

# THE DEPARTMENT OF CHIROPRACTIC

## NATURE OF THE DISCIPLINE

As a Department of Macquarie University it is our objective to teach a wide range of chiropractic diagnostic and therapeutic (including manipulative) skills upon a background of anatomical, physiological and biomedical sciences studies. All members of academic staff are expected to make a contribution to a diversity of functions within the Department and University. Teaching, administration, community service, clinical supervision and research are fundamental to the department. Additionally, staff activities should be guided by the Department's strategic plan in the areas of teaching, research and community outreach, which should underpin the link between the university and the profession. Other activities include participation in professional activities and participation in the academic planning and governance of the University. The balance of functions will vary according to the level and position over time.

### A. Teaching and Clinical Supervision

To graduate as a chiropractic practitioner students must complete a three year bachelor of chiropractic Science and a two year Master of chiropractic Science. Therefore, professional training is one of the fundamental objectives of the Department. The usual teaching method in the course units offered by the department comprises lectures, tutorials including practical classes and supervision in the teaching clinics. Each unit has a unit convenor and, since there is a high degree of specialisation required to teach these units, there is little change or rotation of unit convenors. Not all academic staff are chiropractors. Staff from other health related fields contribute to the teaching curriculum and research profile of the department. Considerable emphasis in teaching time is placed on the practical teaching of certain skills including manipulation and rehabilitation. The unit convenors and lead lecturers are responsible for the tutorials which involve 'back-up' tutors who may be either senior or junior.

Clinical training is provided through the clinics (currently at Summer Hill, Eastwood and Epping), and requires a high degree of supervision. Clinical supervision requires experienced chiropractic clinicians who may be academic staff of the University or members of the profession who are of high ethical and academic standing, being well versed with the current literature. The clinical supervisors are directed by the 'Head of Clinics' who is in continuous consultation with the Head of Department. The 'Head of Clinics' is responsible for day to day administrative requirements of the clinics including the scheduling of supervisors while continuing to maintain the required level of ethical, professional and academic standards. Additionally this person oversees the link between the Department's curriculum and epistemology of chiropractic to the practical professional training.

There has been an attempt towards equitable distribution of workloads across all academic staff. As a starting point from 2001, regardless of level of appointment, all academic staff are given minimum annual teaching loads which may include clinic supervision. The minimum level of teaching is still required even if a staff member has a high level of research activity or administrative load. Alternatively, where a staff member has minimal activity in research or administrative load their teaching hours are expected to increase.

All academic staff are expected to seek regular and systematic feedback on their teaching from their students as well as undergo regular performance management assessments under the University Performance Management System.

## **B. Scholarship and Research**

The chiropractic department amalgamated with Macquarie University in 1991. The Department's educational roots were in a private sector, hence the majority of academic chiropractic staff have evolved from a clinical/teaching background with a relatively lower research output compared with other disciplines within the University. With the increased exposure to resources and facilities, staff now have the opportunity to pursue quality research and hence attract funding. Possession of a higher degree amongst chiropractors is uncommon due to the very limited opportunities in academic and research careers until recently. It is the intention of the Department to build a research ethos where academic staff are active researchers their teaching underpinned by scholarly research.

Research performance is evaluated mainly by the attraction of external grants and by publications in refereed scientific and clinical health related journals. Usually papers are collaborative, the length (number of words) being largely irrelevant. Other research output includes publications in conference proceedings, case studies and review articles. Authorship of books or chapters of books is also evidence of scholarly behaviour. Evidence of invitations to chair sessions or deliver plenary talks at scientific conferences indicates achievement and recognition of scholarly and professional standing.

Evidence of good performance in attracting funding by winning grants from MU or other external agencies such as the ARC, ASRF (Australian Spinal Research Foundation), FCER (Foundation for Chiropractic Education and Research) plus other specialised bodies in the industry.

No predetermined number of research papers or dollars per year can be used as a yardstick for appointment, promotion or annual assessment. Indicators for research performance is based on the quality of performance and output.

## **C. Administrative Service to the University and Community**

### **Administrative Responsibilities**

The Department has undergone significant expansion since being incorporated in the University. In the short period that chiropractic has been attached to the University the number of graduates has increased by more than 220%. Due to this increase in size and the devolution from University to the Division level a high administrative burden is placed on the Department. Many administrative duties within the department have been shared amongst academic staff.

