

APPENDIX VIII

OTHER REGULATIONS AND PROCEDURES

I. TENURE PROCEDURES

Statement on FASS Criteria and Standards for Tenure and Promotion.

Preamble

The following description of the standards and criteria regarding tenure and promotion was developed by the Faculty of Arts and Social Sciences, Professional Development Committee and was adopted after review and consultation by the Faculty in May of 2013. It was developed to address the contractual responsibility of each Faculty to establish by regulation “the standards it considers appropriate in respect of criteria for tenure and promotion within Dalhousie” as articulated in items 15.07 (a) and 16.06 (b) of the DFA/Board collective agreement. It is based on:

- a) a review of relevant clauses in the collective agreement;
- b) a survey of current departmental principles and practices in relation to tenure and promotion in FASS; and
- c) similar statements in other faculties in Dalhousie and some comparable universities. It is meant to supplement and not replace relevant items in the collective agreement and/or current departmental practices.

Teaching Standards and Criteria regarding Tenure and Promotion

In accordance with the DFA Collective Agreement, FASS recognizes that teaching effectiveness and research achievement are of equal importance in judgments relating to Tenure and Promotion. Teaching effectiveness can be evaluated only with reference to a range of indicators, and not of one alone.

Indicators or criteria that are typically used to provide evidence of teaching effectiveness may include the following (note that not all of these indicators must be used for all files):

- i) Scores and comments from official Student Ratings of Instruction (SRI). Candidates’ scores should, in general, be near, at, or above the mean scores for their Department. They should also show general evidence of consistency and/or improvement over time. However, no single set of SRIs should be given undue weight in Tenure and Promotion Considerations.
- ii) Related SRI qualitative student comments
- iii) Student testimonials solicited and preferably unsolicited
- iv) Statements of teaching philosophy;

- v) Syllabi, assignments, and other course materials;
- vi) Publications or public/conference presentations relating to pedagogical approaches or development;
- vii) Certificates or other evidence of courses taken in pedagogy;
- viii) Teaching awards at the university, regional, national, or other levels;
- ix) Peer evaluation of classroom teaching and activities.

The following elements may also be considered also as possible indicators of teaching effectiveness, where relevant and appropriate to disciplines and Departments.

- i) The creation of clear and explicit learning objectives for courses and has adhered to syllabi and assignments as outlined for students;
- ii) The development of clear criteria for evaluation of students' performances and has communicated these effectively to students;
- iii) Timely and constructive feedback to students;
- iv) Ability to communicate material with clarity, focus, and due regard for the level of comprehension attained by students;
- v) Availability to students for consultation outside class periods;
- vi) Responsiveness to students' academic problems when necessary;
- vii) Dedication of time to development as a teacher;
- viii) Ability and willingness to teach a range of courses and to supervise Honours and/or Graduate students, as fits the particular needs of the member's academic unit(s);
- ix) Dedication to keeping course designs and pedagogical methods up to date, as befits the specific course material and level.

Contributions to the Discipline: Standards and Criteria

Assessment of scholarship and/or creative activity: Scholarship in the broad sense, at least in this Faculty, covers a variety of professional and disciplinary recognized activities involved in the production of publicly recognized forms of academic output and performance. In many FASS disciplines this involves;

- a) **The development of, conducting of and participation in research or creative activity.**
- b) **the solicitation of research or performance funds in support of research knowledge and creative activity.**
- c) **The publication and/or dissemination of academic or creative work** in various forms and formats, sharing the results of research and or creation with one's disciplinary peers or other relevant publics.

Recognizing that productivity and qualitative standards of scholarship vary by discipline and Department, the candidate would normally be expected to **provide evidence consistent with disciplinary, Departmental and faculty standards** in respect to **the quantity,**

quality and impact of their individual scholarly and professional contributions to academic and/or public knowledge or discourse. Normally the following evidence would be required to show that the candidate has established and will maintain the standard of high levels of academic performance.

Indicators of Academic Research and Scholarship:

- **Peer-reviewed publications or performances**, in disciplinary or peer recognized or reviewed scholarly journals (print or online), monograph or book publishers, venues and productions.
- **Other forms of publication or public performance**, **peer-reviewed or otherwise**, in venues such as **blogs**, policy publications, public concerts, etc.
- **Participation** as presenter, panel organizer, panel chair, invited plenary speaker, etc., in **scholarly or professional** conferences, workshops, etc. relevant to one's discipline.
- Active involvement in design, development and participation in a **program of research** as a basis for one's scholarship (either funded **or unfunded**).
- Indication of work **contributing to one's academic or professional discipline** such as: serving as an official representative on disciplinary organizations or societies, serving on grant committees, **editing journals**, reviewing articles or monographs for publication, reviewing grant applications, serving as external examiner for tenure and promotion, etc.
- **Communication and dissemination of one's scholarship** beyond normal peer or discipline audiences to broader or specific external publics through presentations, reports, publications, exhibitions, performances, compositions, media interviews, published articles, and other forms of knowledge mobilization.
- **Awards or peer recognition** for research or creative activity, either within or outside of the discipline.

This list is not meant to be exclusive. Whether additional forms or indicators of scholarship and or performance are presented is left to the judgment of the candidate and whether they are considered relevant is left to the Department. **The indicators listed above are broadly recognized indicators of successful contribution to a discipline in a standard application for tenure and/or promotion and would normally constitute recognizable evidence as support for one's contribution to scholarship.** Candidates are free to propose additional or alternative indicators not described here for the consideration as part of their file, but will presumably do so with an explanatory rationale.

Date: April 11, 2013