

**COLLEGE OF MEDICINE
UNIVERSITY OF SASKATCHEWAN**

**COMMUNITY FACULTY
POLICIES AND PROCEDURES**

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1.0 FOREWORD

Accomplishing the mission of the College of Medicine requires the support and involvement of both university faculty and community faculty. The policies and procedures set out are intended to promote co-operation and collaboration between university and community academics.

These guidelines are intended to be dynamic. Suggestions for improvement are welcome at any time. The College of Medicine is committed to a periodic, in-depth review of the policy for community faculty as internal and external influences affect the delivery of educational programs at the College of Medicine.

While the guidelines are primarily related to clinical teaching responsibilities assigned to community faculty, recognition is also given to research, administration and public service activities. The policy also allows for appointment of non-physician community faculty whose services are required for the “clinical” science (as opposed to basic science) aspects of the College of Medicine’s programs.

For information on compensation, please see the current Community Faculty Compensation Guidelines.

For “School of Physical Therapy Clinical Faculty Guidelines: Policies and Procedures”, please refer to Appendix A.

For further information, please visit the College’s website at:

<http://www.medicine.usask.ca/>

and specifically for Community Faculty members, at:

<http://www.medicine.usask.ca/leadership/faculty-affairs/cf/policies>

2.0 APPOINTMENT

2.1 Appointment

2.1.1 Qualifications

Generally, candidates who are recommended for a community faculty appointment will hold the required qualifications as would be considered for a university faculty position as appropriate to their discipline. This implies certification by either the Royal College of Physicians and Surgeons of Canada or the College of Family Physicians of Canada or other certifying body. In exceptional circumstances, not having certification does not preclude an appointment that can be justified.

2.1.2 Responsibilities

Appointees who will be involved to a significant extent in the clinical, academic, research or administrative functions of the College of Medicine will be recommended for appointment, with a level of involvement ranging from minimal to extensive. All appointees who are involved in teaching will be recommended for an appointment.

2.1.3 Appointment Duration

Usually, appointments for community faculty will be for a period of five years, ending on June 30th of the fifth year, unless otherwise specified in the appointment.

*Please note that the term 'community faculty' is not to be construed as a lesser designation of 'university faculty'.

2.1.4 Rank to be specified

The rank recommended on appointment will depend on the qualifications, experience and level of time and involvement in educational activities. Ranks will generally follow the university structure, but will carry the prefix "Clinical" to denote a community faculty appointment. (eg. Clinical Assistant Professor).

The designation "preceptor", "clinical lecturer" or "clinical instructor" will continue to be recommended for rural or urban Community Faculty whose responsibilities will be office/clinic experience for undergraduate and postgraduate medical students.

It must be noted that the designation "preceptor" is not to be construed as the lowest rank. This designation will be used exclusively by the Department of Family Medicine. Persons appointed as preceptors may well have qualifications and experience to hold appropriate rank in the Department of Family Medicine. An appointment as preceptor does not preclude a recommendation to be appointed to a community faculty (clinical) rank. The preceptor designation will follow the appointment duration in 2.1.3.

2.1.5 Concurrence

The bylaws of certain Regional Health Authorities may require that the medical staff of the health region must currently have an appointment as a faculty member in the College of Medicine, University of Saskatchewan. However, appointments to the medical staff may be made without a faculty appointment if the University provides "concurrence" for the appointment. These appointments primarily apply to those physicians who will not be assigned teaching or other academic responsibilities. The sole purpose of this section of the policies and procedures is to explain that, where the University provides such concurrence, the medical staff member does not have a teaching appointment and cannot be assigned teaching or other academic responsibilities related to the University's medical education programs. This does

not preclude the physician from consideration for a faculty appointment in the future if circumstances have changed.

2.1.6 Appointment Procedures

The Department Head will complete a standard appointment form and submit this along with the candidate's current curriculum vitae in the format required by College of Medicine to the Dean of Medicine for approval. The College of Medicine standardized C.V. can be accessed on the following page at: <http://www.medicine.usask.ca/leadership/faculty-affairs/processes/index.html>. Once approved, the Dean of Medicine will advise the University of Saskatchewan Administration. (See Attached Appendix B - Recommendation for Appointment Form).