### **Promotion Criteria**

Within the promotion criteria, applicants seeking promotion may specialise their application by emphasising their contribution to:

Dissemination of knowledge through the teaching. For example,

- Significant contribution to teaching involving course delivery, assessment of students, practical and clinical tutorials, clinic supervision and quality management including unit evaluation.
- The use of innovative teaching methods in delivering lectures and tutorials

- The use of adopting alternative methods to cope the increase in teaching load placed on the department.
- The design of curriculum and course outlines. Regular review of unit content.
- Positive student evaluation teacher questionnaires (S.E.T.S) and peer review in clinic supervision and teaching.
- Invitations to speak outside of the Department and university.

Advancement of knowledge through scholarship and research. For example,

- Acquisition of a Ph.D or significant progress towards completion of a higher degree.
- Evidence of research quality and productivity in peer reviewed journals.
- Successful in attracting funding.
- Evidence of high academic standing in other research based scholarly activities.
- Authorship of books and chapters.
- Contributions to presentations at conferences, case studies and review articles.

Service to the university, the chiropractic profession and/or academic discipline and/or the community. For example,

- Achievement in professional consultancy activities.
- Experience and a high professional and ethical standing in academic administration as a whole.
- Significantly contributed to institutional planning and/or governance.
- Extraordinary service to the University, profession, academic discipline and/or wider community.
- Highly active in external committee activity and representations to professional groups eg. accreditation body memberships (JEC and ACCE), external research body memberships, charity/community oriented work.

## **LEVEL A: ASSOCIATE LECTURER**

Associate Lecturers shall be encouraged and assisted to undertake professional development.

### **Qualifications**

Appointees to an Associate Lectureship might possess a professional qualification or professional experience in a health related area and/or possess or be undertaking a higher degree in a health related field.

### **Teaching**

Associate lecturers are expected to supervise and run tutorials at undergraduate and Masters levels. They would also contribute to developing the content of units, and should be involved with marking and assessment as well as supervision in the teaching clinics. Associate lecturers would not usually be solely responsible for unit development or convenorship nor are they normally assigned to thesis supervision.

### **Scholarship and Research**

Associate lecturers should be beginning an on-going research program which should be in line with their experience, expertise and teaching loads. Plans for future research activity should be clear. Additionally, study towards a higher degree in a health related field is highly desirable. Research activity at this level may also include the publication of case studies and review articles in peer reviewed journals as well as in conference proceedings.

## **Service to the University and Community**

Level A staff would be expected to play a part in the administration of the department, student advising and activities related to university affairs. They may also serve on some committees within and outside the Department.

### **LEVEL B: LECTURER**

Lecturers possess the features of Level A plus the following:

#### **Qualifications.**

Professional experience of a higher order is expected. Possession or significant progress towards a Ph.D or higher degree in a health related field is desirable.

#### **Teaching**

Lecturers should have a sound knowledge of their subject matter and be capable of providing lucid expositions of it during lectures, tutorials and practicals. Lecturers are expected to develop, design and administer course units. Evidence of teaching achievement could come via indicators such as favourable response from students (S.E.T.S), innovative unit design or publication of papers on chiropractic teaching. Chiropractic academic staff should also contribute to supervision in the teaching clinics.

#### **Scholarship and Research**

Lecturers should demonstrate one or more of the following:

- A significant on-going research program with regular publications being achieved in peer-reviewed journals.
- Success in attracting funding.
- Possession of or significant progress towards a higher degree in a health related field.
- Participation in coordination of student research projects.

## **Service to the University and Community**

In addition to Level A activities staff may be involved in one or more of the following:

- Some middle range of administrative roles
- Facilitating links between the department and the profession.
- Membership of professional groups such (e.g accreditation bodies) as well as any form of chiropractic charity work ( the University participates in this health clinic, Wayside Chapel, providing care for indigent people).

### **LEVEL C: SENIOR LECTURER.**

It is expected that Senior Lecturers would possess all the features of Lecturers noted above plus the following:

#### **Qualifications**

Professional experience of a higher order (than a lecturer) is expected. Possession or nearing completion of a Ph.D degree or higher degree or postgraduate diploma(s) in a health related field.

