

DALHOUSIE UNIVERSITY
Faculty of Health Professions

Guidelines & Criteria for the Granting of Tenure

This document is intended to provide common guidelines and criteria for tenure within the Faculty of Health Professions. According to the Dalhousie University current Collective Agreement, tenure is

...considered the ultimate safeguard of academic freedom for full-time and regular part-time Members. It constitutes a mutual undertaking, on the part of the Member, that he or she will continue to perform conscientiously the functions of a teacher and a scholar, and on the part of the University, that a Member may continue to enjoy academic freedom with an appointment that shall be terminated only in accordance with this Collective Agreement (15.01 c).

And

The University expects and endeavours to improve its standard of academic performance year by year and to maintain sufficient flexibility in staffing to meet needs of continuing programmes and evolving needs for change in programmes. Merely spending a number of years on the academic staff of the University will not establish a right to tenure. The Board of Governors will make an appointment with tenure only when it can be firmly predicted that the Member recommended will, in consequence of a demonstrated commitment to intellectual and professional activity throughout his or her career, attain and maintain a high degree of academic proficiency. However, except when a Member has been appointed or reappointed with notice that the appointment is not foreseen as one serving a continuing programme for the reasonably foreseeable future, every full-time and regular part-time Member serving on a tenure-track term contract does, after some specified period of service in the University, have a right to have his or her case for tenure considered with the opportunity of presenting it in the most favourable light. Procedures are established by this Collective Agreement to ensure this right to consideration (15.02 a).

The Collective Agreement specifies that the criteria for Tenure and Promotion shall be:

- 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.

The candidate is advised to become familiar with the clauses and criteria stated in the Collective Agreement, as they are required for achieving tenure. Although the Collective Agreement treats the conditions for Tenure and Promotion as identical, it permits Faculties, Schools, Departments and similar units to define these criteria more precisely (15.07). The Faculty of Health Professions, therefore, has developed these guidelines and standards for common criteria for tenure for the Faculty as a whole. In addition, and because of the diverse nature of the units, criteria specific to each unit may only be added (not reduced) at the unit level. Both, the Annual Report and Workload will be considered, the latter as outlined in the Collective Agreement (Article 20) and as outlined in the Workload Document (1999) of the Faculty of Health Professions (available for download at www.dal.ca/fhp). This flexibility permits fair assessment in light of unit and workload diversity.

Applicants for tenure must prepare their file in accordance with the Faculty documents, “Guidelines for the preparation of file for tenure, promotion or reappointment consideration”.

CRITERIA AND REQUIRED EVIDENCE FOR TENURE IN THE FACULTY OF HEALTH PROFESSIONS

The following required criteria should clarify expectations as they relate to tenure within the Faculty of Health Professions. The candidate is advised to read Clauses 15.03 to 15.07 of the Collective Agreement.

I. Academic & Professional Qualifications

To be eligible for tenure, 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 for tenure may be waived if specified in the applicant’s letter of appointment.

Evidence in support of criteria

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

The Collective Agreement addresses teaching effectiveness in Clauses 16.06, 16.11, and Article 17. Normally the candidate will be involved in the planning, development, co-ordination, 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, graduate or other) as well as supervision of exams, academic counseling, assisting at registration and general student advising is also expected. The Collective Agreement further indicates that evaluation by peers, including class observation and on-going classroom assessments and evaluation by students (including former students) through questionnaires or interviews may also be appropriate. Formal recognition as an excellent teacher through awards or nominations is valued.

In accordance with the Collective Agreement, the Faculty of Health Professions' Workload Document (1999) 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.

Evidence in support of criteria might be judiciously selected from:

1. A summary statement of teaching philosophy, goals and methods as in cover letter. **(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. An official summary (that includes School/College means and ranges, if available) for all approved standardized course and instructor evaluations for the last five years (if available and appropriate) should be included. 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)**
4. Letters solicited through Faculty process, as described in the Faculty document, *Guidelines for the Preparation of a Complete File for Tenure, Promotion or Reappointment consideration*.
5. 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.
6. Copies of students' "before" and "after" work (e.g., pre/post-test results, other student work or both) illustrate facilitation of student learning, influence on student's intellectual & scholarly development or both.
7. Peer evaluations may be solicited and can inform on preparedness, presentation of teaching skills and the encouragement of a free exchange of ideas.
8. Signed letters solicited by the candidate from students or alumni.
9. Documents signifying awards or other formal recognition of teaching excellence.
10. Participation in teaching workshops, conferences on teaching and external assessments of teaching effectiveness.

11. Copies of teaching-related publications (print or other media).
12. Student achievements in terms of publication, research, grant applications and other scholarly recognition. Example, thesis advising, research projects.
13. Relevant pages from Annual Reports, or a summary statement, will provide information related to the candidate's teaching responsibilities and accessibility to students.

III. Contributions to an Academic Discipline

Candidates are referred to Clauses 15.02, 15.06, 16.11, 17.08, 17.11, 17.17 - 17.19 of the Collective Agreement. The Collective Agreement demands development and maintenance of high levels and standards of academic performance in research and scholarly contributions with the aim of generating and disseminating knowledge. These requirements are reflected in the Workload and Annual Report Documents of the Faculty of Health Professions.

The *Workload Document* (1999) of the Faculty of Health Professions provides the following definitions:

Research involves efforts to enhance scientific and societal understanding with demonstrated continuing activities whose results are disseminated through peer-reviewed activities. (See also Article 17.17 - 17.19 of the Collective Agreement).

Research Productivity is the consistent input into conference presentations, consistent output of peer-reviewed activities, peer-reviewed publications, generation of external funding, professional reports based on research and research contracts. Research potential, as evidenced by interest (e.g., research grant applied for), conceptualization, commitment and making progress, will also be considered when judging research productivity.

