



University of Victoria
 PO Box 1700 STN CSC
 Victoria, British Columbia
 V8W 2Y2 Canada
 Tel 250-472-4912
 Fax 250-721-7067
 Email hsddean@uvic.ca
 www.hsd.uvic.ca

Office of the Dean
 Faculty of Human
 & Social Development

November 3, 2019

Dr. Valerie Kuehne
 Vice-President Academic and Provost
 University of Victoria

Dear Dr. Kuehne,

Re: Dean's recommendation on the application of Dr. Nancy Clark, School of Nursing, for first reappointment at the rank of Assistant Professor effective July 1, 2020 – June 30, 2023

Dr. Nancy Clark holds a PhD in Nursing from UBC (2015), an MSc in Nursing from UBC (2005), and a BScN from UBC (1993). Her academic awards include a CIHR Doctoral STIR Fellowship at SFU (2010-2012), a UBC Doctoral Fellowship (2008), and a Pacific Century Doctoral Scholarship (2007). She was appointed to UVic's School of Nursing as a tenure track Assistant Professor July 1, 2017. Dr. Clark brings 25 years' related practice and consulting experience and 7 years' related college teaching experience to her current tenure track appointment with our Faculty. In accordance with the 2015 - 2019 Collective Agreement between the University of Victoria's Faculty Relations and Faculty Association, this letter serves as my support for the ARPT committee's recommendation without reservation that Dr. Nancy Clark be reappointed at the rank of Assistant Professor from July 1, 2020 to June 30, 2023.

My recommendation to reappoint Dr. Clark is based on my review of her entire dossier in relation to the 2015 – 2019 Collective Agreement Sections 19.6 – 19.11 inclusive, 22.2 - 22.3, our current 2016 Faculty Evaluation Policy, the school ARPT committee's recommendation, the School Director's letter of recommendation, and Dr. Clark's performance file. Dr. Clark's performance file includes her letter of offer, her annual performance reviews as a tenure track Assistant Professor, and the deliberations of the school's 2019 ARPT committee chaired by the School Director, Dr. Susan Duncan.

Section 22.2 of the Collective Agreement states that:

- 22.2 An Assistant Professor is evaluated for reappointment on the basis of:
- 22.2.1 teaching effectiveness since being appointed to the University;
 - 22.2.2 scholarly achievements during their career; and
 - 22.2.3 service and professional activities since being appointed to the University.

Section 22.3 of the Collective Agreement states that:

- 22.3 An Assistant Professor under consideration for reappointment must demonstrate that the candidate is making reasonable progress toward meeting the written expectations of their Department with regard to the granting of reappointment.

After considering the evidence and assessments provided, and in accordance with the criteria outlined by the school, our Faculty Evaluation Policy, and the 2015 – 2019 Collective Agreement, I concur with the recommendations of the school ARPT committee and Dr. Duncan that Dr. Clark be reappointed at

the rank of Assistant Professor. I outline my rationale for this recommendation below, including specific observations about her teaching, scholarship and service.

Teaching Performance

Section 19.6 and 19.7 of the 2015 – 2019 Collective Agreement state:

- 19.6 Teaching performance requires the evaluation of all of a Faculty Member's methods and forms of teaching and student supervision that are described and evaluated in accordance with the evaluation policy of the Faculty and of the Department in which the Faculty Member holds an appointment. Teaching performance includes contributions to the Department's or Faculty's teaching program and to scholarship related to teaching as described in the evaluation policy of each Faculty and in any relevant departmental policies. Scholarship related to teaching includes, but is not limited to, the following:
- 19.6.1 scholarly works relating to teaching, curriculum development or learning in a discipline in which such works would not normally form part of the Member's scholarly and professional achievement;
 - 19.6.2 presentations and addresses related to teaching, curriculum development or learning in a discipline in which such activities would not normally form part of the Member's scholarly and professional achievement; and
 - 19.6.3 contributions related to the unit's teaching program in the form of curriculum development, course design or other contributions that advance the unit's ability to meet its teaching responsibilities.
- 19.7 The evaluation of teaching performance will be conducted on the basis of a Faculty Member's teaching dossier that, in addition to course experience surveys, may include such items as peer reviews, class visit reports, reviews of syllabi and examinations, evidence of innovative teaching, evidence of contribution to the Department's or Faculty's teaching program, teaching awards, and scholarship related to teaching. There must be no obligation to include anecdotal or subjective student comments. Evaluation of teaching performance must not be based solely on student evaluation scores and must consider all materials in the teaching dossier.