2.2 Continuation of Appointment

The Dean's Office will notify Department Heads annually, of faculty members who are due for continuation of appointment. If mutually agreed by the Department and the faculty member, the Department Head will initiate continuation by submitting a letter recommending such, along with an updated CV and teaching dossier in the format required by College of Medicine from the community faculty member, to the Dean of Medicine. The College of Medicine standardized C.V. can be accessed on the following page at: <http://www.medicine.usask.ca/leadership/faculty-affairs/processes/index.html>

2.3 Non-Physician - Appointment, Continuation of Appointment and Termination

In those instances where it is appropriate to appoint non-physicians based on significant volume of clinical teaching, appointments will be made using the following general guidelines. The rank on appointment will relate to that rank which would apply to a university faculty appointment in an established academic department in the College of Medicine. For example, if a prospective faculty member has qualifications in the Basic Science disciplines, then the reference is to the appointment as a university basic scientist. An appointment as Clinical Assistant Professor would require the person to have a Doctor of Philosophy degree. Other similar references would apply depending upon the particular circumstances. Similarly, Section 2.2 and 2.3 will be adapted for questions of promotion and termination.

2.4 Assignment of Duties

Duties are determined at the time of appointment by the Department Head. They will be reviewed at re-appointment or as required, and will reflect an appropriate amount of time in accordance with the faculty member's identified career path. A faculty member's career path will be reflected by one of the following career paths:

	<u>Clinician-Teacher</u>	<u>Administrator-Clinician</u>
Education / Teaching	10-25%	5-25%
Clinical Practice	50-75%	5-25%
Research/Scholarly Work	5--25%	5-25%
Administration	5-25%	50-75%
Outreach and Public Service	5-25%	5-25%
	<u>Educator</u>	<u>Clinician-Investigator / Scientist</u>
Education / Teaching	25-50%	5-25%
Clinical Practice	10-50%	10-50%
Research/Scholarly Work	25--50%	25-75%
Administration	5-25%	5-25%
Outreach and Public Service	5-25%	5-25%

2.5 Resignation

A faculty holding an appointment shall give 60 days' notice before the effective date of the resignation. A shorter period may be arranged with the Department Head.

Faculty appointments will cease upon the death, departure or incapacity of the faculty member. Department Heads will notify the Dean of Medicine of the foregoing.

2.6 Retirement

The faculty member shall continue to hold an appointment for as long as there is evidence of significant contribution to the educational mission of the College of Medicine. Appointment shall cease on retirement.

3.0 DISCIPLINE

Discipline is a specific action that may be required based on allegation that the faculty member has not performed the duties at a standard that is considered acceptable, or has committed acts that breach the standard of appropriate professional behavior. This may include termination for cause.

Department Heads or a representative of the Dean of Medicine may recommend termination of an appointment at any time during the five year term. Recommendations for termination shall be made to the Dean of Medicine. The reasons for termination will be clearly stated. A community faculty member terminated during the period of an appointment has the right to appeal.

If the Dean of Medicine accepts the recommendation to terminate the appointment of a faculty member, the member will be notified by the Dean of Medicine who will concurrently advise the Community Faculty Review Committee.

At this point, the faculty member may appeal the recommendation for termination. The right of appeal will be offered to the faculty member by the Dean of Medicine. The appeal will be made to the College Review Committee which will review the recommendation for termination and make a final decision.

4.0 PROMOTION

4.1 Promotion Procedures

Department Heads will conduct a timely review as necessary of each faculty member's performance in accordance with dates and other requirements to be specified by the Dean of Medicine. Promotions will not be considered without a letter of recommendation from the Department Head and the letter of request for promotion; updated C.V. and teaching dossier from the faculty member.

There exists a Community Faculty Review Committee to review recommendations received from Department Heads. This Committee makes promotion recommendations to the Dean of Medicine.

4.2 Standards for Promotion

The following standards, based on the current College of Medicine standards required of university faculty, must be met in order for promotion to be granted:

4.2.1 Academic and/or Professional Credentials

In the College of Medicine the faculty member must have a PhD, an MD, or a comparable degree(s) from a recognized university as a minimum qualification. Only in special circumstances will an exception be made.

Medical faculty in clinical departments with direct or indirect patient care responsibilities must hold a license to practice medicine in the province of Saskatchewan and be accorded hospital privileges in the Health Region where teaching duties are assigned. Where applicable, such faculty must also hold a specialist certificate granted by the Royal College of Physicians and Surgeons of Canada or a certificate granted by the College of Family Physicians of Canada or other professional certifying bodies.

In special cases, training and experience in a specialty comparable to the requirements of the Royal College of Physicians and Surgeons of Canada or College of Family Physicians of Canada (or eligibility for examination) may be acceptable. When a sub-specialty is not recognized by certifying authorities (by suitable examination), certification in a related major specialty may be acceptable.

