

Standards for Promotion & Tenure

2025 University Standards

and

2024 College of Medicine Standards



**UNIVERSITY OF SASKATCHEWAN
STANDARDS FOR PROMOTION AND TENURE**



**UNIVERSITY OF
SASKATCHEWAN**

**COLLEGE OF MEDICINE
STANDARDS FOR PROMOTION AND TENURE**

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We proudly acknowledge that the University of Saskatchewan main campus is located on Treaty 6 Territory and the Homeland of the Métis and that we have a special relationship with the Indigenous and Métis Peoples of our province.

A. PRINCIPLES

The award of tenure represents a long-term commitment of the University to a faculty member. It is a status granted as a result of judgement, by one's peers, on both the performance of academic duties and the expectation of future accomplishments. Promotion of colleagues involves an assessment of their success in performing their academic duties and an evaluation of the likelihood of future accomplishments.

1. Courageous curiosity: empower a daring culture of innovation with the courage to confront humanity's greatest challenges and opportunities.
 2. Boundless collaboration: invigorate the impact of collaboration and partnership in everything we do.
 3. Inspired communities: inspire the world by achieving meaningful change with and for communities.
- Our mission: The University of Saskatchewan advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including the creative arts, to build a rich cultural community. An innovative, accessible, and welcoming place for students, educators, and researchers from around the world, we serve the public good by connecting discovery, teaching, and outreach, by promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens.
 - Our vision: We will contribute to a sustainable future by being among the best in the world in areas of special and emerging strengths, through outstanding research, scholarly, and artistic work that addresses the needs and aspirations of our region and the world, and through exceptional teaching and engagement. We will be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous Peoples and communities.

These standards are intended to reflect the core principles of the University, including the Indigenous Strategy Framework *ohpahotân | oohpaahotaan*, as gifted to the University by the Indigenous Peoples and communities of the province of Saskatchewan.

- We will increase the impact of our research, scholarly and artistic work.
- We will provide excellent instructional programs offered to students.
- We affirm that the 'teacher-scholar' model is our adopted approach for faculty development. This model builds on the principle that universities acquire their distinctive character through their capacity to unite scholarship with teaching. While assigned duties may determine the emphasis of measured performance across teaching and research, every candidate for tenure and promotion will be considered in light of both teaching and research performance.
- We will respond to the needs of Indigenous Peoples, historically underrepresented, and equity-owned candidates who face systemic barriers. In addition to conventional forms of academic practices, we embrace interdisciplinary, transdisciplinary, and community-engaged approaches to teaching and research.

A. PRINCIPLES

All principles stated in the University Standards apply to the College of Medicine Standards. In the College of Medicine Standards, the term 'Indigenous' is understood to encompass and recognize all First Nations, Métis and Inuit Peoples of Canada.

VISION: We are leaders in improving the health and well-being of the people of Saskatchewan and the world.
MISSION: As a socially accountable organization, we improve health through innovative and interdisciplinary research and education, leadership, community engagement, and the development of culturally competent, skilled clinicians and scientists. Collaborative and mutually beneficial partnerships with Indigenous peoples and communities are central to our mission.

B. AUTHORITY

This document contains standards defining the expectations of performance for the award of tenure and promotion at the University of Saskatchewan.¹ The University Review Committee establishes the University's criteria and standards for renewal of probation, tenure, and promotion. Given the broad array of colleges and disciplines represented at the University of Saskatchewan, differences will exist from department to department and from college to college. Colleges and departments will propose their own standards and these must be consistent with the intent and the framework of the University standards. All college standards must be approved by the University Review Committee before implementation at the college level. All department standards must be approved by the College Review Committee before implementation at the department level.

C. CATEGORIES OF EVALUATION

There are seven categories under which a candidate for tenure or promotion may be evaluated. These categories are:

1. Academic Credentials
2. Teaching Ability and Performance
3. Knowledge of Discipline and Field of Specialization
4. Research, Scholarly and/or Artistic Work or
5. Practice of Professional Skills
6. (a) Contributions to Administrative Responsibilities of the Department, College or University
(b) Contributions to the Extension Responsibilities of the Department, College or University
7. Public Service and Contributions to Academic and Professional Bodies

Standards of performance are established for each category in Section D below. All faculty are assessed under category four unless the letter of appointment states category five.

The categories in which candidates must meet the standards for tenure in the professorial ranks and for promotion to Associate Professor and Professor are shown in Table I. Each candidate will be evaluated for all categories that are applicable to the candidate's position and to the tenure or promotion decision under consideration. For a candidate to be awarded an overall rating of "meets the standard" for tenure and promotion, they must have a rating of "meets the standard" in each and every category under consideration. If a department or college committee rates a candidate as "does not meet the standard" in any category they must vote no to the question "shall tenure or promotion be recommended".

Tenure will be awarded on the basis of three primary categories: academic credentials (Category One); effectiveness in teaching (Category Two); and, achievements in either research, scholarly and/or artistic work (Category Four) or practice of professional skills (Category Five). If faculty are being assessed in Category Five it will be stated in their letter of appointment. The promise of future development as a teacher, scholar and professional, achievement in scholarly activity beyond that demonstrated at appointment, and the attainment of a national or international reputation in the discipline, will be important criteria in the evaluation process.

B. AUTHORITY

College of Medicine Standards for Promotion and Tenure **include and supplement** the University of Saskatchewan Standards for Promotion and Tenure for tenure-track, continuing status, with term, without term, and clinical faculty in the College of Medicine. The college standards must be read in conjunction with the University Standards for Promotion and Tenure.

The college's Academic Programming Appointment Standards for Promotion and Tenure (approved June 29, 2011) and the college's School of Rehabilitation Science Standards for Promotion and Tenure (2011) along with any approved Departmental Standards are separate documents from these standards.

In these standards, the term 'Department Head' (DH) is understood to include, where applicable, those individuals named 'Provincial Heads' in the restructured Saskatchewan Health Authority. The abbreviation 'CoM' refers to the 'College of Medicine.'

In these standards, the term 'clinical faculty' refers to faculty appointees in the College of Medicine who are either MDs (or accepted equivalent) or clinical PhDs having direct or indirect responsibility for patient care. Academic appointment credentials may vary and are set by departments and/or the college, independent of these standards.

C. CATEGORIES OF EVALUATION

Consistent with the university's '*teacher-scholar*' model of faculty development, eligibility for tenure and promotion will require faculty to do teaching and scholarly work. Specific duties are determined at the time of appointment in discussion with the Department Head and are subject to approval by the Dean. Academic duties will naturally lie in the areas of expertise of the appointee and hence may change from time to time.

In compiling case files for review by departmental renewals and tenure committees, promotions committees, and the College Review Committee, it is essential that college faculty clearly state in their case files the relative emphasis placed on each of these activities, particularly in terms of time dedicated to each type of activity during the review period.

TABLE A: Required Evaluation Categories *

Evaluation Category	Required For:
Category 1: Academic and Professional Credentials	all faculty
Category 2: Teaching	all faculty
Category 3: Knowledge of the Discipline and Field of Specialization	all faculty
Category 4: Research and Scholarly Work	faculty primarily involved in research

Promotion through the ranks requires a judgement of performance against increasing expectations for effectiveness in teaching, significance of the scholarly or creative work, practice of a profession, and contributions to service within and outside the University community. With respect to teaching, research, scholarly and/or artistic work or practice of professional skills, candidates for promotion must have maintained and extended their knowledge of the discipline or field. In some cases, additional training and academic/professional credentials may be pre-requisites for promotion.

The standard for renewal of probationary appointments will be satisfactory progress towards meeting the tenure standards for the appropriate rank in all relevant categories. For this purpose, 'satisfactory progress' will be taken to mean that the candidate's teaching and RSAW or professional practice activities as applicable, indicate a reasonable likelihood that the tenure standards can be met within the allotted timeframe.

In this document, the term 'college' is understood to include the University Library, the School of Environment and Sustainability, the Johnson Shoyama Graduate School of Public Policy, and the School of Public Health. Standards of performance and details of all categories for Librarian ranks are described in the University Library Standards; and, for Assistant Professors (Crop Development Centre – CDC), Associate Professors (CDC) and Professors (CDC) in the College of Agriculture and Bioresources standards. It is expected that these standards will parallel the progressive requirements of other members of faculty.

The requirements listed in Table I are considered the minimum expected performance. If a College Review Committee identifies more demanding requirements as appropriate for that college, it will submit a proposal to the University Review Committee. Because Table I does not provide requirements for tenure as Instructor, Lecturer or for promotion to Assistant Professor, in colleges where such appointments are common, the college standards will specify the minimum requirements. In other cases, the requirements for specific appointments should be established by the Search and Appointment Committees at the time of appointment.

These standards introduce a requirement for the creation of a tenure or promotion case file which includes the required evidence to demonstrate that the standards are met. The case file will also include a self -assessment to explain how the evidence is linked to the appropriate standards. One tenure or promotion case file will be submitted for each candidate under consideration. See Section E for a description of the required documentation.

Category 5.1a: Practice of Professional Skills: Clinical Practice	clinical faculty
Category 5.2a: Scholarly Work associated with Clinical Practice	clinical faculty
Category 5.1b: Practice of Professional Skills: Educational Practice	faculty primarily involved in the theory and practice of medical education
Category 5.2b: Scholarly Work associated with Educational Practice	faculty undertaking scholarly work in medical education
Category 6: Administration	all faculty
Category 7: Public Service and Service to Professional Bodies	all faculty for promotion; none for tenure as assistant professor
<i>* further explanations for required evaluation categories are provided for Categories 4 and 5 in those sections of these standards</i>	

NOTE:

For faculty with allocated time dedicated to specific activities (e.g. research, teaching, administration, clinical activity), the allocated Percentage Full Time Equivalent (% FTE) for each activity should be clearly stated on the candidate's cover page.

Categories (see section D)	(1)	(2)	(3)	(4) ¹	(5) ¹	(6) ²	(7) ³
Tenure as Assistant Professor, Librarian	yes	yes	yes	one of	no	no	
Tenure as or Promotion to Associate Professor, Librarian	yes	yes	yes	one of	yes	no	
Tenure as or Promotion to Professor, Librarian	yes	yes	yes	one of	yes	no	
Tenure as Assistant Professor of Teaching	yes	yes	yes	no	yes	no	no
Tenure as or Promotion to Associate Professor of Teaching	yes	yes	yes	no	yes	yes	no
Tenure as or Promotion to Professor of Teaching	yes	yes	yes	no	yes	yes	no
Tenure as Assistant Professor, Academic Programming	yes	yes	yes	no	yes	no	no
Tenure as or Promotion to Associate Professor, Academic Programming	yes	yes	yes	no	yes	yes	no

Note 1: A candidate is required to meet the standard in category 4 (research, scholarly and/or artistic work) except where the approved college standards state that category 5 (practice of professional skills) is an acceptable alternative for a department or other unit, or when the letter of offer designates category 5 as the alternative to category 4.