Section 19.22 of the 2015 – 2019 Collective Agreement indicates mandatory components to be provided in the teaching dossier for evaluation as follows:

- 19.22 Evidence of teaching performance will include complete aggregated statistical results of all course experience surveys administered during the period of review, in accordance with the evaluation policy of the Faculty in which the Faculty Member holds an appointment, or the Faculty in which the course is offered, and any relevant Department policies; however, anecdotal or subjective student comments will be included only if the Faculty Member chooses to include them.

Sections 19.23 & 19.24 of the 2015 – 2019 Collective Agreement outline additional, optional components that may be included as follows:

- 19.23 In addition to the data specified in section 19.22, evidence of teaching performance may include complete aggregated statistical results of all teaching evaluation questionnaires administered by the Faculty Member in a course during the period of review; however, the Faculty Member is not obliged to submit or include anecdotal or subjective student comments.
- 19.24 A Faculty Member may choose to include anecdotal or subjective comments by students or former students in her or his teaching dossier. Where such comments are included that have been collected as part of a survey of students in a course, all the comments from that course must be included in the Faculty Member's teaching dossier.

As outlined in the 2016 HSD Faculty Evaluation Policy, the required elements to be included in the teaching dossier are:

- **Statement of Teaching Philosophy:** written narrative prepared by the faculty member. It distinguishes the faculty member's approaches to learning and teaching and provides a conceptual framework that explains the values, principles and goals that underpin the faculty member's teaching decisions and actions. (one page single space maximum)
- **Statement of Effective Teaching Strategies:** written narrative that illustrates how the faculty member's philosophy is enacted in the teaching process. The intent is to describe teaching goals and teaching strategies with a brief rationale. The emphasis is on providing examples of creativity/change/innovation/development in course materials including course syllabi, assignments, methods of assessment, class/learning activities, and reflections on the teaching improvement. It is advisable to link teaching strategies to learning outcomes. (three page single space maximum) There may be references to documents attached in appendices including evidence of impact of teaching activities.
- **Teaching Responsibilities:** A listing of teaching responsibilities for the relevant period of review; courses taught, listed by course number, title, delivery method, contact hours and number of students taught. A listing of directed studies taught and graduate student supervision should be included.
- **Evidence of Teaching Performance:**
 - Aggregated results from the course experience surveys administered during the period of review including response rate for each course **are required**.
Note: evaluation of teaching performance must not be based solely on student evaluation scores and must consider all materials in the teaching dossier.
 - Anecdotal or subjective student comments **are optional** and will be included only if the faculty member chooses to include them. Where such comments are included that have been collected as part of a survey of students in a course, all the comments from that course must be included in the faculty member's teaching dossier.
 - Faculty Members may include a statement of interpretation to address the course experience survey results (1 page single space maximum).
 - Additional supplementary evidence of teaching performance may include but are not limited to: formative (i.e. content, process and design aspects of instruction) and summative (outcomes of instruction) evaluations, reviews of syllabi, evidence of quality graduate student supervision, evaluation of graduates/alumni, self-evaluations of teaching and learning, feedback from c0-teachers, coordination of practicums, courses, co-op, etc.)
- **Peer Teaching Reviews.** Peer teaching reviews are **optional for Research Stream Faculty; two recent peer reviews of teaching are required for Teaching Stream Faculty being considered for continuing appointment** (CA 22.10 and 22.15), **tenure and promotion**. Peer reviews are to be conducted by an experienced senior faculty colleague in the year preceding application for continuing appointment, tenure and promotion. Faculty should consult with their director on the choice of any potential peer reviewer. Faculty members may request additional peer reviews at any time. Peer teaching reviews provide further evidence of teaching performance and are gathered through an intentional process whereby a peer reviews, observes and provides written feedback on a faculty member's teaching (e.g. course design, syllabus, learning activities, assignments, observations of teaching, learning outcomes) with the intent of providing comment for the improvement of teaching.