4.2.2 Teaching Ability & Performance

Teaching responsibilities are determined at the time of appointment by the Department Head as part of the assignment of duties. Some teaching duties may be assigned by the office of Medical Education at the College of Medicine. Continuation of appointment will depend on satisfactory review by the Department Head every 5 years. It is not expected that all faculty must be involved in all of the teaching roles listed, but only those roles set out for that faculty member by the Department Head.

The College of Medicine is committed to ensuring that all faculty with teaching responsibilities be strongly encouraged to pursue teaching excellence at a Teaching Improvement Project Systems course (TIPS) course and/or other faculty development workshops offered by Educational Support & Development Unit and the Faculty Affairs office. For further information on the various workshops offered, the Educational Support and Development website can be accessed at the following link: <http://www.medicine.usask.ca/academic-units/support-units/educational-support/index.html>. The Faculty Affairs website can be accessed at <http://www.medicine.usask.ca/leadership/faculty-affairs/index.html>

The College of Medicine expects all faculty to participate in the supervision of graduate students, and postgraduate clinical trainees (residents) in departments/schools/programs that offer graduate programs. In addition to standard teaching roles, teaching in the College of Medicine may also include clinical teaching in undergraduate and graduate courses, teaching and/or supervision of students performing clinical work, advising and supervising graduate students and postdoctoral fellows, teaching courses in certificate programs, inter-professional teaching, teaching in courses provided by Continuing Professional Learning, teaching at a distance and teaching in faculty development workshops

Aspects to be assessed include but are not limited to organization of class/course, preparation for classes, appropriateness of material presented, clarity of communication, ability to stimulate students' interest, responsiveness to students' questions and concerns, fairness and adequacy of evaluation of students' performance, willingness to try different or new teaching methods and technologies, innovation in curricular design, and extent to which scholarly work is brought into the classroom or bedside.

Generally, a minimum number of teaching credits in each rank will apply:

Clinical Lecturer	25 units* annually over 5 years (125 units* total)
Clinical Assistant Professor	25 units* annually over 5 years (125 units* total)
Clinical Associate Professor	25 units* annually over 6 years (125 units* total)

Faculty are expected to participate in an average volume of teaching for the department in accordance with their designated career path. The department is responsible for providing evidence of average volume of teaching for its members at each rank. The standards to be met for each rank are outlined below. Participation in TIPS is a requirement for all faculty for advancement in clinical departments, teaching and supervision of students performing clinical work will be evaluated.

To meet the standard for teaching in the College of Medicine, a candidate's peer evaluations and student evaluations must be satisfactory and show evidence of improvement in teaching.

Promotion to Clinical Associate Professor:

Faculty on a Clinician-Teacher career path will devote 10-25% of their time to teaching. Bedside teaching will be considered in teaching assignments for faculty in the Clinician-Teacher career path. The candidate will mentor postgraduate residents and fellows.

Promotion to Clinical Professor:

Faculty on a Clinician-Teacher career path will devote 10-25% of their time to teaching. Bedside teaching will be considered in teaching assignments for faculty in the Clinician-Teacher career path. The candidate will mentor postgraduate residents and fellows. The candidate will demonstrate invitations to speak at a national or international level.

In all disciplines, the Department Head will be responsible for the supervision of the evaluation of teaching performance.

* Note: The teaching unit system is for administrative purposes and provides additional information on the volume of teaching."

4.2.3 Knowledge of Discipline and Field of Specialization

In the College of Medicine, evidence used to evaluate the candidate's knowledge of the discipline will include both:

- A written statement summarizing the evidence that would demonstrate the candidate's knowledge in the Field of Specialization. Examples of evidence are:
 - Peer-reviewed papers
 - Peer-reviewed grants
 - Invited conference presentations
 - Invited lectures and seminars
 - Membership on editorial boards
 - Position on professional bodies
 - Membership on advisory (e.g. graduate student) committees

- Patient referrals for this specialization
- Evaluations of health services and recognition by Health Canada and/or Health Region
- An open seminar during the academic year before promotion, to colleagues at the University of Saskatchewan outlining the candidate's research/scholar program. Such seminars will be evaluated by the faculty member's Department.

4.2.4 Research and Scholarly Work

Internal

- The status of a person's advanced resident and research fellowship training programs, if they exist, with regard to the ability to attract candidates of high caliber and their eventual contribution to the medical community; and monthly research forum presentations can be used to judge the quality of the individual's research efforts.