Note 2: For all ranks, a candidate is required to meet the standard in extension service only if designated in the assigned duties or the letter of offer, or the college standards

Note 3: College standards may require evidence in this category.

Important: This table should be considered in conjunction with the text as a whole. Please see section D where the standards (for promotion and tenure) in each category are described.

D. STANDARDS FOR EACH CATEGORY OF EVALUATION

The minimum acceptable standards for tenure and promotion at the University of Saskatchewan are described below.

1. ACADEMIC AND/OR PROFESSIONAL CREDENTIALS

Academic credentials will be reviewed as part of tenure and promotion decisions, but they are of particular importance in tenure considerations. Expectations regarding credentials and qualifications will be included in the candidate's letter of appointment.

The standard required academic credential for tenure and promotion is a Ph.D., or its discipline-specific counterpart, from a university/institution recognized by the University of Saskatchewan. Colleges will indicate in their standards which qualifications constitute the acceptable counterpart for the discipline in question. Each college will specify whether additional expectations will be required, e.g. professional credentials (such as specialty certification, registration or licensure in the profession). In cases where the Ph.D. or other qualifying credentials are not completed at the time of

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
	Academic/ Professional Credentials	Teach- ing	Knowledge of Discipline	Research, Scholarly and Artistic Work	Practice of Professional Skills	(a) Admin- istration (b) Extension	Public Service And Service to Professional Bodies	
Tenure as Assistant Professor	X	X	X	X	or	X	(a) X (b) NR**	NR
Tenure as or Promotion to Associate Professor	X	X	X	X	or	X	(a) X (b) NR**	X
Tenure as or Promotion to Professor	X	X	X	X	or	X	(a) X (b) NR**	X

X = Candidate is required to meet the standard in this category.
NR = Candidate is not required to meet the standard in this category for promotion or tenure.

* Candidate is required to meet the standard in research, scholarly or artistic work except where the approved college standards state that practice of professional skills is an acceptable alternative for a department or other unit.

** For all ranks, candidate is required to meet the standard in extension service only if part of assigned duties of position.

Note: The table should not be considered in isolation, but only in conjunction with the text as a whole, in particular Section D where the standards (for promotion and tenure) in each category are described.

D. STANDARDS FOR EACH CATEGORY OF EVALUATION

The minimum acceptable standards for tenure and promotion in the College of Medicine are described below.

1. ACADEMIC CREDENTIALS

To be appointed to faculty in the CoM, candidates must have a PhD and/or MD, and/or a comparable degree (e.g. MBChB) from a recognized university as minimum academic credentials. Alternative credentials may be accepted in exceptional circumstances, such as in a meritorious record of scholarship or significant professional experience related to the assigned academic duties. While faculty seeking promotion or tenure must meet these minimum credentialing standards, additional required credentials for appointment are determined by the departments in consultation with the Dean and may vary by department.

appointment, the letter of appointment will indicate that tenure cannot be awarded without the required credentials as specified in this section.

In cases where alternative qualifications will be accepted when such qualifications are deemed to be equivalent to the academic credentials typically expected in the discipline, the acceptable alternative qualifications must be stipulated in the candidate's letter of appointment.

2. TEACHING ABILITY AND PERFORMANCE

Teaching performance that is consistent with the University's commitment to providing excellent academic programs is expected of all faculty. Evaluation of teaching will form an essential component of tenure and promotion considerations. University teaching requires more than classroom performance. Candidates will be expected to demonstrate a high level of proficiency in their subject area(s) or discipline(s), to make thorough preparation for their classes, to communicate effectively with their students, to show a willingness to respond to students' questions and concerns, and to exhibit fairness in evaluating students.

Both before and after tenure is awarded, faculty are expected to remain committed to improving/enhancing their teaching performance and to remedy problems identified with their teaching. As faculty progress through the ranks, they will be expected to extend their knowledge of their field(s) or discipline(s), i.e. with respect to classes, currency of the material presented, and new teaching methods.

For tenure and promotion, assessment of teaching performance will be based on a **series of evaluations** of a candidate's teaching performance and teaching materials **over a period of time**. The assessment will involve both peer and student evaluation of aspects of teaching and evidence of performance described in Table II. Evaluations by peers and feedback from students will be obtained on an **ongoing basis** and should be shared with candidates for formative purposes.

Teaching performance may include, but is not limited to, all presentation of teaching, including lectures, seminars and tutorials, course material including online course websites, individual and group discussion, supervision of individual students' work or other means by which students derive educational benefit including mentorship and Indigenous-based and/or community-based teaching. An individual's entire teaching contribution over the review period should be assessed.

Evaluation of teaching performance may include, but is not limited to command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary and may include, but are not limited to, student feedback, peer assessment, evaluations from the Department Head or the Dean or designate, and outside references concerning Indigenous-based and/or community-based teaching, course material and examinations, the caliber of supervised assignments, essays and theses. Consideration may be given to the ability and willingness of the candidate to teach a range of subject matters and at various levels of instruction, as well as program design and revision and student advising.

Table II (Evaluation of Teaching) provides a summary of the range of teaching roles, key aspects to be assessed, and types of activities under consideration. College standards may specify which of the various teaching roles and aspects identified in Table II are to be evaluated and how the overall assessment of teaching performance is to be made, i.e., what items or activities are to be reviewed and by whom. College standards will specify those situations in which candidates must demonstrate satisfactory performance in specific teaching roles or aspects of teaching in order to receive an overall assessment of meeting the standard in this category. When evaluating a candidate's teaching performance, it may be appropriate in some cases to consider aspects and review items other than those listed in Table II; however, any additional elements must be included in the college standards and must be approved by the University Review Committee.

2. TEACHING ABILITY AND PERFORMANCE

As indicated in Part C, above, all college faculty seeking promotion or tenure should participate in teaching activity. Teaching responsibilities are determined at the time of appointment or thereafter at each periodic academic review, in discussion with the Department Head. It is not expected that all faculty must be involved in all of the teaching roles listed in Table II of the university standards, but only those roles set out for that faculty member in discussion with the Department Head or as determined according to applicable university processes, including the assignment of duties. Department Heads must remain mindful of achieving a balance of activities that, in total, facilitates rather than impedes progress towards promotion.

To be granted tenure or promotion, there must be compelling evidence of consistent improvement in teaching beyond that initially expected following appointment.

All faculty with teaching responsibilities are strongly encouraged to pursue teaching excellence by at least once-yearly attendance at a course or workshop designed to improve their teaching abilities. The appropriateness and applicability of courses or workshops aimed at teaching improvement will be determined by the Department Head in discussion with the candidate, utilizing advice available from faculty development leaders in the College of Medicine.

Teaching duties in the CoM range from supervision of graduate students and postdoctoral fellows to the teaching of undergraduate students and postgraduate medical residents. Contributions to indigenizing of an educational experience (e.g. land and place-based learning or languages; building relationships with Indigenous Knowledge Keepers, Elders, community members) will also be recognized. Teaching may include participation in undergraduate and graduate courses, teaching and/or supervision of students performing clinical work, teaching courses in certificate programs (e.g. ACLS, PALS, ALARM, ATLS), inter-professional teaching, teaching in courses provided by Continuing Medical Education (CME), teaching at a distance and teaching in faculty development workshops. The preceding list of teaching activities is not necessarily exhaustive.

The college recognizes that the amount of teaching performed will vary considerably from one individual to the next. Because of inter-department variability, the acceptable amount of teaching with respect to tenure or promotion will be discussed as the case is being evaluated, and in accordance with departmental norms and agreed upon assignment of duties.

To meet the standard for teaching in the CoM, peer evaluations and student evaluations must be collected **regularly** in order to show satisfactory evidence of ongoing improvement over a period of time. While departments and/or the college may have processes in place to assist with this requirement, individual faculty have a responsibility to work with their Department Heads to ensure that teaching evaluations occur.

Table B is to be used to evaluate teaching participation and teaching quality. Scholarly work associated with teaching will be evaluated separately, in Categories 4, 5.2a, or 5.2b, as applicable.

TABLE B application:

Level 1: for use in evaluating teaching at the Assistant Professor level, renewal of probation as Assistant Professor, or tenure as Assistant Professor

Level 2: for use in evaluating tenure as or promotion to Associate Professor

Level 3: for use in evaluating tenure as or promotion to Professor

TABLE II - EVALUATION OF TEACHING

<i>Teaching Roles</i>	<i>Aspects to be assessed</i>	<i>Items and Activities to be reviewed</i>
<ul style="list-style-type: none"> · teaching in introductory undergraduate courses · teaching in advanced undergraduate courses · teaching in graduate courses · clinical teaching in undergraduate or graduate courses · teaching and/or supervision of students performing clinical work, practica or other types of field work, study-abroad or international exchange programs · supervising honours students · advising and supervising graduate students, post-doctoral fellows · teaching courses in certificate or diploma programs · co-ordination or administration of multiple section or multiple instructor courses · contributions to internationalization of educational experience · teaching at a distance 	<ul style="list-style-type: none"> · organization of class/course preparation for classes · appropriateness of material presented; i.e., volume, level, currency · 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 · availability for students outside of class time · adequacy of support and direction provided to graduate students · fairness in dealing with students · teaching innovation in curricular design · incorporation of teaching innovations into teaching pedagogy · extent to which scholarly work is brought into the classroom 	<ul style="list-style-type: none"> · Self-assessment · teaching in the classroom · teaching in clinical or laboratory settings · course outlines/syllabi · instructional materials - written course materials, laboratory manuals, audio-visual resources, computer programs · examinations · involvement on graduate advisory and/or examination committees · supervision of undergraduate and graduate student work · progress/success of graduate students supervised · teaching dossier development and supervision of academic exchange and/or study abroad programs · pedagogical research, publications and presentations

The following evidence will be provided by the candidate:

Self-Assessment: The self-assessment should articulate a clear narrative of how the provided evidence demonstrates that the relevant standards for teaching are met and should include a teaching philosophy statement that details the candidates particular pedagogical strategies, as well as descriptions, reasons/rationale, and reflections/insights related to the criteria for effective teaching outlined in Table II. The self-assessment should highlight reflection and iterative growth. If not included in the CV, it will also include a list of courses taught in the period of review; this may take the form of a table and should include the course code, name, level and number of students, and delivery method (in-person, remote, hybrid, etc.). It should also include an assessment of the peer evaluations and student feedback of teaching performance.

