

Overview of Criteria for Tenure/CAWAR and Promotion from Assistant to Associate Professor¹

University Criteria:

Tenure entails acceptance by a faculty member of the obligation to perform conscientiously his or her functions as a teacher and as a scholar, and to assume reasonable University responsibilities. To qualify for tenure a faculty member

- shall have demonstrated academic excellence.
- must be involved successfully in both teaching and scholarship and have demonstrated academic excellence.
- will be engaged in some form of scholarly activity
- will assist at some level(s) in the committee work of the University and perform such assignments diligently and effectively.

Education	A candidate for re-appointment, tenure and/or promotion must demonstrate that he or she is an effective teacher.	
	Research Educator	Clinician Educator
	<p>Teaching encompasses the selection and arrangement of course topics and materials, lecturing, leading class and seminar discussion, assisting students during office hours, laboratory and studio teaching, marking of student submissions, the setting of exams that permit accurate assessment and continue the learning process, the supervision of student research at both the undergraduate and graduate levels.</p> <p>Assessment of teaching will be based on student and peer evaluations.</p> <p>In judging high achievement in teaching assurance is to be sought that:</p> <ul style="list-style-type: none"> • the candidate has a scholarly command of his her subject • Is willing and able to regularly assist students in understanding the subject and • Is able to assess student's performance in an equitable and effective manner. 	
Scholarship	Research Educator	Clinician Educator
	<p>In a research-intensive university like McMaster, teaching and scholarship ideally interact with one another. The scholar does not merely relay information, but through active involvement in the discovery of knowledge exposes students to the process as well as the product of scholarly inquiry. Hence, to qualify for tenure and promotion, a faculty member must be involved successfully in both teaching and scholarship and have demonstrated academic excellence.</p>	<p>ATP document Appendix A: Pertaining to Health Sciences:</p> <p>“In the majority of cases, it shall be expected also, as is spelled out in the main body of this document, that the candidate has demonstrated a commitment to high-quality scholarship and is making the results of this work available in the public domain for peer review. But there will be cases where, as a result of special conditions attaching to the initial appointment to the teaching staff, the candidate's involvement in scholarship, as it is described in Section III of this document, may be minimal and effective performance in clinical service and/or special administrative duties in the health care delivery system serves as the second major criterion for the awarding of tenure and/or promotion.”</p> <p>Clinical Activities Dossier:</p> <p>Augmenting the more traditional notion of scholarship (discovery and advancement of knowledge - typically associated with basic, clinical and translational research activities), is the recently expanded definition of scholarship²</p> <p>This includes the scholarship of integration (searching for connections between discoveries from different approaches and disciplines), the scholarship of transformation and transmission of knowledge (teaching) and the scholarship of application (which we are referring to as clinical scholarship).</p> <p>The Clinician Educator will have a good record as a teacher. They should have a local reputation for their clinical expertise and ideally will have participated in dissemination of their scholarly work.</p>

¹ This document is based on the Clinical Activities Dossier (Approved by Senate Committee on Appointments on Feb 23, 2004) and follows the formatting of the Faculty of Health Sciences: Overview of Criteria for Promotion from Associate Professor to Professor (Approved Senate Committee on Appointments on Jan 21, 2008).

² Expanding the View of Scholarship: Introduction, Diane S. Beattie, PhD, Academic Medicine, Vo. 75 No.9 September 2000

Scholarship	Research Educator	Clinician Educator
	<p>High quality scholarship in research finds expression in:</p> <ul style="list-style-type: none"> • The acceptance of papers, manuscripts for peer-reviewed publication. • Academic awards • The approval of research grants • Invitations to present conference papers and university seminars • Critical reviews of published works • Exhibitions or performances • In confidential letters of reference 	<p>The following types of activities are illustrative of high quality scholarship for clinician educators.</p> <p>Success in some but not necessarily all of these areas is expected.</p> <ul style="list-style-type: none"> • Development of a special program that attracts referrals and enhances the reputation of the University based on clinical best practice methods • Playing a key role in the development of clinical practice/development of clinical practice guidelines • Development of written, video, audio or computer-based teaching materials for professional or lay groups specifically targeted for the advancement of patient care • Dissemination of best practice findings through oral presentations such as invited talks, Grand Rounds, CME events • Written scholarship that advances the field. (Dissemination of findings through publication of case reports or reports of clinical investigations; reviews, commentaries, or analytic studies in peer-reviewed journals or texts that organize, synthesize and convey clinical knowledge in a way that enhances the practice of medicine) • Involvement in administrative activities that support and enhance University based patient care and/or teaching and/or research in the clinical settings (e.g. Head of a clinical service, program or clinic) • Serving as a member or leader on major committees, licensing or accrediting bodies and/or professional societies relevant to the candidate's field, quality assurance committees, etc. • Serving as an exceptional role model in the provision of optimal patient care • Contributions to the candidate's discipline or special area of interest which have promoted scholarship and excellence in the clinical setting (e.g., enabling research through patient recruitment, creation of methods to evaluate outcomes of care; contributing to improvement of a training program within the clinical unit; introduction of journal clubs or case conferences dedicated to the provision of quality patient care; editorial responsibilities on medical journal boards.) • Receipt of formal awards/recognition for excellence in clinical service.
Administration (University Citizenship)	<p>It is expected that as university citizen each faculty member will assist at some level(s) in the committees of the University and perform such assignments diligently and effectively. The meritorious performance of these duties can not substitute for either effective teaching or scholarly achievements in the consideration for re-appointment, tenure and /or promotion. Unsatisfactory performance in the discharging of these duties may be an important factor in the delaying or denial of tenure and/or promotion.</p> <p>The same considerations will apply for service related to the role of the University in the community, to international activities, and to professional service associated with a candidate's discipline.</p>	
References	Research Educator	Clinician Educator
	<p>The Department shall have obtained written judgements on the quality of the candidate's scholarly work from at least three referees outside of the University. Care shall be taken to ensure that the referees are at "arm's length" from the candidate.</p>	<p>The Department shall have obtained written judgements on the quality of the candidate's clinical scholarly work from at least three referees. Referees with no conflict of interest³, who may be either within or outside of the University⁴, will be asked to evaluate the candidate based on criteria consistent with clinical service activities within this academic setting.</p>

Compiled by AVP Academic and FHS Human Resources – 2009.

³The Faculty T&P Committee relies upon the Departmental Committees to use their best judgment when seeking local referees. Departments have been asked to explain any potential for conflict of interest for any referees.

⁴ The Clinical Activities Dossier refers to local and arm's length referees – this wording has been changed to conform to research educator criteria.