External

- Elections to fellowship or its equivalent nationally, in recognized societies which are competitive
- Selection to serve on national committees for review of research proposals
- Demonstrated ability to compete for research funds
- Publications in refereed journals
- Scientific presentations to regional, national or international meetings
- Invited presentations at national or international meetings
- Meritorious awards and recognition of research endeavors.

Evaluation of scholarly work for promotion will address the quality and significance of the work, in preference to the volume. This may include research funding or institutional support, from sources other than traditional granting agencies.

Elements to be evaluated for Scholarly Work Linked to the Practice of Professional Skills:

The scholarly work linked to professional practice should be aligned with the candidate's program based academic clinical practice. There must be evidence of continuing development of scholarly work by the candidate individually, or as a major contributor to their program based practice. Candidates for promotion will be assessed in the following categories of scholarly work related to practice of professional skills:

Publications: Publication in peer reviewed literature or equivalent is the primary evidence in this category. Examples include case reports, description of a clinical technique or method or clinical investigation, clinical review, cohort or comparative series, controlled trials, basic or clinical investigation, book chapter, textbooks, technical reports and reports to health care agencies.

Presentations: Presentations of clinical investigation or basic research relevant to the candidate's program based practice at peer reviewed regional, provincial, national or international scientific meetings and/or invited professor/lecturer at Canadian or international university or academic medical center.

Support for Research/Clinical Investigations: Evidence of research funding or institutional support for clinical or basic science research as an individual or major member of program based practice and invitation as grant reviewer or university program external reviewer.

Scholarship Awards: Recipient of peer reviewed personal awards directly related to practice of professional skills.

For Promotion to Associate Professor:

Candidates must have published non-peer reviewed paper(s) or editorial letter(s) and/or presented non-reviewed papers to provincial academic organizations; be co-author on peer reviewed manuscript from program based practice and/or co-present a peer reviewed presentation(s) at national scientific meetings and/or be invited to peer review journal manuscript.

For Promotion to Professor, in addition to the requirements above for Associate Professor:

Candidates must be senior author on peer reviewed manuscript, and/or present peer reviewed clinical papers at national scientific meetings and/or be an invited reviewer for promotion and/or tenure cases of clinical faculty outside of the University of Saskatchewan. For promotion to Professor, scholarly work shall be assessed by external referees who are relevant to the significance of the contribution to the practice in the faculty member's program-based practice.

4.2.5 Practice of Professional Skills

Local, national or international recognition and uniqueness of specific abilities which are important to the objectives of the College of Medicine:

Internal

- Recognition as a consultant by peers

External

- Recognition by an appropriate organization such as the Royal College or the Province of Saskatchewan, and professional societies with membership review committees, and international bodies

In this category, both Professional Practice and Research and Scholarly Work will be taken into account in the overall evaluation of the candidate's performance. The Department Head must present the ratio of Professional Practice to Research and Scholarly Work which has been assigned for the candidate. The candidate should be participating in or developing program based practice; the program may be interdisciplinary and/or interdepartmental.

Professional Practice:

In the College of Medicine, the difference between clinical practice and educational practice are sufficiently distinctive to require separate descriptors which serve to amplify the requirements.

Faculty on the Clinician Teacher, Clinician Investigator/Scientist and Administrator Clinician career paths will be evaluated under 5.1a.

Faculty on the Educator career path will be evaluated under 5.1b.

4.2.5 A Clinical Practice

In the College of Medicine, clinical practice is defined as investigating, diagnosing, decision making and overall care and management of patients. Candidates for tenure and promotion on the Clinician-Teacher career path will be evaluated in the following elements of their clinical practice:

Quality of Care: Complete and accurate records and reports, efficient use of laboratory services and/or hospital resources, excellence of clinical skills, as expected in an academic center and participation in quality assurance process.

Service Provision: Maintain an appropriate service load in program based practice; willingness to participate in out of hour's duties; provision of peer consultation, communication and collaboration; consultation with colleagues beyond the base practice; consultation to service organizations relevant to their program; willingness to participate in multidisciplinary care delivery; willingness to provide legal and insurance consultation.

Academic Clinical Activity: Participation in clinical trials, investigations and reviews; participation in practice of program audits/outcome analysis.

Level of Recognition: Regional, provincial, national or international reputation as a peer recognized authority in the field of expertise, or as a major member of a similarly recognized program.

Leadership Role: Hold office or committee chair in scholarly association or society at regional, provincial, national or international level.

Maintenance of competence: Participate in maintenance of certification program, and continuing professional improvement.