- ***Evidence of Contributions to the School or Faculty's Teaching Program and to the Scholarship of Teaching.***
 - Contributions relating to educational leadership, curriculum design, course development or the advancement of knowledge of teaching and learning
 - Scholarly publications related to teaching and learning
 - Grants and awards related to the scholarship of teaching
 - Other supplementary material as relevant

I concur with the school ARPT committee's assessment that Dr. Clark's teaching performance meets the criteria outlined above. Since her appointment in 2017, Dr. Clark has taught a total of ten (10) different undergraduate (7) and graduate (3) theory or practice courses through distance, on campus or in the field. She also serves as Co-Supervisor for one PhD student and completed one MSN capstone student in 2019. In addition, she has served on four Master's thesis committees (one completed 2019) and four PhD committees. It is notable that the Master's committees on which she serves span Nursing, Public Health and Psychology. She also currently serves as graduate advisor to five further MSN capstone students. Recently, she mentored her PhD student to co-author with her a 2019 peer reviewed article in one of her discipline's top academic journals, *Advances in Nursing Science*. She also involves her MSN and PhD students in advisory board meetings, forthcoming publications, and community development work to mentor them in CER and mobilizing knowledge for change. This is a significant commitment to diverse teaching and graduate supervision and mentoring for a new junior tenure track researcher that bodes well for achieving continued success in her teaching and mentoring endeavors.

I am not surprised that Dr. Clark's course experience survey results across this challenging and diverse undergraduate and graduate teaching load for a new faculty member "vary in strength" to some degree (ARPT Committee Report). What is remarkable in my view is that despite a significantly wide-ranging teaching load for a new faculty member, the majority of Dr. Clark's CES results are largely positive on the 8 courses for which the data are available. In one isolated instance, the CES results ranged from very poor (7%) to excellent (7%) in a Year 3 undergraduate nursing course, with the preponderance of results still in the adequate (20%) to good (33%) range. In the majority of courses, the CES results range from good to excellent for both her overall effectiveness as an instructor and for students' course experience. This speaks to an impressive commitment to quality teaching across programs and subjects that many new faculty would find very difficult to achieve. This success may be in part due to the time and efforts that Dr. Clark has invested to further develop her substantive and pedagogical knowledge for teaching since commencing her current faculty role. She has attended three LTSI FIT sessions, including the week long summer program for new faculty, and sought feedback and mentoring on teaching and graduate supervision from senior colleagues.

The letters of support in Dr. Clark's teaching dossier from School colleagues convey the respect and value that these fellow faculty hold for Dr. Clark's substantive knowledge, curriculum design efforts, innovative teaching strategies, and graduate student mentorship. These letters did not follow an identified peer review of teaching format, and since neither the 2015-2019 Collective Agreement nor our Faculty Evaluation Policy require peer reviews of teaching for research stream tenure track faculty, I did not try to treat these letters of support as peer reviews of Dr. Clark's teaching effectiveness. Nonetheless, I note the strong collegial relationships and respect for her work that they demonstrate. The comments from these colleagues speak positively to Dr. Clark's enactment of the three core components of her stated teaching philosophy: integration of teaching community engaged research, a pedagogy of collegiality and critically reflexivity. She also provided student feedback from 3/10 courses taught in her dossier. However, since the 2015-2019 Collective Agreement and our Faculty Evaluation Policy both require faculty to include either all student feedback

from all courses taught during the review period, or no student feedback at all, I did not review these student comments.