Peer Review of Teaching Practices: Peer review of teaching practices should include all relevant aspects of teaching described here. All peer reviews of teaching practices must culminate in a written assessment; each

TABLE B: Evaluation of Teaching

Expectations for all levels of evaluation:

Using student or peer teaching evaluations, faculty will provide evidence of:

- uniformly satisfactory teaching or satisfactory improvement of teaching
- willingness to accept feedback
- being well prepared for teaching
- being well organized while teaching
- using course materials appropriate for learner level
- the ability to communicate well with learners
- incorporating evidence from published scholarly work or recent research into all teaching activities
- use of innovative teaching methods or technologies when appropriate
- willingness to provide teaching to all levels of learners, as requested or assigned
- being a good role model or mentor for learners
- providing both formative and summative feedback to learners
- incorporating peer and student feedback into teaching practices
- fair and thorough evaluation of student performance, as per course director/organizer commentary
- using up-to-date and curriculum-relevant teaching material, as per course director/organizer commentary
- where appropriate, provide opportunities for students to engage/interact with Indigenous Knowledge Keepers/Elders

Required Activities and Progress Indicators

Level 1	Level 2	Level 3
<p>Required: All of the following, as applicable:</p> <ul style="list-style-type: none"> • teaching in undergraduate or graduate courses as assigned • advising or supervising graduate students and/or postdoctoral fellows <p>For clinical teaching, at least 3 of the following:</p> <ul style="list-style-type: none"> • small-group leader, co-leader or facilitator for any level of learner(s) • teaching on ward rounds in any clinical setting (e.g. hospital, nursing homes) • teaching at inpatient or ambulatory care clinics in hospitals, health centres, etc. • emergency room teaching • operating room teaching 	<p>Required: All applicable Level 1 requirements, plus:</p> <p>For clinical teaching, at least 3 of the following:</p> <ul style="list-style-type: none"> • regular teaching for pre-clerkship students, clinical clerks, or residents • teaching at local (department, college, health authority) CME events • teaching as content expert at local faculty development events • teaching in group clinical education (e.g. grand rounds, mortality rounds, sign-in or sign-out rounds) • participant in PG event-based teaching (e.g. academic half-days) 	<p>Required: All applicable Level 1 and 2 requirements, plus:</p> <p>For clinical teaching, at least 3 of the following:</p> <ul style="list-style-type: none"> • teaching as course coordinator/leader, main instructor or frequent contributor in UG or PG event-based teaching (e.g. classroom, small-group, tutorial, academic half-day) • frequent participant in UG event-based teaching • teaching as content expert at faculty development events more frequently than demonstrated for Level 2 • identification as local faculty development leader at DME sites

written assessment should specify which teaching activities are being reviewed and which criteria are being assessed.

Student Feedback on their Learning Experience: The following methods of undergraduate and graduate student feedback are acceptable:

- Written appraisals, obtained by the Department Head or Dean (or designate), and signed by students. If based on a specific course, the number of students enrolled in that course will be provided.
- Questionnaires, approved at the department or college level, administered by a college or department official (other than the instructor) appointed for this purpose, and completed by students when the designated completion rate is satisfied. A summary, including an interpretation, of the numeric results and any qualitative comments will be provided by the department or college at the time of tenure or promotion. Results of the questionnaire will include the enrolment in the course and the number of completed evaluations received.

The following considerations of student feedback are to be made:

- Student feedback is an important component of teaching quality assessment however, it is important that this feedback is used and interpreted appropriately. This data is student feedback on their learning experiences, rather than assessments of teaching quality. When used with other forms of data, they can be one element of a rich picture of teaching practice for use in collegial processes.
- Student feedback is subject to equity bias; research shows that faculty members with minoritized identity characteristics consistently receive less favourable feedback than their peers, disadvantaging faculty along lines of gender, sexuality, racialization, disability, country of origin, and age, etc. Collegial process committee members reviewing student feedback should be aware of the potential for bias and should assess student feedback within the larger context of the material contained in the case file pertaining to teaching practice. Candidates are invited to note in the self-assessment, where they believe bias in student feedback is relevant. Best practices include comparing the trajectory of feedback metrics over time for a single instructor, and avoiding instructor comparisons, and interpreting qualitative feedback with caution as the equity bias is often pronounced in the comments provided by students.
- Student feedback should be examined primarily for teaching effectiveness, which is understood to be only one of several considerations that inform student feedback such as personal experiences which can affect responses to complex subjects that evoke strong opinions and thus influence the evaluation of instructor performance.

Peer reviews of teaching practices and student feedback on their learning experience will be:

- coordinated by the Dean or Department Head (or designates),
- coordinated in consultation with the candidate to ensure that all committees have the necessary information upon which to base a decision;
- obtained on a regular basis over a period of time (ideally once a year at minimum) in the case of peer reviews; candidate will provide an explanation that their absence, including reasons that are beyond a candidate's control. Obtained on a regular basis over a period of time (ideally with every class delivered) in the case of student feedback; and
- shared with the candidate for formative purposes.

Evaluation by Department Head or Dean or Designates: the same guidelines used in the unit for evaluation by peers shall be used for evaluation by Department Heads or Deans or their designates, except that the Dean shall determine the appropriate frequency of evaluation, which may differ from Instructor to Instructor. The Dean or Department Head may request written comments from the coordinator of multiple section or multiple instructor courses or other instructors of the course as part of the assessment.

Specific Requirements by Rank: In addition to the above general requirements, the following will form the basis of the recommendation:

Tenure as Assistant Professor or Assistant Professor of Teaching: For tenure to be recommended, there must be compelling evidence of satisfactory teaching performance beyond that expected at appointment. The

- teaching provided while on-call, any setting
- teaching provided in clinical laboratories
- communications skills teaching
- clinical skills teaching for pre-clerkship students
- other event-based teaching (e.g. lectures, seminars, tutorials, academic half-days)

- participant in UG event-based teaching (e.g. classroom lectures, small-group facilitation, tutorials)
- participation in remedial teaching, as requested by UG or PG offices
- level of participation in department-based teaching increased over Level 1 expectations
- health care teaching using social media or other digital platforms – must be validated or authorized by department or college academic administrators
- regular participant in faculty development focusing on teaching improvement
- volunteering to teach without being requested (provide examples)
- recipient of teaching awards or other special recognition as a teacher*

- invited teaching at provincial, national or international CME events or conferences
- invited teaching at interdisciplinary continuing education or clinical in-service events
- participation in organized counseling or mentorship programs for students
- frequent teaching of multiple levels of learners
- health care teaching for students, patients, institutions and peers using social media and/or other digital platforms – must be validated or authorized by department or college academic administrators
- recipient of teaching awards or other special recognition as a teacher*

*Awards are not a requirement for consideration of tenure or promotion; however, receipt of an award at any level is an indicator of excellence.

evidence will demonstrate a commitment to performance that is consistent with the University's intent to provide excellent academic programs. The evidence will demonstrate ongoing professional development and reflexivity for teaching improvement.

Tenure as or Promotion to Associate Professor or Associate Professor of Teaching: For the award of tenure or promotion to be recommended, the evidence will demonstrate a record of performance that is consistent with the University's commitment to providing excellent academic programs above that expected at the rank of Assistant Professor or Assistant Professor of Teaching, as appropriate. The evidence will demonstrate that the candidate is knowledgeable of current developments in their respective discipline(s), and in the field of teaching and learning and ongoing professional development and reflexivity for teaching improvement.

Tenure as or Promotion to Professor or Professor of Teaching: For the award of tenure or promotion to be recommended, the evidence will demonstrate a record of performance that is consistent with the University's commitment to providing excellent academic programs above that expected at the rank of Associate Professor or Associate Professor of Teaching, as appropriate. The evidence will demonstrate that the candidate is contributing to the University's commitment to offer excellent instructional programs. The evidence will demonstrate that the candidate is knowledgeable of current developments in their respective discipline(s), and in the field of teaching and learning, and demonstrates the implementation of this knowledge in teaching performance.

3. KNOWLEDGE OF THE DISCIPLINE AND FIELD OF SPECIALIZATION

Candidates for tenure and promotion will have developed an academic field of specialization and/or an area of focus and will demonstrate knowledge of the field of specialization and its relation to the discipline. Evidence to be used to evaluate performance in this category will primarily focus on the breadth of the candidate's work and its relationship to the discipline. Evidence used to evaluate the candidate's knowledge of the discipline will include either:

- a written statement by the candidate, submitted in either Category 4 (Research, Scholarly and/or Artistic Work) or Category 5 (Practice of Professional Skills), outlining the candidate's program of RSAW or professional practice and its relationship to the discipline. It is the candidate's responsibility to demonstrate its relevance.

AND/OR

- a dedicated seminar to colleagues at the University of Saskatchewan, at tenure, or at each rank for promotion, outlining the candidate's research program and its relationship to the discipline.

Candidates are required to explain the quality and significance of their activities and that these activities are externally recognized. Aspects to be considered in this category may include, but not limited to:

- offices held in professional organizations
- membership on editorial boards of journals relevant to the candidate's RSAW or professional practice. (Align with the other areas)
- involvement in the organization of panels and conferences
- invited lectures and presentations at conferences related to the program of RSAW
- peer-reviewed activity for journals, research proposals, or other relevant entities in the discipline
- serving on research grant selection committees
- holding peer-reviewed grants
- serving as external examiner for graduate students
- Expert advice or services provided to communities, Government and their agencies or similar organizations, educational institutions, professional bodies, and media
- Improvement of qualifications
- Other honours or offices bestowed by communities or organizations engaged by the candidate
- additional criteria specified by the college and/or department standards

3. KNOWLEDGE OF THE DISCIPLINE AND FIELD OF SPECIALIZATION

In the College of Medicine, the term 'knowledge of the discipline' refers to the knowledge of a field of specialization within health care disciplines and/or health care research-related disciplines.

It is not the purpose of this evaluation category to duplicate the curriculum vitae or the information that will be summarized in Categories 4 or 5. Instead, faculty are asked to submit a list of examples of work-related activities, contributions and collegial recognition that serve to illustrate and confirm knowledge of the discipline and/or Indigenous knowledge and chosen field of specialization. Where relevant the field(s) of specialization should be clearly identified. It is recognized that there will be considerable overlap amongst the groups of examples shown below and that some examples will be noted again in Categories 6 and 7.

TABLE C application:

In Category 3, the acceptable and required standard will be the same for each level of evaluation (renewal of probation or tenure at any rank, and for promotion to associate professor or professor). Bulleted lists are provided as examples only.

TABLE C: Evaluation of Knowledge of the Discipline

The following examples are in addition to evidence listed in the University Standards

Clinical faculty: examples of personal clinical knowledge and expertise demonstrating recognition within the clinical community:

- participation on clinical guideline committees or clinical quality improvement programs or initiatives
- participation on clinical care delivery initiatives, quality assurance committees, or other clinical service committees
- participation in developing new clinical programs, therapies, treatment methods, investigations
- participation in community-engaged scholarship and/or Indigenous oracy
- leadership and supervisory roles related to the organization or provision of clinical services
- clinically-related presentations, lectures, seminars or in-services provided to colleagues
- provision of clinical consultation services, or consultations to governments or health authorities
- demonstration of leadership specific to the practice of reconciliation, Indigenization and/or decolonization
- participation as a committee member or chair for clinical professional bodies or associations

To assess this category, Department and College Review Committees must indicate the evidence used in making the evaluation.