Specific Requirements under Clinical Practice for each Rank***For Promotion to Clinical Associate Professor:***

Candidates will develop excellence of clinical skills, participate in clinical audits and outcome analysis, recognition as regional authority or clinical expert, participate in regional or university clinical care meetings and evidence of institutional

support for clinical investigation as individual or major member of their program based practice. They will demonstrate willing participation in multidisciplinary care delivery, participation in meetings involving clinical trials, participation in University meetings involving provision of clinical care, provision of legal and insurance consultations, and show evidence of grant reviewer or external program reviewer and evidence of editorial reviews, or reviewer of candidate for promotion.

For Promotion to Clinical Professor:

Candidates will, in addition to requirements for Clinical Associate Professor as above, demonstrate participation in clinical investigations of program based practice (for example, Phase IV, quality assurance, patient safety), provide consultation to service organizations relevant to their program, have a recognized national reputation as authority in the field of expertise and hold office or committee chair in national academic association or society.

Letters of evaluation from peers shall be sought by the Department Head or the candidate in reference to the candidate's scholarly work related to their professional practice.

4.2.5 B Educational Practice

In the College of Medicine, educational practice is defined as program and curriculum development, instructional design, and educational program management. Educational practice applies to faculty members on the Educator career path, engaged in the professional practice of educational program development and/or delivery in instructional design.

Elements to be evaluated for Educational Practice - As described by the Association of American Medical Colleges (2007)*, education practice activity categories include:

Teaching Roles	Aspects to be Assessed	Items & Activities to be Reviewed
Activity that Fosters Learning: <ul style="list-style-type: none"> • direct teaching • creation of associated instructional materials 	<ul style="list-style-type: none"> • frequency and duration of teaching 	<ul style="list-style-type: none"> • instructional material authored by the faculty member
	<ul style="list-style-type: none"> • evidence of learning by the students 	<ul style="list-style-type: none"> • student and peer evaluations • pre and post-teaching student assessments • self-reported learning objectives from students
	<ul style="list-style-type: none"> • teaching awards received 	<ul style="list-style-type: none"> • teaching award
	<ul style="list-style-type: none"> • application of "best practices" from education literature to teaching approach 	<ul style="list-style-type: none"> • documentation of "best practices" utilized in teaching
Curriculum Development	Documentation of: <ul style="list-style-type: none"> • curricular offering authored or co-authored by the faculty member. 	<ul style="list-style-type: none"> • faculty member's role, content contributions and expertise along with the intended purpose, target audience, design and evaluation
	<ul style="list-style-type: none"> • quality of curricular activity 	<ul style="list-style-type: none"> • student reactions and ratings • impact of learning through evaluation of outcomes
	<ul style="list-style-type: none"> • use of 'best practices' in curriculum development 	<ul style="list-style-type: none"> • documentation of "best practices" utilized in curriculum development
	<ul style="list-style-type: none"> • wider use of curriculum by broader educational community 	<ul style="list-style-type: none"> • peer-review by local experts, curriculum committee or accreditation reviewers • invited presentations to meetings • acceptance of material to a peer-reviewed repository • list of institutions where the curriculum has been adopted • documentation of consultations attributed to the developed curriculum

		<ul style="list-style-type: none"> number of citations in other instructors' curricula
Mentorship/Advising <ul style="list-style-type: none"> educators help learners accomplish their goals 	<ul style="list-style-type: none"> number of students or colleagues mentored or advised 	<ul style="list-style-type: none"> name and status, and estimate of amount of time invested in the activity
	<ul style="list-style-type: none"> evaluations of mentoring or advising effectiveness 	<ul style="list-style-type: none"> commentaries from advisees
	<ul style="list-style-type: none"> documentation of participation in professional development activities to improve mentoring or advising skills writing an institutional guide and leading initiatives that improve institutional mentoring or advising practices documentation of invitations to critically evaluate other mentoring programs serving as a mentoring consultant to professional organizations 	<ul style="list-style-type: none"> letters or certificates from organizations or individuals confirming participation and completion
Educational Administration or Leadership	Documentation of: <ul style="list-style-type: none"> the nature of leadership projects 	<ul style="list-style-type: none"> the project's duration, your leadership role, process of the project, evaluation of outcomes and financial and human resources utilized.
	<ul style="list-style-type: none"> the dissemination of the innovations to the greater educational community 	<ul style="list-style-type: none"> documentation confirming workshops or presentations given.
Learner Assessment	<ul style="list-style-type: none"> activities associated with measuring learners knowledge, skills and attitudes 	<ul style="list-style-type: none"> documentation of the assessment activity's size and scope, including evidence of utilization of evaluation tools with established reliability and validity standards.