Dr. Clark's contributions to course development, curricular revisions, peer mentoring and scholarship of teaching and learning since arriving at UVic have been exceptional for a new research stream faculty member. She developed an undergraduate senior elective, NURS 480: Intersections of Mental Health and Substance Use and mentored a fellow new faculty member to teach the course (see Dossier, Dr. Kim Daly Letter of support) with positive outcomes for students. She is also working with several colleagues to revise two undergraduate courses and one graduate course to integrate experiential learning or other innovative strategies into their delivery. In addition, she has published two peer reviewed articles as co-author (IPE simulation learning, health research education) first authored a book chapter on mental health practice for undergraduate and graduate students, and co-authored a book chapter on nursing leadership education. In my assessment, this overall picture of Dr. Clark's teaching development during her first appointment period not only meets but exceeds the criteria for teaching performance for a new research stream faculty member.

Scholarly and Professional Achievements

Section 19.9 of the Collective Agreement states that "Scholarly and professional achievement will be evaluated in all possible manifestations and may include, but is not limited to, the following, as specified in each Faculty's evaluation policy and any relevant departmental policies:

- 19.9.1 publications and scholarly papers, especially insofar as they reveal the quality of research, including alternate and emerging forms of scholarship;
- 19.9.2 other forms of creative achievement in areas that are directly relevant to a Faculty Member's discipline;
- 19.9.3 awards and fellowships granted by institutions other than the University;
- 19.9.4 membership on boards or councils devoted to research and professional affairs, and in certain fields the extent to which the Faculty Member's professional services are in demand by academic and professional organizations outside the University;
- 19.9.5 recognition by learned and professional societies; and
- 19.9.6 evidence of reputation for scholarship that the Faculty Member establishes among professional colleagues at the University and at other academic and professional institutions.

I agree with the ARPT committee's assessment that Dr. Clark's progress to date in scholarly and professional achievements warrants re-appointment. Her program of community-engaged research focuses on generating policy, practice and structural changes to strengthen equity in the field of women's mental health for refugee, displaced and immigrant populations. Her current research program builds from her doctoral research: *Examining Community Capacity to Support Karen Refugee Women's Mental Health and Well-Being in the Context of Resettlement in Canada* and lays the groundwork for her pending application for MSFHR New Scholar award. In particular, she is a Principal Applicant on two CIHR funded projects designed to explore community approaches to integrated service models for people living with HIV, HCV, Ill Mental Health and/or Substance Use (NPA Jennifer Jones), a Principal Investigator on a Vancouver Foundation grant to build capacity for refugee and newcomer health, and a co-lead on a SSHRC grant and a MSFHR grant both focussed on Syrian mothers' mental health (Joyce Mahoney PI). In direct relation to this work, which is underway, she has designed an application for a MSFHR New Scholar award aimed at developing policy guidelines and effective integrated service delivery models for immigrants and refugees who experience multiple intersecting inequities in health and complex mental health determinants.

Within the first two years of her tenure track career, Dr. Clark has generated a diverse range of research products from her postdoctoral and current academic work. Furthermore, she has established a good research network across BC and already achieved international recognition for some of her research findings. Since joining the School of Nursing, she has generated seven published or in press peer reviewed articles (2 as 1st author) and three internationally edited book chapters (2 as 1st author). Within that same timeframe, she has also provided six invited national presentations, five invited regional/local presentations, and four peer reviewed international conference presentations related to her research. She also mobilizes research evidence into curriculum, experiential learning, and the work she has undertaken with a variety of research partners including the BC Ministry of Health Patients as Partners Initiative, the UBC Migration Cluster, the Pacific Aids Network, and the Options and Diversity: Supporting Mental Health of Syrian Mothers Community Advisory Board. This is a strong start to building her program of research early in her academic career.