Scholarship involves individual effort to maintain currency in one's discipline and profession. (See also Article 17.17 - 17.19 of the Collective Agreement).

Professional contributions include membership in a professional society, acting as reviewer of profession-related documents and providing instructional or other consultations to external agencies.

Participatory research and action research are recognized if such research has undergone academic and ethics review and is communicated in academic (and/or professional) publications and other venues, noting the candidate's contributions as a collaborator. Participatory and action research that is not academically and ethically reviewed and published may be presented for tenure consideration as evidence of professional service under criterion IV, Ability and willingness to work with colleagues.

Performance will be evaluated through a mixture of research, research productivity, scholarship, and significant professional contributions as outlined in the definitions

above. In all cases, accomplishments claimed by a candidate will be subject to the provision of appropriate documentation. Achievements will be assessed for

- a) developing a program of research as an individual, collaborator or active co-leader in participatory research;
- b) disciplined originality of thought and sound, critical professional judgement;
- c) advancing the knowledge base of the Profession/ Discipline, the Profession/Discipline's capacity to respond effectively to the challenges it faces or both;
- d) consistency of productive academic/professional output and;
- e) promise of future professional/academic contributions;
- f) annual productivity which reflects workload and annual workload documents and negotiations of appointment as outlined in the letter of appointment.

The candidate must demonstrate satisfactory performance in contributions to an academic discipline.

Evidence in support of criteria

The Faculty of Health Professions expects the candidate to provide a summary of her/his academic contributions, explaining any variance from the annual workload expectations.

Contributions to an Academic Discipline are demonstrated primarily through peer-reviewed activities, and peer-reviewed publications. A peer is defined as a person who can review another person's scholarly work.

Consideration will be given to the following required evidence:

1. Participation as principal or co-investigator in funded or unfunded peer-reviewed research activities. At the time of tenure application the candidate is expected to have completed at least one major project and be involved in one or more projects.
2. Publications with at least two peer-reviewed research or scholarly publications, accepted or in print, as first or shared first author from the candidate's program of independent research.
3. A pattern of at least one peer-reviewed product per year such as research publications, monographs, software, films, videotapes, book chapter, book, professional reports based on research contracts or consultancy to external agencies, conference abstracts, and conference proceedings. For faculty members appointed to a tenure track position, who are required to complete their PhD to be eligible for tenure, the record of peer-reviewed products may vary. Finally, such contributions as they are reflected in the Workload Document.

In addition to this minimum evidence, the candidate must provide evidence of some additional contributions, which may include:

4. Additional peer-reviewed or non-peer-reviewed content
 - Conference participation (Organizing; presentations; workshops/clinics; exhibits; invited panel participation).
5. Academic awards
6. Scholarly activities (Peer reviewer, such as grant reviews, publication reviews; Editorial board membership; Service on review committees; Other, visible, evidence such as computer-assisted learning programs, patents, curriculum guides, development of distance education programs, program evaluation)

IV. **Ability and Willingness to Work with Colleagues**

It is suggested that candidates familiarize themselves with Clauses 15.06 and with Article 17 of the Collective Agreement.

Ability and willingness to work with colleagues are reviewed in 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 (Article 17). It is also important for the well-being of any institution to be able to rely on members' contributions to duties generated by the unit, Faculty, University and students. Nevertheless, in the Faculty of Health Professions, the ability and willingness to work with colleagues is generally considered of lesser importance to achieving tenure than teaching and academic contributions.

Both, a) ability and b) willingness are best demonstrated by contributing to the School/College, Faculty and University, 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 collegial relations at Dalhousie University and other universities and bodies will also be assessed but be accorded lower priority.

a) Ability is indicated 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 indicated 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. Administrative and professional service will reflect negotiations as outlined in the workload document.

Evidence in support of criteria

a) Involvement in the academic arena

- ◆ Evidence might consist of a list provided by candidates that identifies specific involvement in the School/College.
- ◆ Members within the School/College who are asked to provide statements and comments on the items listed in terms of
 - ◆ critical judgement and
 - ◆ service with demonstrated leadership related to ability and willingness to work with colleagues
- ◆ Depending on the items listed, other criteria might also become relevant.

b) Involvement in a professional arena, public arena or both

- ◆ Evidence might consist of a list provided by candidates that identifies specific involvement in the professional and public arenas, such as
 - ◆ referee work
 - ◆ consultancy work
 - ◆ service on certification, licensure or accreditation boards, government bodies, commissions or other organizations
 - ◆ maintenance of certification or license, if professionally or legally required and where appropriate (special and documented cases may be exempt)
 - ◆ establishment of unit-specific services or models
 - ◆ membership in community service organizations
 - ◆ general community service
- ◆ Members within the School/College, who are professional and public colleagues, are asked to provide statements and comments on the items listed in terms of
 - ◆ Critical professional judgement
 - ◆ Professional leadership
 - ◆ Other criteria, depending on the items listed.

V. Personal Integrity

Candidates are encouraged to familiarize themselves with the following clauses in the

Collective Agreement because adherence to these articles will be considered when reviewing the evidence supplied: 15.01c; 15.02; 16.10; 17.02; 17.03; 17.06; 17.17 and Article 17 generally.

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.

The candidate must demonstrate personal integrity.

Evidence in support of criteria

In the teaching arena, the following indicators provide evidence:

- Evaluation based on identified criteria
- Consistent use of relevant expectations and evaluations
- Student assessment of fairness
- Conscientiousness in seeking to meet program objectives in all academic responsibilities
- Demonstration of appropriate respect of student confidentiality
- Student and peer reviews
- Any reports which provide instances where the candidate's integrity has been questioned.

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).