**Simpson et al (2007) Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship - Summary Report and Findings from the AAMC Group on Educational Affairs Consensus Conference on Educational Scholarship. Association of American Medical Colleges Consultation and Confidentiality*

Letters of evaluation from peers inside and outside the University shall be sought by the Department Head or the candidate in reference to the candidate's scholarly work related to their professional practice.

Specific Requirements Under Educational Practice For Each Rank:

For Promotion to Clinical Associate Professor:

Candidates with 10 - 50% of their time devoted to educational responsibilities will: use "best practices" in curriculum development, demonstrate wider use of the curriculum by the broader regional educational community, mentoring and advising students and colleagues, serve as a mentoring consultant to professional organizations, participate in educational leadership and show evidence of effective teaching over time.

For Promotion to Clinical Professor:

Candidates with 10 - 50% of their time devoted to educational responsibilities, in addition to the requirements above for Clinical Associate Professor, will: mentor and advise students and colleagues, participate in educational leadership, demonstrate wider use of the curriculum by the broader national and international educational community, write an institutional guide and lead initiatives that improve institutional mentoring and advising practices, be invited to critically evaluate other mentoring programs, demonstrate a leadership role in educational administration and show evidence of excellent teaching over time in a number of settings.

4.2.6 Contributions to the Administrative Responsibilities of the Department, College, University and Health Region

a) Administration Related to Educational Programs (undergraduate, postgraduate, and graduate) :

All Community faculty members are expected to participate in the administrative work of their department. The amount of time is determined at the time of appointment by the career path and reviewed as required with the Department Head in committee as part of the assignment of duties.

Elements of Clinical Administration are:

- Participation in regional/university departmental meetings involving provision of clinical care.
- Participation in meetings of their program based care group.
- Participation in meetings involving clinical investigation.

Elements of Educational Administration/Leadership in relation to the Undergraduate and/or Postgraduate Medical Education program are:

- Documentation of the nature of leadership projects including their duration, the faculty member's leadership role, process of the project, evaluation of the outcomes and financial and human resources utilized
- Documentation of the dissemination of the innovations to the greater educational community

The standards to be met for each rank are as outlined below:

Candidates are expected to attend and participate in Department, College and Health Region committees. Evidence should be available to support participation for a rating of meets the standard. Such evidence could include letters from the committee Chair, Department Head, or senior administration of the College, University or Health Region to the candidate.

For Promotion to Associate Professor:

Candidates must participate in departmental meetings, as well as committees of the Department, College, Health Region or University in order to meet the standard.

For Promotion to Professor:

Candidates must demonstrate continued fair and reasonable contribution to the affairs and committees of the Department, College, University and Health Region is expected throughout the academic life of faculty regardless of their appointment category. This includes attendance at departmental meetings and membership in Department, College, University and Health Region committees and if the opportunity arises, acting as an external reviewer for promotion or tenure, in order to meet the standard.

4.2.7 Public Service and Contributions to Academic and Professional Bodies

Public service is normally defined as the faculty member's provision of expertise to the outside community and will be accorded recognition insofar as the activities entail application of expertise associated with the candidate's position in the university. It is expected that such service will be sponsored or sanctioned by the department and/or college in which the faculty member resides. Service to academic, professional or scientific organizations to be recognized in this category,

must go beyond membership in an organization and focus on active participation.

Service to Academic, Professional or Scientific Organizations

Editorial Activity: Role as scientific publication editor, member of editorial board, and editorial reviewer.

Academic Recognition: Appointment or election to meritorious academic office or membership by peers in clinical practice, inside or outside university.

Accreditation Recognition: Participation in accreditation-related activities at local and national levels, including preparation of college/health care facilities/clinical programs for accreditation processes; participation in accreditation processes elsewhere in Canada, including participation in national accreditation committees.

The standards to be met for each rank are outlined below:

For Promotion to Associate Professor:

Candidates must provide evidence of a willingness to participate and demonstrate effective performance in public service and/or contributions to academic and professional bodies. Public service might include serving on community, provincial or national boards, committees and organizations, and public presentations. Contributions to academic and professional bodies may include serving on committees of academic or professional bodies, on review panels of granting agencies, or on editorial boards of academic journals.