## **Teaching**

Senior Lecturers (Level C) are expected to make a substantial and effective contribution to teaching. This would normally include one or more of the following:

- A record of developing and regularly convening one or more units and preparing new teaching materials and supervision of postgraduate students who are involved in the teaching program.
- Contribution to the on-going review of the chiropractic Bachelor and/or Masters programs or the development of a new degree program.
- Play a significant role in the on-going review of the teaching clinics. This includes the development of ways to improve clinical training for students and the facilitation of linkages between the clinics and the teaching curriculum, which should be in line with the Department's strategic plan.

## **Scholarship and Research**

Senior Lecturers (Level C) should possess research productivity similar to that of a lecturer although at a higher level. They should also be expected to demonstrate the following:

- The ability to conduct, high quality, independent research and maintain an active and on-going research program.
- A good track record in competitive research funding.
- A successful track record in the supervision of research students.
- A significant record of publications in peer-reviewed journals.

## **Service to the University and Community**

Senior lecturers should possess the productivity and qualities similar to that of a Level B (lecturer) although at a higher level plus one or more of the following:

- Ability to show management and leadership skills
- Service on more Departmental divisional and/or University committees than those on Level A and B (they may also chair such committees).
- They may serve as Head of a Discipline or Department.
- They may also act as mentors to junior staff in both teaching and research.
- They may play a significant role in leadership and mentorship within the teaching clinics.
- Service on professional health bodies.

## **LEVEL D: ASSOCIATE PROFESSOR**

It is expected that Associate Professors would possess all the features of Senior Lecturers noted above plus the following:

## **Qualifications**

Possession of a Ph.D degree or approved higher degree in a health related field.

## **Teaching**

Compared with Senior Lecturers, contributions to teaching from Associate Professors may have a higher level of innovation and longer duration of involvement in curriculum development. This includes one or more of the following:

- Greater teaching experience.
- Greater experience in course and unit coordination
- Leading role in curriculum development, course development and program development.
- The development of inter-disciplinary courses which demonstrate an ability to disseminate knowledge beyond the bounds of the discipline.
- Recognition in teaching from outside the University (from peers or students) through invitation to teach or lecture at other institutions.
- Demonstrate originality in teaching by contributions through publications on teaching.
- Developing teaching aids of quality such as computer programs, audiovisual material, simulation models or games.

## **Scholarship and Research**

No predetermined number of research papers or dollars per year can be used as a yardstick for appointment, promotion or annual assessment. Nevertheless, Associate Professor (Level D) should possess research productivity similar to that of a Senior Lecturer (Level C) although at a higher level. They would also be expected to demonstrate evidence of:

- International recognition of research excellence.
- Completed supervision of higher degree candidates.
- Ability to lead a successful research group.
- Demonstration of outstanding achievement in research performance.

## **Service to the University and Community**

Associate Professors usually play more senior roles in the Department and University, and should possess the productivity and qualities similar to that of a Level C (Senior Lecturer) although at a higher level plus one or more of the following:

- Major contribution to Departmental academic strategic planning and governance.
- Exceptional contribution to professional activities.
- Exceptional contribution to University and/or Divisional and/or Department administration.
- Consultancy or commissioned work conducted for government or government authorities, industry or private enterprise, community organisations and groups.
- Service on professional bodies related to the health professions.

## **LEVEL E: PROFESSOR**

It is expected that Professors would possess all the features of Associate Professors noted above, plus the following:

### **Qualifications**

Possession of a Ph.D degree or approved higher degree in a health related field.



## **Teaching**

Professors, like Associate Professors, would be expected to make a substantial, effective and sustained contribution to teaching. In addition, they should provide leadership to the teaching program through such things as initiating and guiding regular curriculum reviews, exhibiting teaching excellence in the program. Professors should be scholarly mentors to the department.

## **Scholarship and Research**

No predetermined number of research papers or dollars per year can be used as a yardstick for appointment, promotion or annual assessment. Nevertheless Professors (Level E) should possess research productivity similar to that of an Associate Professor (Level D) although of a greater quality. It would be expected that they would also possess one or more of the following:

- High international standing in their research field(s) and this should be maintained by on-going high quality research programs
- Have a significant role in the management or leadership of the Department and/or University and/or profession (in a health related area).

## **Service to the University and Community**

Professors should possess the productivity and qualities similar to that of a Level D (Associate Professor) although at a higher level plus the following:

- Greater School and University administrative responsibilities having leadership roles.
- Active in facilitating linkages with the community through membership of educational or professional health organisations.

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