Science/research faculty: examples of personal scientific knowledge and expertise demonstrating recognition within the scientific community:

- participation on research grant review committees for any agency, institution or other body
- participation as a committee member or chair for scientific professional bodies or associations
- participation in interdisciplinary scientific and research collaboration, demonstrating leadership with advancing academic rank
- participation in community-engaged scholarship and/or Indigenous oracy
- provision of scientific expertise or opinion to government, industry or the media
- demonstration of leadership specific to the practice of reconciliation, Indigenization and/or decolonization
- membership on editorial boards for publishers of scientific journals, books, etc.
- member, chair or supervisor on research advisory committees for graduate or postgraduate students, or postdoctoral fellows

Medical educator/teacher faculty: examples of personal educational or teaching knowledge and expertise demonstrating recognition within the educator/teacher community:

- participation in or leadership of departmental, college or university educational committees
- membership on editorial boards for publishers of educational journals, books, etc.
- leadership or supervisory roles related to the provision or development of educational programming
- participation on local, national, or international medical education committees, boards or organizations
- participation on local, national, or international medical education examination, evaluation or assessment committees
- participation in community-engaged scholarship and/or Indigenous oracy
- demonstration of leadership specific to the practice of reconciliation, Indigenization and/or decolonization
- supervisor or member or chair on a supervisory committee for graduate or postgraduate students, or postdoctoral fellows

In addition to providing the information outlined above, faculty are encouraged to provide an open seminar to departmental and college colleagues prior to case file review. This seminar will focus on the chosen field of specialization and it will emphasize, in particular, the ways in which that field of specialization has relevance for and adds value to the applicable discipline. Peer evaluations of the seminar must be submitted with the case file.

PREAMBLE TO CATEGORIES 4 AND 5:

In the College of Medicine, research and scholarly work will be evaluated under either Category 4 or under one or both Category 5 subcategories (5.2a and 5.2b). The category used will be addressed in the letter of appointment or in discussion with the Department Head, and must be supported by the Dean, followed by submission to the Vice Provost Faculty Relations for approval, consistent with standard collegial practices.

Category 4 is used for evaluating faculty whose major obligations involve medical or health-related research, while subcategory 5.2a is used for evaluating research and scholarly work performed by faculty whose major obligations are clinical. Subcategory 5.2b is reserved for evaluating the research and scholarly work performed by those whose major roles involve pedagogy and research in medical education.

Rarely, and depending upon the nature of their academic contributions, clinical faculty might request that their research and scholarly work be evaluated according to criteria appearing in *both* subcategories 5.2a and 5.2b. Alternatively, a few clinical faculty may request that their research be evaluated using Category 4, rather than 5.2a (as might be appropriate for a CIHR Chair of clinical research). Requests made by clinical faculty to be evaluated in Category 4 are uncommon and require prior discussion and approval from the Department Head, Dean and Vice Provost Faculty Relations as applicable.

Irrespective of the research evaluation category used, all clinical faculty are required to have their clinical practices evaluated under subcategory 5.1a (Practice of Professional Skills – Clinical Practice). Similarly, all faculty whose primary academic contributions involve pedagogy and medical education are required to have their educational practices evaluated under subcategory 5.1b (Practice of Professional Skills – Educational Practice).

In support of the University's commitment to Indigenous engagement, faculty in the CoM are highly encouraged to participate in opportunities where their understanding of Indigenous history and culture will be enhanced.

Supporting evidence for both Category 4 and Category 5 may include written evaluations from clients, client agencies, Indigenous leaders, organizations, communities or colleagues, who are familiar with the technical and/or professional aspects of the research and/or practice.

4. RESEARCH AND SCHOLARLY WORK

For faculty being evaluated using Category 4, the College of Medicine requires compelling evidence of an active research program and/or program of scholarship, combined with evidence of adequate research funding. Primary and essential evidence in this category is publication in reputable peer-reviewed outlets. Research for consideration must have been undertaken following appointment at the University of Saskatchewan and during the period under review.

The chosen publication outlet, including traditional formats, digital platforms and novel or innovative venues, must be acceptable to the departmental renewal, tenure or promotions committees, as articulated in departmental standards. To provide evidence of an increasingly productive and significant research program, an ongoing publication record is essential. In evaluating research productivity, the volume of published work will be judged in accordance with its impact, quality and significance. Applicable metrics will necessarily vary from specialty to specialty: if used, their relevance should be identified and explained in the case file.

It is anticipated that faculty participating in community-engaged and Indigenous health research will produce deliverables that are peer-reviewed outside the academy with community members including Indigenous Elders and Knowledge Keepers. (According to the Tri-council TCPS 2 (2018) – Chapter 9, evidence of the researcher's responsibility to conduct relevant research based on respectful relationships and reciprocity to the community.) Evidence includes respectful relationship building with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few. It is expected that community-engaged scholars include community members as co-PI's, Co-I's, Knowledge Users, Collaborators, and/or co-authors on publications.

Evaluation of research, scholarly and/or artistic work for tenure and promotion at all ranks will address the quality and significance of the work. Evidence will include the peer-reviewed publications and presentations referenced above, but may also include other works (e.g. Indigenous oracy, artistic works, performances, research related patents, copyrighted software and audio-visual materials).

Ongoing, sustainable research funding will be taken as evidence of a promising upwards trajectory, but normally should be combined with a record of publication that meets or exceeds the expectations laid out in Table D. Departmental renewal, tenure and promotion committees have some flexibility in this regard: however, clear explanations must be provided by both the faculty and the Department Head in cases that might appear to fall short of the usual expectations described in Table D.

Table D is to be used for evaluating research and scholarly work. The recognition of discipline-specific expertise one receives as a result of one's research activities is evaluated under Category 3, Knowledge of the Discipline.

4. RESEARCH, SCHOLARLY AND/OR ARTISTIC WORK

Subject to college standards candidates may provide evidence in one or several of the categories of RSAW (research, scholarly, and/or artistic work).

Research, scholarly and/or artistic work is expected of all tenure-stream faculty, but not all faculty are assessed under this category. For the purposes of this document, and for faculty evaluated under this category, research, scholarly and/or artistic work is creative, intellectual work which is in the public realm, and which has been reviewed by peers external to the University of Saskatchewan. Evaluation of research, scholarly and/or artistic work for tenure and promotion at all ranks will address the quality and significance of the work.

Candidates will provide an up-to-date curriculum vitae and, in collaboration with the Department Head/Dean, will provide a case file with relevant evidence for the purposes of this assessment. Table III outlines the categories of scholarship and sources of evidence that are used to assess faculty at all ranks. Some faculty may have work in only one category; other faculty may have work in multiple categories. For faculty who are only assessed within the artistic work category, this is determined at appointment. Primary and essential sources of evidence are indicated and deemed necessary. Other sources of evidence are outlined: this list is not exhaustive, and not all items apply in every situation. College standards may specify the type and weighting for the sources of evidence to be assessed in this category.

Table III. Categories of Scholarship and Sources of Evidence

Primary and essential evidence must include:	
Artistic Work	Presentation in appropriate peer-reviewed venues such as exhibitions and performances and publications.
Research & Scholarly Work	Publication in appropriate peer-reviewed outlets.
Secondary evidence may include but is not limited to:	
<ul style="list-style-type: none"> - Award of research funding that employs a process of peer evaluation (unless specified as primary and essential evidence in department or college standards) - Funding from non-peer reviewed sources - Knowledge mobilization/transfer outcomes - Research-related patents, intellectual property, commercialisations, copyrighted materials - Audio-visual materials and web-based content - Practice-changing creative and/or professional outputs (e.g., design specifications, software, datasets with documented external uptake, teaching/training materials derived from research) 	
Additional secondary evidence for Indigenous and/or community engaged work may include the following evidence;	

- Publication or other forms of dissemination of research findings that demonstrate the impact of the research with Indigenous Peoples and/or community(ies).
- Implementation/adoption of research-based programs, policies, practices, activities, interventions, initiatives, services, etc. (or research-based modifications to these) within community(ies) and/or by Indigenous Peoples and/or their leaders and/or their delegates.
- Requests/invitations to expand awareness and/or adoption of research-based programs, policies, practices, activities, interventions, initiatives, services, etc. to other community(ies) and/or Indigenous Peoples
- Metrics that capture awareness of research outcomes such as number of downloads; number of views; distribution by end users, government and/or NGOs; media reach; number of attendees. Statements from communities, leaders, Elders, knowledge keepers, NGOs, government agencies, or others that speak directly to the quality of relationship and the impact of the faculty member's scholarly work in the relevant community Comments or testimonials that reflect the impact of the research on community(ies) and/or Indigenous Peoples

Self-assessment for all evidence

Must address the quality and significance of the work and the broader impact of the work on the field of specialization and if applicable society, the environment, the economy, etc. If applicable, clearly state the interdisciplinary and/or collaborative nature of the work, including the role of the faculty member in the research team.

Candidates, including evidence of Indigenous and/or community engaged work may include explanations and/or narratives to assist in the assessment of the work (e.g. process and timelines for building and fostering relationships and connections) and address benefits to (the) community(ies).

Specific Requirements by Rank: In addition to the above general requirements, the following will form the basis of the recommendation:

Tenure as Assistant Professor: For tenure to be recommended, there must be compelling evidence that a body of high-quality scholarly work has been completed beyond that demonstrated at appointment at the University of Saskatchewan. There must also be evidence of the promise of future development as a scholar, including the presence of a defined program of research or scholarship. Evidence of the ability to obtain adequate research funding will be required if specified in college or department standards.

The quality of research, scholarly and/or artistic work will be assessed, using the appropriate tenure standards of the University of Saskatchewan, by at least three senior academicsⁱⁱ drawn from comparable institutions.

Tenure as or Promotion to Associate Professor: For the award of tenure or promotion to be recommended, there must be compelling evidence of significant achievement in scholarly activity beyond that demonstrated at appointment and beyond that expected for the rank of Assistant Professor. Candidates will demonstrate through refereed publications or performances or exhibitions or appropriate outlets that the results of their research, scholarly and/or artistic work have made a contribution sufficient to be recognized by colleagues in their field in other parts of Canada or internationally. There must also be compelling evidence of the independent establishment and execution of a clearly defined program of scholarship, and a positive indication that the candidate will maintain activity in research and scholarly work. Evidence of the ability to obtain adequate research funding will be required if specified in college or department standards.

For tenure at the Associate rank (unless tenure is a condition of appointment), the quality of research, scholarly and/or artistic work will be assessed, using relevant tenure and promotion standards of the University of Saskatchewan, by at least three senior academics drawn from comparable institutions.