For Promotion to Professor:

See 'For Promotion to Associate Professor

4.3 Appeal of Promotion Denied

If the Community Faculty Review Committee denies promotion for an individual community faculty member, the faculty member or the department head may appeal the decision. The appeal will be made in writing to the Dean of Medicine. The appeal will be considered by the College Review Committee.

APPENDIX A

University of Saskatchewan School of Physical Therapy

Clinical Faculty Appointments: Policies and Guidelines

1. INTRODUCTION

The educational and research objectives of the School of Physical Therapy cannot be met without the participation of a number of clinical faculty members. The functions performed by the clinical faculty include the following:

- (a) Advising on the academic programs and administrative policies
- (b) Participation in strategic planning of the School of Physical Therapy
- (c) Involvement in the teaching mission of the School of Physical Therapy
- (d) Participation in the research activities of the faculty or students of the School of Physical Therapy
- (e) Serving as a member of the School of Physical Therapy Faculty Council
- (f) Serving as a representative of the School of Physical Therapy if needed

2. APPOINTMENT, PROMOTION AND TERMINATION

2.1 Appointment

Clinical faculty appointments will be recommended for those individuals who contribute significantly to:

- Development of curriculum (e.g. participation on a curriculum committee)
- Delivery of curriculum (significance may be considered in terms of the amount of teaching, tutoring or mentoring, curriculum work)
- Organization and delivery of the clinical education components of the program
- Research activities (e.g. participation on supervisory committees)

Both the length and significance of service will be considered. Although the contributions of individuals who are clinical supervisors or those who teach for a few hours each year are essential for a high quality program, such contributions would not necessarily qualify as meeting the criteria for a clinical faculty appointment.

2.1.1 Rank and Qualifications

The Ranks for clinical appointments mirror those of the academic faculty (i.e. Clinical Instructor, Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Full Professor). The rank recommended on appointment will be related to that which would be considered if the appointment were to be full-time.

For those who hold the required qualifications of: a) an entry to practice professional degree, and b) an appropriate graduate degree(s) or appropriate advanced certification/recognition in a clinical specialty, the appointment will be at the rank of Clinical Assistant Professor or above. For those who do not meet part b) the appointment will be at the rank of Clinical Lecturer.

2.1.2 Appointment Procedure

In consultation with the School of Physical Therapy faculty (Academic and Clinical) and the Associate Dean Physical Therapy and Interprofessional Education, the Director will identify appropriate individuals and recommend appointments and reappointments to the Dean of Medicine. The letter of recommendation will be accompanied by current curriculum vitae.

2.1.3 Duration of Appointment

All clinical faculty appointments will expire on June 30 of the fifth year in the position. All clinical faculty appointments will be reviewed during the second half of the final year. Clinical Faculty members will be asked if they wish to be considered for reappointment and or promotion. If they choose to be reappointed, an updated curriculum vitae will be required. To be considered for promotion, an updated curriculum vitae as well as a case file are needed.

2.2 Promotion

2.2.1 Criteria for Promotion

In addition to time spent in a rank, the following factors will be evaluated:

- **Qualifications:**
 - Additional academic or professional qualifications will be considered
- **Teaching ability and performance:**
 - Teaching may include mentoring and/or teaching entry-to-practice students, graduate students or professionals (didactic teaching, lab instructing or assisting, teaching in clinical settings, Continuing Physical Therapy Education)
 - Examples of evidence that will be considered for promotion are:
 - Peer evaluation
 - Student/participant evaluation
 - Awards for teaching
- **Knowledge of the discipline and field of specialization:**
 - Examples of evidence are:
 - Peer-reviewed papers
 - Peer-reviewed grants
 - Conference presentations, lectures, and seminars
 - Membership on editorial boards
 - Service to professional organizations and associations
 - Membership on advisory (e.g. graduate student) committees
 - Request for consultation by clinician(s), clinics, program(s) or health care facilities
 - Participation in accreditation of clinics, or facilities/programs
 - Editing or publication of book chapters or books
 - Review of articles for publication in national or international journals
 - Local, national, or international reputation in the discipline
 - Special abilities which are important to the objectives of the School
 - Service as a community consultant on a MPT major project (PTH 992 – Major Project)
 - Advanced certificates or training
 - Service in the development, delivery or evaluation (examiner) for the National Physiotherapy Exam