Dr. Clark's research endeavors and research outcomes are illustrative of the diverse impact that is sought by a community-engaged researcher. Her scholarship corresponds in several respects with the criteria outlined in UVic's 2017 document: *Recognizing Excellence in Community Engaged Scholarship: Support for Faculty Promotion, Tenure & Merit*,¹ including reciprocal relationships, recognition from both scholarly and community peers, a focus on quality engagement, and work that is defined by the community as meaningful. This form of scholarship is highly valued within the school and within our faculty, as it generates university: community partnerships to develop and mobilize knowledge for system change.

Dr. Clark's CV indicates that currently, she is preparing seven papers for peer review journal publication, with 1/7 as first author and 1/7 with a PhD student on whose committee she serves. To continue building a sustainable program of community-engaged research and scholarship during this next period of re-appointment, it will be important for her to generate additional lead authored publications (with or without co-authors as appropriate) that reflect her key contributions as a Principal/Co-Principal Investigator. While I recognize that CER is non-hierarchical and that colleagues, students and community partners should lead author wherever appropriate, it is also important for funders to see Dr. Clark generate key lead authored works for her own program of research. I also encourage her to continue her thoughtful work with graduate and undergraduate research students with shared interests, including publishing with students and supporting their efforts to secure scholarships or other funding, to help build sustainability for her program of research. In combination with strategic funding applications, a focus on these scholarly activities over the next three years will generate a robust portfolio of significant academic contributions for Dr. Clark's future tenure and promotion application. These priorities will also enhance the contributions and careers of colleagues and support students' eligibility for scholarships, professional development, and future careers.

Other Contributions

My assessment of Dr. Clark's professional and service contributions refer to the criteria in Section 19.11.1 of the Collective Agreement which include:

- 19.11.1 contributions through service to or development of the Faculty Member's Academic Unit;
- 19.11.2 service as the Chair of a Department, or the Director of a School, centre or institute;
- 19.11.3 contributions through service to the University or the Association;
- 19.11.4 contributions to student life;

¹ Office of Vice President Research, University of Victoria. *Recognizing Excellence in Community Engaged Scholarship: Support for Faculty Promotion, Tenure & Merit*. Prepared by Dr. Crystal Tremblay, Office of Community University Engagement; University of Victoria (April 2017; updated October 2017).

19.11.5 attainment of extra-University recognition of a Faculty Member's University related activities; and

19.11.6 contributions to the Faculty Member's profession or community, including membership on boards or councils devoted to research and professional affairs, and in certain fields the extent to which the Faculty Member's professional services are in demand by academic, professional and community organizations outside the University.

I concur with the ARPT Committee's assessment that Dr. Clark's community and professional involvement are impressive, noting her significant advocacy and development initiatives with community groups primarily situated in Vancouver. Key exemplars of how she integrates her scholarship with substantial related service includes community advisory board memberships with Options & Diversity (settlement agencies) Supporting Mental Health of Syrian Mothers Community and with the Inter cultural Association of Greater Victoria (ICA) and immigrant and refugee groups to develop and understand integrated primary health care models in BC for newcomers. Her work with the Pacific Aids Network with Indigenous service led organizations is focussed on enhancing case management and service for persons with HIV/AIDS, Mental Ill Health and Substance Use in BC.

Within the School, Dr. Clark serves on the Graduate Education Committee, the PhD Committee, and the the School's research planning group for the undergraduate research conference to be held March 2020. At UVic, she provides leadership as the HSD faculty representative to the Academic Advisory Committee on Equity and Human Rights at UVic. In addition, she contributes her expertise as a member of the national CASN Mental Health Nurse Educator group and the National Health Equity Collaborative Network. She has also conducted peer reviews for nine different academic journals since arriving at UVic. Given the interwoven nature of research, teaching and service for community-engaged researchers working towards tenure and promotion, it will be important over the coming reappointment period to protect the 40:40:20 allocation for Dr. Clark's role. This will support her to carry out the writing, grant work and other scholarship she plans to build her program of research, provide supportive graduate supervision, and continue developing her university teaching.