TABLE D application:

Level 1: for use in renewal of probation as Assistant Professor or tenure as Assistant Professor
 Level 2: for use in evaluating tenure as or promotion to Associate Professor
 Level 3: for use in evaluating tenure as or promotion to Professor

Preamble:

Table D provides information on **quantity and variety** of accepted submissions and will be evaluated in light of the University standards for **quality and significance** at each level.

Senior and/or corresponding author role is attributed to the individual who conceptualized the project and takes primary responsibility for the paper - as corresponding author they also respond to questions about the paper. The placement of this author will vary depending on the discipline or the journal, thus annotation of each publication by faculty is critical.

TABLE D: Evaluation of Research		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> research for Level 1 must be independent of former supervisors 	<ul style="list-style-type: none"> research for Level 2 must be independent of former supervisors 	
<p>For Renewal of Probation: There must be evidence of the <u>development</u> of a program of independent research with identifiable area(s) of major focus. Evidence should include but is not limited to:</p> <ul style="list-style-type: none"> local, provincial, or national peer-reviewed funding applied for or obtained, or industry-sponsored funding obtained author or co-author of at least one peer-reviewed publication author of at least one abstract in peer-reviewed conference proceedings <p>For Tenure: There must be evidence of <u>establishment</u> of an independent research program. Evidence should include but is not limited to:</p> <ul style="list-style-type: none"> senior/corresponding author of at least two peer-reviewed publications during the period since appointment author or co-author of at least one additional publication (e.g. peer-reviewed review article, clinical report, technical report, book chapter, etc.), which may be in 	<p>There must be evidence of the <u>growth</u> of a productive, nationally recognized research program. Evidence should include but is not limited to:</p> <ul style="list-style-type: none"> Senior/corresponding author of at least five peer-reviewed publications, published during the period since appointment author or co-author of at least two additional publications (e.g. peer-reviewed review articles, clinical reports, technical reports, book chapters, etc.), including those published in alternate venues acceptable to the department, during the period since appointment at least two presentations at national or international scientific meetings during the period since appointment provincial or national peer-reviewed funding obtained as principal or co-principal investigator, at a level adequate to support research undertaken in the identified area(s) of focus primary supervision of graduate students and/or senior trainees 	<p>There must be evidence that the candidate <u>leads</u> a nationally and internationally recognized research and HQP training program. Evidence should include but is not limited to:</p> <ul style="list-style-type: none"> stable national or international ongoing funding obtained to fully support a recognized individual or collaborative research program senior/corresponding author of at least five peer-reviewed publications since previous promotion author or co-author of at least three additional publications (e.g. peer-reviewed review articles, clinical reports, technical reports, chapters in texts, etc.), including those published in alternate venues acceptable to the department, since previous promotion one presentation per year, on average, since last promotion, as an invited/selected speaker at national or international scientific meetings, or at other universities or similar institutes primary supervisor of at least one successful completion of graduate

<p>For promotion to the Associate rank, the candidate will be evaluated by colleagues in the candidate's department or college (in the case of non-departmentalized colleges). The candidate will provide an up-to-date <i>curriculum vitae</i> and, in collaboration with the Department Head/Dean, will provide a case file, and other relevant evidence for the purposes of this assessment.</p> <p>Tenure as or Promotion to Professor: For the award of tenure or promotion to be recommended, there must be compelling evidence of significant achievement in scholarly activity beyond that demonstrated at appointment and beyond that expected for the rank of Associate Professor. Candidates will demonstrate, through contributions in appropriate peer-reviewed outlets or through peer-reviewed performances or exhibitions, or appropriate outlets that the results of their research have made a contribution to the field of specialization, sufficient for this contribution to be recognized as substantial by authorities in the field in other parts of Canada, and other countries if required by department or college standards. There must also be evidence of leadership in the establishment and execution of a clearly defined program of research or scholarship and a positive indication that the candidate will maintain activity in research and scholarly work. Evidence of the ability to obtain adequate research funding will be required if specified in college or department standards.</p> <p>For tenure (unless tenure is a condition of appointment) and/or promotion, the quality of research, scholarly and/or artistic work will be assessed, using the tenure and promotion standards of the University of Saskatchewan, by at least three senior academics drawn from comparable institutions. Promotion to this rank is neither automatic nor based on years of service.</p>	<p>alternate venues acceptable to the department</p> <ul style="list-style-type: none"> • primary supervision of a graduate student(s) and/or senior trainee(s) • at least one presentation at a national or international scientific meeting • provincial or national peer-reviewed funding obtained as PI, or co-PI for research undertaken in the identified area(s) of focus <p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p> <ul style="list-style-type: none"> • Evidence includes initiating establishment of respectful relationship building with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few • Knowledge Translation evidenced in the form of art based work such as singing, bead work, digital work, film making, story telling • has engaged or stimulated the work of other local researchers or practitioners. 	<ul style="list-style-type: none"> • participation as a reviewer in at least one regional or national peer-review program <p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p> <ul style="list-style-type: none"> • Evidence includes the establishment of respectful relationship with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few • has resulted in contributions in policy or program design at a local level, potentially led to new developments in the field or been incorporated to address a clinical/public health problem and will influence health status in the community. • has stimulated the work of other local researchers or practitioners. • has influenced activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address health issues in a community (local or provincial) 	<p>student or postdoctoral fellow since previous promotion</p> <ul style="list-style-type: none"> • at least two of: <ul style="list-style-type: none"> ○ service on editorial board of a scholarly or scientific journal acceptable to the department ○ principal investigator in an industry-sponsored trial ○ author/co-author of a report to a scholarly society ○ leadership service on a national professional or scholarly society ○ leadership service as primary organizer of a national conference, symposium or meeting <p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p> <ul style="list-style-type: none"> • Evidence includes long-term respectful relationships with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few • has resulted in contributions in policy or program design provincially or nationally, led to new developments in the field or been incorporated to address a clinical/public health problem and has influenced health status in the community. • has stimulated the work of other researchers or practitioners at a national level. • has influenced activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address health issues in a community (provincial or national)
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<ul style="list-style-type: none"> • for tenure at this rank, three external reviews provided by senior colleagues in other comparable institutions, within the same or another relevant discipline 	<ul style="list-style-type: none"> • for tenure at this rank, three external reviews provided by senior colleagues in other comparable institutions, within the same or another relevant discipline 	<ul style="list-style-type: none"> • for tenure at this rank, or for promotion to professor, three external reviews provided by senior colleagues in other comparable institutions, within the same or another relevant discipline
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5. PRACTICE OF PROFESSIONAL SKILLS

Candidates with Academic Programming appointments are considered for promotion and tenure under this category and, unless otherwise specified in college standards, are evaluated under sub-category 5.1 (Professional Practice) and 5.2 (Scholarly Work). Unless specified by college standards, all ranks of Professors of Teaching are considered for promotion and tenure under sub-category 5.3 (Educational Leadership); typically, college standards will identify other sub-categories that apply (5.1: Professional Practice; and/or 5.2: Scholarly Work). College standards will identify minimum expectations in 5.1, 5.2, and 5.3, that must be met, when they are used by a candidate to demonstrate proficiency.

Professional practice (5.1) means mastery of the professional skills associated with the discipline, and their effective use in a discipline-appropriate practice setting. Scholarly work (5.2) is creative, intellectual work which is in the public realm, and which has been subjected to external peer-review. Educational leadership (5.3) includes activities that advance innovation in teaching and learning with impact in one's classroom and beyond.

This category of assessment will consider the overall evaluation of the candidate's performance and must consider the amount of time protected for each sub-category in the letter of offer and annual assignment of duties.

5.1 Professional Practice

Colleges will define professional practice in the context of their particular disciplines. Two examples are provided for illustrative purposes.

Clinical Practice applies to faculty members in one of the health science professions, and faculty members from other disciplines who engage in testing, diagnosis, remediation, coaching, counselling and similar activities. College standards will refer to some or all the standards for practice identified in the list below and outline expectations.

Educational Practice applies to faculty members engaged in a professional practice in educational program development and delivery, and/or in instructional design. College standards will outline expectations ensuring that the practice is grounded in a conceptual framework that is supported by contemporary literature, and that there is evidence of results achieved. Educational Practice is considered a limited component of educational leadership and only applies to Academic Programming appointments.

In colleges where this category of assessment is employed, colleges will provide definitions of professional practice similar to those provided above and will identify the elements of practice to be evaluated. College standards will include some or all of the following:

- performance of professional skills (e.g., clinical management, counselling, program design and evaluation, diagnosis, systems analysis, applied government and/or private sector technical and policy reports)
- peer recognition (e.g., referrals and requests for services, provision of expert advice, testimonials from client organizations, professional association recognition)
- delivery of health care, technical or professional services
- completeness and accuracy of investigations, procedures, reports, case records, policy analyses, etc.

5. PRACTICE OF PROFESSIONAL SKILLS

All clinical faculty, as defined in Section 1 of these standards, will have their clinical practices evaluated according to the standards described in subcategory 5.1a. The scholarly work they undertake in association with their clinical practices will usually be evaluated according to the standards described in subcategory 5.2a. Additional details were provided in the preamble to categories 4 and 5, above.

Faculty with professional educational practices as defined in Section 5.1b, below, will have their professional educational practices evaluated according to the standards described in subcategory 5.1b. The scholarly work they undertake in association with their clinical practices will be evaluated according to the standards described in subcategory 5.2b.

5.1a Clinical Practice:

Clinical practice involves investigation, diagnostics and therapeutic/treatment decision-making in the provision of overall care and management of patients, families, communities and populations. Clinician faculty will be personally responsible for patient care as the MRP (most responsible physician) and/or the consulting clinician and/or the clinician responsible for producing or interpreting test results. The volume of clinical service provided will vary within specialties, subspecialties and departments, and depends in part upon the volume of related academic services provided. A satisfactory volume of clinical service, sufficient for evaluation under this subcategory, will be determined by the Department Head in discussion with the faculty. Satisfaction of the requirements for this subcategory are the same for all levels of evaluation.

TABLE E Application:

In Subcategory 5.1a, the acceptable and required standard will be the same for all CoM clinical faculty, at all levels of evaluation (renewal of probation and tenure at any rank, if applicable, and promotion to associate professor or professor).

- effectiveness as a professional role model (for students and other trainees)
- willingness to accept and perform duties out of regular working hours and in emergencies where this is an integral part of professional practice
- adequacy and diversity of the service load where this is an integral part of professional practice
- communication with colleagues and clients
- evidence of the ability to organize and manage complex multi-faceted and large-scale programs
- evidence of the ability to establish contribute to collaborative and collegial work in ways that respect diverse communication styles, cultural practices, access needs, and relational approaches.
- success in obtaining external funding
- leadership in the discipline with respect to the profession

In assembling evidence of professional practice, college standards will ensure that a broad-based consultative process is in place for tenure or promotion considerations. Following consultation with the candidate, the Department Head and/or Dean will request confidential, written evaluations from clients, client agencies or colleagues who are familiar with the technical and/or professional aspects of practice. Candidates may also provide letters of support (placed in the case file, see Section E). College standards may refer to standards/codes adopted by appropriate professional organizations as a guide for evaluation of practice of the profession.

