professions expects personal integrity in these same areas.

Personal integrity may be demonstrated by any of the following:

Evidence of accomplishments

In the **teaching** arena, the following indicators provide evidence:

- ◆ Evaluation based on identified standards
- ◆ Repeated and ongoing demonstration of relevant expectations and evaluations
- ◆ Student assessment of fairness
- ◆ Conscientiousness in seeking to meet program objectives in all academic responsibilities
- ◆ Demonstration of appropriate respect for student confidentiality (Clause 17.05)
- ◆ Formal documents that have assessed the Member's integrity such as student and peer reviews
- ◆ Any reports related to candidate's' integrity.

Personal integrity in the areas of **research and scholarship** is best exhibited by:

- ◆ Recognition of collegial contributions (Clause 17.06)
- ◆ Respect for the rights of human subjects
- ◆ Honesty.

In the area of **administrative and professional service**, the candidate is expected to:

- ◆ Reflect appropriate professional values and ethics (Article 17)
- ◆ Comply with University policies and procedures concerning ethics
- ◆ Maintain confidentiality in those areas of responsibilities where such an expectation is specified (Clauses 17.04 and 17.05).

Revisions approved by Full Faculty June 2009

Addendum 1

As per written communication from Mr Brian Crocker, University Secretary and Legal Counsel (July 17, 2000):

Under the Collective Agreement, an appointment to a faculty position carries certain rights and responsibilities. Those responsibilities are partially outlined in such articles as 3.01 and 17.01 (which describes the responsibility to use their appointment and academic freedom “responsibly with due concern for the rights of others, for the duties appropriate to the Member’s university appointment, and for the welfare of society”, together with other specific articles within article 17). In addition to the Collective Agreement, there is the common law principle attached to any employment contract that the employee is not permitted to be dishonest or neglect their duties or commit fraud or theft or other misconduct or to be incompetent, etc. Although a faculty member can be disciplined for such matters, the fact that no discipline has been taken does not mean that such activities are irrelevant to the issue of whether an individual should be promoted if they have engaged in such conduct.