Summary

To recap, the ARPT committee's review and my own review of Dr. Clark's application for first reappointment at the rank of Assistant Professor clearly affirm that she merits reappointment. She is teaching across the School's undergraduate and graduate programs and establishing an original program of post doctoral research in vitally needed, challenging areas of community-based scholarship. She is thoughtfully mentoring graduate students with shared interests and serving on several supervisory committees. Her area of research directly aligns with the vision of the school, the faculty and UVic to conduct teaching, research and service that fosters meaningful change. She has secured external competitive funding to build her postdoctoral program of research, and she is generating scholarly publications, presentations, and other forms of knowledge sharing that should enhance her potential to garner further partners and funding for her work. She is providing service in key relevant areas of academic and professional expertise, and the school, our faculty, the university, and the communities with which Dr. Clark works all benefit from her community-engaged scholarship.

Community-engaged research of any form is time intensive if it is carried out with the thought and commitment it requires, and Dr. Clark's dossier articulates this thoughtful commitment to the academic work in which she is engaged. Her first re-appointment dossier also illustrates an academic whose widely varied teaching portfolio is unusual for a new faculty member. Her contributions to curriculum, mentoring and diverse undergraduate and graduate teaching are consistent with her commitments as a community engaged researcher, and these extensive contributions are clearly valued by her colleagues. In this next period of first re-appointment, I encourage her in these early stages of building her post doctoral program of research to prioritize the work she leads or co-leads in order to secure the supports

she and her partners need for its fruition. This prioritization ensures that both the researcher and the community partners' efforts are well invested for progress on their shared goals, and it also supports the students she mentors. For these reasons, I think that to continue building success as she prepares for a future application for tenure and promotion, it will be important for Dr. Clark to:

- continue to work with select mentors within and/or outside of the school to enact her focused strategic plan for building sustainability into her program of community based research through priority publications and grant applications aligned with her key community partners (her MSFHR award application and pending CIHR project grant application indicate she is executing this plan);
- prioritize time and space for her own program of collaborative research
- explore opportunities on the teams where she currently serves as a research co-lead for lead or co-authoring of methods, findings or other aspects of the research;
- wherever possible, whether she is lead or co-author, it is preferable for her academic career that the contributions of each author on any publications, reports, or other forms of scholarship be clearly outlined. Even though CE research is intentionally collaborative and usually treated as non-hierarchical amongst colleagues and partners, it is important for each author of any work, including academics and research partners, to be acknowledged for their contributions to research design, data analysis, or other aspects of the work. prioritize working with undergraduate and graduate research students with shared research interests;
- continue to seek feedback from one or more mentors within or outside of the school on best practices for successful graduate supervision to optimize the benefits of these relationships for both her students' academic development and her own academic work;
- thoughtfully manage the volume of presentation activities to select forums in order to focus on generating key lead-authored research publications and related knowledge sharing work;
- maintain her evident commitment to ongoing teaching development; and
- continue with select, substantive service contributions to her school, university, and community partners that do not extend beyond her 20% time allocation for her role.

She will also want to carefully review the new 2019 – 2022 Collective Agreement, revised Faculty Evaluation Policy (pending, Jan 15, 2020), and revised School Standards (pending, March 2020) with her Director to ensure that she understands expectations for her performance going forward during this period of re-appointment. I think that these steps will support Dr. Clark's ongoing academic success and progress towards future tenure and promotion within the School of Nursing.

Sincerely,



Patricia Marck RN, PhD
Professor & Dean, Faculty of Human and Social Development

cc: Dr. Susan Duncan, Director, School of Nursing
Dr. Nancy Clark, Assistant Professor, School of Nursing