5.2 Scholarly Work

Candidates for tenure or promotion will engage in scholarly work appropriate to the profession or discipline with the fundamental expectation that the results of scholarly work will be shared with other members of the profession and the academic community. Publication in reputable peer-reviewed outlets is the primary evidence in this category.

Evaluation of scholarly work for tenure and promotion at all ranks will address the *quality and significance of the work*. There must be a positive indication of involvement in scholarly work with research funding at levels appropriate to the discipline.

College standards will indicate the appropriate vehicles for dissemination or publication of scholarly work (e.g., publication of refereed articles; preparation of technical reports, reports to agencies; presentations at academic, scientific or professional meetings, dissemination of scholarly work to community organizations). College standards must make a case for standards of quality and significance equivalent to peer-reviewed publications if vehicles other than these are used as a basis for the assessment. College standards must identify the appropriate expectations for scholarly work based on the appointment, rank, and amount of time protected for research, scholarship and/or artistic work. While the full variety of RSAW outputs described in Category 4 are acceptable here, the expectation of quality and/or quantity of outputs must be proportional to/of the assignment of duties.

TABLE E (5.1a): Evaluation of Clinical Practice

Note: Relevant documentation for each bullet point, below, to be included with case file

Required:

- current appointment / privileges to health jurisdiction's practitioner staff
- current Regular license to practice medicine in Saskatchewan, if applicable
- current Certificate of Professional Conduct, or equivalent, from applicable provincial licensing/regulatory body
- current record of participation in required continuing professional learning activities (e.g. CFPC Mainpro+, RCPC MOC)
- three confidential letters of recommendation, solicited by the Department Head, from local colleagues having regular clinical contact with the faculty being evaluated, addressing clinical competence (see first 4 requirements in Level 1, Table F) and professional collegiality
- a statement of recommendation from the Department Head or designated committee, addressing all of the following requirements:
 - confirmation of clinical competence, to the extent known through reputation
 - confirmation of timely and accurate clinical record-keeping, provision of expert advice, to the extent known
 - department head has not been made aware of professionalism concerns regarding clinical practice performance
 - skilled communication in the clinical context (patients, colleagues, learners, other health professionals, staff)
 - willingness to assume responsibility for fair share of clinical workload, given other professional commitments
 - willingness to accept and perform clinical duties out of regular work hours or in emergencies, as applicable
 - willingness to participate in health jurisdiction- or clinical department-required meetings, audits and activities
 - mindful and efficient use of health care resources; good stewardship of resources

5.2a Scholarly Work associated with Clinical Practice:

Clinical faculty seeking promotion are expected to adopt a scholarly approach in the practice of their professional skills. The CoM recognizes and values the scholarly work undertaken by clinical faculty in conjunction with the performance of clinical duties and clinical teaching. While participation in original research is encouraged and supported, the CoM recognizes that the mindful application, translation and teaching of new scientific knowledge in the clinical context merits acknowledgement and support, and qualifies as scholarly work.

Therefore, scholarly contributions evaluated using this subcategory include those made through scholarly clinical teaching and those made through the application of scholarly work in the organization, delivery and evaluation of clinical services, as well as those made through participation in clinical or discipline-specific scientific research.

It is anticipated that faculty participating in community-engaged and Indigenous health research will produce deliverables that are peer-reviewed outside the academy with community members. (According to the Tri-council [TCPS 2 \(2018\) – Chapter 9](#), evidence of the researcher's responsibility to conduct relevant research based on respectful relationships and reciprocity to the community.)

Evidence includes respectful relationship building with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements,

and newsletters, to name a few. It is expected that community-engaged scholars include community members as co-PI's, Co-I's, Knowledge Users, Collaborators, and/or co-authors on publications. Community and societal change: ability to incorporate new developments in the field and transfer knowledge and techniques to problems influencing health.

Evaluation of research, scholarly and/or artistic work for tenure and promotion at all ranks will address the quality and significance of the work. Evidence will include the peer-reviewed publications and presentations referenced above, but may also include other works (e.g. Indigenous oracy, artistic works, performances, research related patents, copyrighted software and audio-visual materials).

TABLE F application:

Level 1: for use in renewal of probation as Assistant Professor or tenure as Assistant Professor

Level 2: for use in evaluating tenure as or promotion to Associate Professor*

Level 3: for use in evaluating tenure as or promotion to Professor

Preamble:

Table F provides information on **quantity and variety** of accepted submissions and will be evaluated in light of the University standards for **quality and significance** at each level.

Senior and/or corresponding author role is attributed to the individual who conceptualized the project and takes primary responsibility for the paper - as corresponding author they also respond to questions about the paper. The placement of this author will vary depending on the discipline or the journal, thus annotation of each publication by faculty is critical.

***For Tenure as or Promotion to Associate Professor:** This work must have made a contribution sufficient to be recognized by colleagues in their field in other parts of Canada or internationally¹⁾ Time and effort from these activities must be outlined to be considered in overall adjudication; 2) activities need to have accompanied supporting documentations i.e. letters of support, certificates etc.; 3) scholarly work includes research relevant to the discipline and/or medical education; 4) the quantity expectations will be prorated to the magnitude of professional responsibilities, determined by supporting documentation

TABLE F (5.2a): Evaluation of Scholarly Work associated with Clinical Practice		
Level 1	Level 2	Level 3
<p>Required:</p> <ul style="list-style-type: none"> author or co-author of at least one peer reviewed publication clinically relevant to the discipline (e.g. original research/impactful case review, analytic study, book chapter, significant webinars, podcasts, videos or other department-approved digital conveyance) consistent use of evidence-based clinical decision-making (colleagues' letters of recommendation – see Table E, above) consistent use of clinical practice guidelines and current scientific 	<p>Required:</p> <ul style="list-style-type: none"> all Level 1 requirements PLUS: < 20% protected research time – minimum of 1 from the below list of scholarly outputs: ≥ 20% research time – minimum of 4 with (*) from the below list of scholarly outputs: * senior/first/corresponding author on a peer reviewed article *coauthor of peer-reviewed publication 	<p>Required:</p> <ul style="list-style-type: none"> all Level 1 and 2 requirements PLUS: minimum of two papers as senior/corresponding author in peer-reviewed publications, clinically relevant to the discipline (e.g. original research/impactful case review, analytic study, book chapter, significant webinars, podcasts, videos or other department-approved digital conveyance) <p>And, at least four of:</p> <ul style="list-style-type: none"> presentation of latest evidence or current best practices as invited expert at national or international

	<p>research in teaching (as confirmed by teaching evaluations and colleagues' letters of recommendation - see Table E, above)</p> <ul style="list-style-type: none"> • demonstration of willingness to seek clinical and instructional guidance from established senior academics (colleagues' letters of recommendation – see Table E, above) • consistent use of current evidence while participating in analysis and discussion of cases and conditions (as confirmed by teaching evaluations and colleagues' letters of recommendation - see Table E, above) <p>And, at least three of:</p> <ul style="list-style-type: none"> • participation in faculty development events centered on effective knowledge translation for learners in the clinical workplace • participation in quality improvement activities in clinical care that result in new evidence-based standards of care or local/regional best practices • participation in self-improvement or CPL/CME activities involving critical appraisal of the medical literature and subsequent clinical practice renewal • participation in the organization of or maintenance of standards for multidisciplinary care delivery • demonstrates willingness to participate in research through the recruitment of patient subjects in own practice, if requested • participation in systematic patient safety initiatives as a planner, developer or recognized leader in the integration, application or teaching of patient safety <p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p>	<ul style="list-style-type: none"> • * co-PI or PI for research funding from any funding agency with contribution to grant writing or applicant as co-PI or PI for research funding with internal review to CHIR/Tri-Council funding agency, with contribution to grant writing • * supervisor of medical student, resident research project or graduate student • * peer-reviewed poster presentation or lecture at meeting or conference • author/coauthor clinical trials publication, case review, book chapter, expert consensus statements/ clinical reviews/ evidence based provincial or national guidelines with evidence of application • author/ coauthor of technical report or clinical report or tool for improving medical education, health care delivery, health care quality, or patient safety with evidence of application • accreditation surveyor resulting in written technical report <p>And, at least three of (or 2 if including an item with [*]) :</p> <ul style="list-style-type: none"> • Excellent mentor and role model: i.e. as evidenced by examples and letters of support including formal coaching or mentoring i.e. Compas+ or PromptMD, development of processes that facilitate mentorship • Faculty development/refinement of teaching/academic skills through courses, readings, webinars i.e. faculty development courses (minimum of 15 hours) and subsequent presentation/dissemination of 	<p>clinical/scientific meeting or conference</p> <ul style="list-style-type: none"> • recipient of peer-reviewed research funding for research as the Principal Investigator or Co-PI • recipient of industry sponsorship for research, including clinical trials, resulting in peer-reviewed publication of results • develop and apply or teach new techniques and/or new clinical approaches to patient care • national or international leadership role in health care quality improvement and/or patient safety • expert in and invitations to present community-engaged research • invited provider of scientific or clinical care advice to government or major health care organizations • invited or elected leadership roles within national or international academic organizations (e.g. CFPC, RCPSC) due to recognized clinical expertise in an academic setting • regular participation on an examination committee for a national academic organization • author of book chapter relevant to the discipline • increasing contribution to curricular development through course development, manual development, etc. • member, chair or supervisor on research advisory committee for graduate (MSc or PhD), postdoctoral specialty fellows, based on expertise in field of specialization • supervisor of resident research project that resulted in a presentation or publication • publication of peer-reviewed webinars, podcasts, videos, or other department-approved digital conveyances for teaching purposes, directed to any learner group • collaborator as a clinical member of a research cluster or interdisciplinary research team • invitation for visiting professorship
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	<ul style="list-style-type: none"> • Evidence includes initiating establishment of respectful relationship building with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few • Knowledge Translation evidenced in the form of art based work such as singing, bead work, digital work, film making, story telling • has engaged or stimulated the work of other local researchers or practitioners. 	<p>faculty development related topics.</p> <ul style="list-style-type: none"> • Administration for a minimum of 2 years – member of committees departmental, provincial, or national that advance medical excellence. • Engagement with the community as part of academic involvement i.e. presentations, meetings, community visits, collaboration for social justice, collaborate to improve social determinants of health, outreach to community to provide education and medical services • Contributions 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 environment • Develop curricular or educational methods or learner resources • Develop exam content for College of Family Practice (CFPC), Royal College of Physicians and Surgeons (RCPSC), Medical Council of Canada (MCC) • National academic/clinical professional service – i.e. RCPSC, CFPC, specialty organizations, CMPA • Participation on organizing committee for medical education/ clinical/scientific conference • Review committee adjudication for award/oral/poster selection for medical education/clinical/scientific conference • Invited expert for presentation of latest evidence or current 	<p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p> <ul style="list-style-type: none"> • Evidence includes long-term respectful relationships with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few • has resulted in contributions in policy or program design provincially or nationally, led to new developments in the field or been incorporated to address a clinical/public health problem and has influenced health status in the community. • has stimulated the work of other researchers or practitioners at a national level. • has influenced activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address health issues in a community (provincial or national)
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		<p>best practices as at local/provincial clinical/scientific meeting or conference</p> <ul style="list-style-type: none"> • reviewer of manuscript submissions for a peer-reviewed clinical/scientific journal • committee member or chair for research advisory committee for graduate student(s) or postdoctoral fellow(s) • Recipient of awards for leadership, teaching, or research • clinical trials site lead • * Diplomas, certificates, advanced education, physician leadership courses which have subsequently demonstrated transformed academic practice, leadership, teaching – examples required • * Canadian Certified Physician Executive (CCPE) through the Canadian Society of Physician Leaders • *Completed a formal quality improvement program <p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p> <ul style="list-style-type: none"> • Evidence includes the establishment of respectful relationship with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few • has resulted in contributions in policy or program design at a local level, potentially led to new developments in the field or been incorporated to 	
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		<p>address a clinical/public health problem and will influence health status in the community.</p> <ul style="list-style-type: none"> • has stimulated the work of other local researchers or practitioners. • has influenced activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address health issues in a community (local or provincial) 	
			<ul style="list-style-type: none"> • for promotion to professor, three external reviews provided by senior colleagues in other comparable institutions, within the same or another relevant discipline
<p>5.1b Educational Practice:</p> <p>Educational practice is defined as program and curriculum design, development, implementation and evaluation; educational program administration and leadership; and faculty development (such as the teaching/mentoring of others in these skills).</p> <p><u>TABLE G application:</u></p> <p>Level 1: for use in renewal of probation as Assistant Professor or tenure as Assistant Professor Level 2: for use in evaluating tenure as or promotion to Associate Professor Level 3: for use in evaluating tenure as or promotion to Professor</p>			