- Award from a professional association or agency (e.g. Saskatchewan Physiotherapy Association, Health Region) recognizing leadership or professional contributions
 - Serving on an advisory committee or board at the local, national, and international level
- **Practice of professional skills and scholarly work**
 - Examples of evidence are:
 - Performance of professional skills (e.g. program design and evaluation, systems analysis, applied government and/or private sector technical and policy reports, consultation to colleagues)
 - Peer recognition (e.g. provision of expert advice, professional association recognition)
 - Effectiveness as a professional role model (for students and other individuals)
 - Willingness to accept and perform duties integral to practice of professional skills
 - Ability to organize and manage complex multi-faceted and/or large-scale clinical projects/programs
 - Ability to establish effective relationships with professional colleagues, resource persons, clients and collaborators
 - Involvement in post-graduate courses in a clinical specialty
 - Clinical teaching or clinical supervision of students
 - Success in obtaining external funding
 - Leadership in the profession
 - Dissemination or publication of scholarly work through publication of refereed articles, case reports; preparation of technical reports, reports to agencies; presentations at academic, scientific or professional meetings, dissemination of scholarly work to community organizations
- **Contributions to the administrative responsibilities of the department/school, college, university and health region**
 - Candidates are expected to participate in the School of Physical Therapy Faculty Council.
 - Candidates may serve as an elected representative of the clinical faculty on the College of Medicine Faculty Council.
 - Candidates may be asked to serve on committees of the School (e.g. Awards, Clinical Education Advisory, Subcommittee of the Curriculum Committee) or assist with the work of admissions (e.g. interviews, developing cases for the MMI).
- **Public service, outreach & community engagement and contributions to academic and professional bodies**
 - Public service is normally defined as the faculty member's provision of expertise to the outside community and will be accorded recognition insofar as the activities entail application of expertise associated with the candidate's position in the University.
 - Outreach and Community Engagement work is defined as extending the University to the community through the provision of a service to the community outside of the University.
 - Service to academic, professional or scientific organizations, to be recognized in this category, must go beyond membership in an organization and focus on active participation.

2.2.2 Standards for Promotion

Clinical Associate Professor:

To qualify for promotion through the ranks to the level of Clinical Associate Professor, the following will be considered:

- Upgrading of professional credentials
- Receipt of an award for teaching or professional leadership

- Continued good teaching and or mentoring (additional documentation required)
- Continued growth in the candidate's knowledge in the Field of Specialization beyond that demonstrated at the previous rank
- Continued growth in practice of professional skills and scholarly work beyond that demonstrated at the previous rank
- New or continued contributions to the administrative functions of the School

Clinical Full Professor:

To qualify for promotion to the rank of Clinical Full Professor:

- The case file must demonstrate advancement beyond that seen at rank of Clinical Associate Professor.
- The Director may request confidential, written evaluations from colleagues and professional and/or client agencies who are familiar with the technical and/or professional aspects of practice and candidates may also provide letters of support

2.2.3 Promotion Procedure

- a) Timing: A clinical faculty member may request consideration for promotion in any year, but at time of renewal of their appointment, they will be asked if they wish to apply for promotion.
- b) Clinical Faculty Promotion Committee: The Director will appoint and chair an ad hoc committee composed of a full-time faculty member, two clinical faculty members (at the rank at least one higher than candidate) for the purpose of determining if criteria for promotion have been met. When promotion is to be recommended this will be submitted in writing to the Dean of Medicine.

2.3 Termination

A clinical faculty appointment will terminate on June 30 of the fifth year in the position unless renewed as per 2.1.3. An appointment may be terminated on the departure or resignation from the clinical position giving rise to the appointment. The Director may recommend termination of an appointment at any time within the five year period; detailed reasons must be stated in the letter to the Dean of Medicine which recommends termination.

Appendix B

New Appointment

Renewal

**RECOMMENDATION FOR APPOINTMENT
COMMUNITY FACULTY
COLLEGE OF MEDICINE, UNIVERSITY OF SASKATCHEWAN**

Department: _____

1. Full Name of Recommended Candidate:

2. Mailing Address:

3. Email Address:

4. Reason for appointment (type of involvement expected):

5. Career Pathway & Assignment of Duties (refer to section 2.4) :

If new appointment, please complete the following section:

6. Pay rate - please check one:

_____ #1 Private practice physician with normal overhead costs

_____ #2 Salaried or contract basis physician or non-physician self-employed

_____ #0 Reciprocal agreement with an affiliated institution

7. Academic Rank:

8. Effective Date:

I have discussed this appointment and duties involved with the above candidate, and he/she is willing to accept this community faculty appointment.

_____ Date

Encl: Candidate's current C.V.

_____ Signature of Department Head

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For Use by College of Medicine

Approved by:

_____ Signature of Dean or Associate Dean

Date
