

Faculty of Health Sciences: Overview of Criteria for Promotion from Associate Professor to Professor

The rank of Professor is the highest rank the University can bestow.

University Criteria:

- In recognition of high achievement in teaching and research
- A high degree of intellectual maturity
- Have a good record as a teacher
- High quality teaching and scholarship must both have been sustained over a period of years
- Be known widely on the basis of high quality scholarship which has been evaluated by established scholars in the appropriate fields and
- Has been published
- Performed University responsibilities in a satisfactory manner
- When the candidate is being considered for promotion to the rank of Professor, the referees must be scholars who have respected national and/or international reputations and can assess whether the candidate is known widely on the basis of scholarship, however that may be defined in the discipline in question.

Education	The candidate must demonstrate that he/she has a good record as a teacher which has been sustained over a period of years.	
	Research Educator	Clinician Educator
	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.	
	Assessment of teaching will be based on student and peer evaluations.	
	In judging high achievement in teaching assurance is to be sought that: <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
	The candidate will be known widely on the basis of high quality scholarship which has been sustained over a period of years; has been published and has been evaluated by established scholars in the appropriate fields.	<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>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 scholarship.¹</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>Candidates will possess a high degree of intellectual maturity evidenced by the depth and scope of scholarly activities. This activity will be sustained over a period of years and establishes their clinical expertise and reputation as a leader in their specialty area. They should be known for their clinical expertise and will have disseminated their scholarly work in various forms.</p>

¹ 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; some of them include elements of dissemination, which is a requirement for promotion to Professor.</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	<p>A list of at least six possible referees known for their work in the relevant field(s) shall be prepared; at least three external letters must be obtained.</p> <p>Care should be taken to ensure the referees are at "arm's length" from the candidate.</p>	
	Research Educator	Clinician Educator
	<ul style="list-style-type: none"> • Referees must be scholars who have respected national and/or international reputations and can assess whether the candidate is known widely on the basis of scholarship. 	<ul style="list-style-type: none"> • Referees must be individuals who have attained a respected national or international reputation in the appropriate fields, and can assess whether the candidate is known widely on the basis of scholarship. • Although it is preferable for referees for the Clinician Educator to be at "arm's length" this not always possible. Excellence in clinical contributions can sometimes require evaluation on the part of a colleague who has collaborated in, for example, the development of clinical consensus guidelines. Consequently, the external referee may have prior involvement with the candidate. However, current collaboration will be precluded. • Referees are not required to be traditional "scholars" with a faculty appointment at an educational institution; they may hold senior positions in industry and/or government organizations.