TABLE G (5.1b): Evaluation of Educational Practice

Level 1	Level 2	Level 3
<p>Required:</p> <ul style="list-style-type: none"> • contributes to program and curriculum design and development (e.g. part of a course/module/rotation/CME event development team, etc.) • participates in leadership activities at introductory levels (e.g. member of curriculum sub-committee, Residency Program Committee, CME advisory or program committee, etc.) • contributes to faculty development* (co-facilitates or helps in development, etc.) • participates in at least 2 professional development activities per year, in medical education 	<p>Required:</p> <ul style="list-style-type: none"> • all Level 1 requirements PLUS • leads program or curriculum design or development (at any level of medical education including faculty development) • takes leadership roles as appropriate (e.g. chair of curricular sub-committee, ad hoc curricular committee, module lead, etc.) at local and regional/national level • primary facilitator/moderator for workshops and other faculty development activities at local and national levels • mentors other educators and teachers 	<p>Required:</p> <ul style="list-style-type: none"> • all Level 1 and 2 requirements PLUS • contributes to program or curriculum design and development at a regional/national/international level. (e.g. AFMC network, CFPC, RCPSC, MCC, CACMS, consultant/external reviewer, etc.) • takes leadership role at the national/international level (e.g. chief or section editor of journal, chair of national medical education group or committee, etc.) • contributes to the development and improvement of collegial mentoring processes and content

* For some, faculty development may become their venue for teaching as in Category 2.

5.2b Scholarly Work associated with Educational Practice:

TABLE H application:

Level 1: for use in renewal of probation as Assistant Professor or tenure as Assistant Professor

Level 2: for use in evaluating tenure as or promotion to Associate Professor

Level 3: for use in evaluating tenure as or promotion to Professor

Preamble:

Table H provides information on **quantity and variety** of accepted submissions and will be evaluated in light of the University standards for **quality and significance** at each level.

Senior and/or corresponding author role is attributed to the individual who conceptualized the project and takes primary responsibility for the paper - as corresponding author they also respond to questions about the paper. The placement of this author will vary depending on the discipline or the journal, thus annotation of each publication by faculty is critical.

TABLE H (5.2b): Evaluation of Scholarly Work associated with Educational Practice

Level 1	Level 2	Level 3
<p>Required: Clear documentation of consistent and appropriate engagement in educational scholarship* as evidenced through all of:</p> <ul style="list-style-type: none"> • development/co-development of educational resources (includes creation of instructional documents, educational policies or technical reports, computer programs, AV resources, innovation, invention), reviewed, implemented, adopted, and/or disseminated at a <u>local level</u> • responsiveness to constructive feedback from course/workshop evaluations • at least 3 authored or co-authored peer-reviewed publications in medical education (e.g. journals or peer-reviewed repositories) during the period since appointment • obtains internal or external funding as principal investigator or collaborator for scholarship, research, or innovation in medical education • presentation of medical education scholarship at local/regional conferences • documentation of learner or peer mentoring (in any of the medical educator domains) • contributes as peer-reviewer (e.g. journal, scholarly conference or research funding competition) at local or regional level • award related to medical education scholarship** <p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p> <ul style="list-style-type: none"> • Evidence includes initiating establishment of respectful 	<p>Required: Clear documentation of consistent and appropriate engagement in educational scholarship* as evidenced through all of:</p> <ul style="list-style-type: none"> • curriculum development, innovation, research, or evaluation as a lead/collaborator or consultant at a <i>regional or national</i> level • one peer-reviewed publication as senior/corresponding author per year, on average, in medical education (e.g. journals or peer-reviewed repositories) • obtains external funding as principal or co-principal investigator or co-applicant for scholarship, research, or innovation in medical education • presentation of medical education scholarship at national conferences • supervision of undergraduate and/or graduate students, as appropriate, in medical education scholarship • documentation of success of learner and/or peer mentoring (e.g. mentee awards, high-level success/recognition that can be linked to mentoring role) • regular peer-review (e.g. journal, scholarly conference, or research funding competition) at local, regional or national level • if invited, contributes as member on research advisory committee for postgraduate students or postdoctoral fellows, based on expertise in field of educational specialization • award related to medical education scholarship** <p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p>	<p>Required: Clear documentation of consistent and appropriate engagement in educational scholarship* as evidenced through all of:</p> <ul style="list-style-type: none"> • curriculum development, innovation, research, or evaluation as a lead/collaborator or consultant at a <i>national or international</i> level • more than one peer-reviewed publication as senior/corresponding author per year, on average, in medical education (e.g. journals or peer-reviewed repositories) during the period since previous promotion • expert in and invitations to present community-engaged research • leadership in education scholarship (e.g. journal editorial board, national committee or organization, conference planning committee, grant review committee) at any level • supervision of undergraduate and/or graduate students, as appropriate, in medical education scholarship • contributes as chair or member on research advisory committee for postgraduate students or postdoctoral fellows, based on expertise in field of educational specialization • award related to medical education scholarship** <p>Where faculty are engaged in Community-engaged/Indigenous research, then the following points will also be considered as evidence of the requirements:</p> <ul style="list-style-type: none"> • Evidence includes long-term respectful relationships with diverse community members or groups from community, community agreements, in-community presentations,

	<p>relationship building with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few</p> <ul style="list-style-type: none"> • Knowledge Translation evidenced in the form of art based work such as singing, bead work, digital work, film making, story telling • has engaged or stimulated the work of other local researchers or practitioners. 	<ul style="list-style-type: none"> • Evidence includes the establishment of respectful relationship with diverse community members or groups from community, community agreements, in-community presentations, community meetings, and community visits, radio announcements, and newsletters, to name a few • has resulted in contributions in policy or program design at a local level, potentially led to new developments in the field or been incorporated to address a clinical/public health problem and will influence health status in the community. • has stimulated the work of other local researchers or practitioners. • has influenced activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address health issues in a community (local or provincial) 	<p>community meetings, and community visits, radio announcements, and newsletters, to name a few</p> <ul style="list-style-type: none"> • has resulted in contributions in policy or program design provincially or nationally, led to new developments in the field or been incorporated to address a clinical/public health problem and has influenced health status in the community. • has stimulated the work of other researchers or practitioners at a national level. • has influenced activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address health issues in a community (provincial or national)
	<ul style="list-style-type: none"> • for tenure at this rank, three external reviews provided by senior colleagues in other comparable institutions, within the same or another relevant discipline 	<ul style="list-style-type: none"> • for tenure at this rank, three external reviews provided by senior colleagues in other comparable institutions, within the same or another relevant discipline 	<ul style="list-style-type: none"> • for tenure at this rank, or for promotion to professor, three external reviews provided by senior colleagues in other comparable institutions, within the same or another relevant discipline
<p>*References and rationale available at https://medicine.usask.ca/facultydev/teaching%20and%20learning/scholarship.php</p>			
<p>**Awards are not a requirement for consideration of tenure or promotion; however, receipt of an award at any level is an indicator of excellence.</p>			
<p>5.3 Educational Leadership</p> <p>Candidates for tenure and promotion at the ranks of Assistant Professors of Teaching, Associate Professors of Teaching, and Professor of Teaching, must demonstrate evidence of educational leadership. Educational leadership may include, but is not limited to, activities that advance innovation in teaching and learning with impact in one's classroom and beyond. Educational leadership includes, but is not limited to:</p> <ul style="list-style-type: none"> • Assessment of application of impact and/or active engagement in the scholarship of teaching and learning • Significant contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation and other initiatives that extend beyond the member's classroom and advance the university's ability to excel in its teaching and learning mandate • Formal educational leadership responsibilities within the department, college and university 			

- Organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning locally, nationally, and internationally
- Contributions to the theory and practice of teaching and learning, including publications such as textbooks, print and electronic publications, book chapters, articles in peer reviewed and professional journals, conference proceedings, software, training guidelines, instructional manuals or other resources
- Other activities that support evidence-based education research, clinical research, and mastery of one's field of knowledge
- Independent research on the scholarship of teaching and learning, discipline-based education research, clinical research, and/or community engaged research.

Educational leadership may be evaluated in accordance with the standards for the academic unit and may include, but is not limited to:

- Peer-reviewed publications, scholarly papers, especially insofar as they reveal the quality of research including alternate and emerging forms of scholarship and digital contexts;
- Other forms of creative achievement in areas that are related to teaching and directly relevant to the employee's discipline;
- Awards and fellowships granted internally and externally;
- Documented activities, outputs and impact, related to, educational leadership and community-engaged scholarship, including the development of long-term relationships with communities, recognition of appointments to professional and scholarly adjudicatory or review boards or councils at federal, provincial and university levels, and evidence of reputation and impact for scholarly work.

Specific Requirements by Rank: In addition to the above general requirements, the following will form the basis of the recommendation:

For Tenure as Assistant Professor: there must be compelling evidence, beyond that demonstrated at appointment, that: 1) the candidate is developing a leadership role in the field of specialization with provision for further development; and 2) the candidate is contributing to the creation and dissemination of knowledge through scholarly work. There must also be evidence of the promise of future development as a practitioner and scholar, including the presence of a defined professional practice and a defined program of scholarship. Evidence of the ability to obtain adequate research funding will be required if specified in college or department standards.

For Tenure as Assistant Professor of Teaching: there must be evidence of a developing program of educational leadership beyond the time of appointment; it must be clearly defined and executed by the candidate, and there must be a positive indication that the candidate will maintain activity in educational leadership. There must also be evidence of the impact of educational leadership significance to be identified outside of the candidate's classroom and beyond their classroom.

For tenure at the rank of Assistant Professor and Assistant Professor of Teaching (unless tenure is a condition of appointment), the evidence of practice of professional skills will be assessed using the tenure standards of the University of Saskatchewan, by at least three senior academics in tenured, or equivalent, appointments, drawn from comparable institutions.

For Tenure as or Promotion to Associate Professor: there must be compelling evidence, beyond that demonstrated for the rank of Assistant Professor, that: 1) the candidate has established a significant leadership role in the field of specialization and demonstrated exemplary standards of client service; and, 2) the candidate has contributed to the creation and dissemination of knowledge through scholarly work. There must also be evidence of continuing development as a practicing professional and as a scholar, including the presence of a clearly defined professional practice and a clearly defined program of scholarship. The results of significant investigations, such as experimental studies or clinical observations, must have been published in reputable peer-reviewed publications. This work must have made a contribution sufficient to be recognized by colleagues in their

field in other parts of Canada or internationally. Evidence of the ability to obtain adequate research funding will be required if specified in college or department standards.

For Tenure as or Promotion to Associate Professor of Teaching: there must be evidence of a program of educational leadership beyond that demonstrated for the rank of Assistant Professor of Teaching; it must be clearly defined and executed by the candidate, and there must be a positive indication that the candidate will maintain activity in educational leadership. There must also be evidence of the impact of educational leadership significance to be identified outside of the candidate's classroom and beyond their students. This work must have made a contribution sufficient to be recognized by colleagues in the field and colleagues at the University of Saskatchewan.

For tenure and promotion at the rank of Associate Professor (Academic Programing appointments) and tenure at the rank of Associate Professor of Teaching (unless tenure is a condition of appointment), the evidence of provided under category 5: Academic and Professional Skills, will be assessed using the tenure and promotion standards of the University of Saskatchewan, by at least three senior academics in tenured, or equivalent, appointments, drawn from comparable institutions.

For promotion to the rank of Associate Professor of Teaching, the candidate will be evaluated by colleagues in the candidate's department or college (in the case of non-departmentalized colleges). Candidates will provide an up-to-date *curriculum vitae* and, in collaboration with the Department Head/Dean, will provide a case file, and other relevant evidence for the purposes of this assessment.

For Tenure as or Promotion to Professor: There must be compelling evidence, beyond that demonstrated for the rank of Associate Professor, that: 1) the candidate has demonstrated a sustained high level of performance in the practice of the profession and established a reputation for expertise in the field among colleagues and, where appropriate, clients or client agencies; and, 2) the candidate has made a significant contribution to the creation and dissemination of knowledge through scholarly work. There must also be evidence of leadership in the establishment and execution of a clearly defined program of scholarship and a positive indication that the candidate will maintain activity in scholarly work as well as in professional practice. The candidate will have played a leading role in scholarly investigations and published the results in reputable peer-reviewed publications. The candidate will have made a contribution sufficient to be recognized by colleagues in their field in other parts of Canada and in other countries. In cases where the opportunity exists to supervise graduate students, candidates for Professor will have actively pursued these opportunities. Evidence of the ability to obtain adequate research funding will be required if specified in college or department standards.

For Tenure as or Promotion to Professor of Teaching: there must be compelling evidence of a program of educational leadership, clearly defined and executed by the candidate beyond that expected for the rank of Associate Professor of Teaching. There must also be compelling evidence that the result of their program of educational leadership has a significant impact beyond their own students and has contributed to the field of specialization, sufficient for this contribution to be recognized as substantial by authorities outside the University of Saskatchewan. Furthermore, there must be evidence that the program of educational leadership has made a meaningful contribution to the University's commitment to offer excellent academic programs. There must be a positive indication that the candidate will maintain activity in educational leadership.

For tenure and/or promotion at the rank of Professor and Professor of Teaching (unless tenure is a condition of appointment), the evidence and impact of educational leadership and scholarly work (if applicable) will be assessed, using the relevant tenure and promotion standards of the University of Saskatchewan, by at least three senior academics in tenured, or equivalent, appointments, drawn from comparable institutions. Initial appointments or promotion to this rank are normally tenured appointments.

Promotion to this rank is neither automatic nor based on years of service.

6. CONTRIBUTIONS TO THE ADMINISTRATIVE OR EXTENSION RESPONSIBILITIES OF THE DEPARTMENT, COLLEGE, UNIVERSITY

This category describes the candidate's commitment to the collegium and reflects "service" within and outside the university community. Faculty are expected to be actively engaged in the collegial decision-making processes, to participate in administrative work, and are encouraged to be involved in the activities of academic and professional organizations and, in some colleges, in extension work. Faculty should use good judgment in balancing their activities in this category with those in other categories of assessment.

Candidates for tenure or promotion are required to meet the requirements in this category unless otherwise specified in the letter of appointment. Meeting the standard in category 6(b) will be a requirement for only certain departments/colleges (as specified in their respective standards) or positions (to be specified on appointment or in an amended letter of appointment).

(a) Administration

Faculty are expected to carry their share of administrative work. Aspects to be evaluated include quality and impact of the candidate's contribution and the amount of time and/or effort involved. To meet the standard for performance in administration, candidates must have demonstrated a willingness and ability to serve, and effective performance when an activity is undertaken. Factors to be considered in arriving at a judgment that the standard has been met but not limited to:

- attendance at, and informed participation in, committee meetings
- amount of time and effort required or made available
- preparedness for meetings or tasks
- demonstrated leadership

Tenure as Assistant Professor and Assistant Professor of Teaching: unless otherwise specified in the Department/College standards an appropriate contribution to the administrative work of the Department, or College, or University is required. Participation in committee work is expected to provide a meaningful contribution to administrative work without unreasonably detracting from the time required to meet the standards in other categories.

Tenure as or Promotion to Associate Professor and Associate Professor of Teaching: a fair and reasonable contribution to the administrative work of the Department, or College, or University is required.

Tenure as or Promotion to Professor and Professor of Teaching: a fair and reasonable contribution to the administrative work of the Department or College or University beyond that expected at the rank of Associate Professor/Associate Professor of Teaching. Evidence of leadership in committee work at the Department or College or University is required.

(b) Extension

Extension work (outreach and engagement) is defined as extending the University to the community through the provision of a service to the community outside of 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. Extension work includes service that involves work that is closely related to the candidate's area of specialization, as defined in category 3, and provides significant benefit to the University, such as working with Indigenous communities, or otherwise offering academic services to systemically disadvantaged groups. College standards may list extension work as evidence to be combined with administration work, as described in 6(a), to meet the standard, but extension work cannot replace the required administration work in part or whole.

Extension work includes a wide range of roles that help connect the university to communities and learners. The community can be local, provincial, national or international. Examples of extension activities include:

- technology transfer- moving research results towards commercialization or adoption

6. CONTRIBUTIONS TO THE ADMINISTRATIVE RESPONSIBILITIES OF THE DEPARTMENT, COLLEGE, UNIVERSITY OR HEALTH AUTHORITY

Faculty in the College of Medicine will be evaluated only in part (a) of this category (Administration). Although extension work (service to a community outside the university) is a valued contribution, many college faculty provide such services as part of their clinical activities, while others provide these services as recognized experts in a particular scientific field. Hence, their contributions will have been noted in earlier evaluation categories (Categories 2 – 5) or will be noted as a public service in Category 7. (Documentation of these activities need not be duplicated if previously evaluated or if they will be evaluated in Category 7, but their location in the file can be referenced).

Similarly, many faculty are involved in medical or academic administrative work that is more accurately classified as contributions to external academic or professional organizations (Category 7). Again, these activities should not be recorded and evaluated in this category.

Departmental tenure and promotions committees in the College of Medicine will be responsible for determining whether faculty seeking tenure or promotion have met the university's requirement regarding carrying one's 'share of administrative work.' While the amount of work constituting a 'fair share' will naturally vary from department to department and from year to year, at least some administrative work is required from any faculty being evaluated in this category. In assigning administrative duties within departments and especially with respect to more junior faculty, Department Heads must remain mindful of achieving a balance of activities that, in total, facilitates rather than impedes progress towards promotion.

Faculty with significant academic administrative roles must provide documentation of satisfactory performance such as leadership survey results, annual performance feedback summaries, other representative assessments of administrative productivity and quality, or letters of support from senior colleagues, university or health authority administrators. Additionally, such faculty are expected to supply an up-to-date administrative dossier. The file should describe managerial contributions to sustained or new programming (academic and/or clinical), as applicable.

Note: the term 'academic' is used in the following table to signify administrative work primarily related to research or education. The term 'clinical' signifies administrative work primarily related to patient care. Some activities listed in the main organizational categories in Table I involve a large degree of academic/clinical overlap. 'Contributions to' is taken to include both chairing committees and membership on committees, as applicable.

TABLE I application:

In Category 6, the acceptable and required standard will be the same for all CoM clinical faculty, at all levels of evaluation, with the following 2 exceptions:

- 1) evaluation in this category is NOT REQUIRED for faculty seeking renewal of probation or tenure as Assistant Professor
- 2) clinician-administrators and scientist-administrators are expected to make contributions in senior leadership roles

<i>TABLE I: Evaluation of Administrative Contributions to the Department, College, University or Health Authority</i>
Typical Administrative Categories and Activities (list not exhaustive)
<p>Departmental Administrative Work:</p> <ul style="list-style-type: none"> • Contributions to any departmental academic committee • Contributions to any departmental academic task force or project management team • Contributions to any departmental committee, team or project related to departmental operations, restructuring, management, efficiency, quality control • Contributions to academic inter-departmental committees, teams, or projects • Contribution as a Department Head, program director, or other department-based academic or administrative leadership role

- information transfer- providing advice and information on request, giving talks or lectures to lay or professional audiences, preparing written information in print or electronic forms, engaging with the media adult continuing education
- developing and delivering instructional modules, organizing and conducting non degree courses, workshops and conferences (all teaching activities associated with formalized degree, diploma or certified programs will be evaluated in category 2, regardless of whether the instruction and students are on or off campus).

Candidates must demonstrate that the extension activities were associated with their university position, were related to their professional expertise, and were informed by their research or professional practice. Work for which remuneration has been received may be included in evaluating candidates' suitability for tenure and promotion provided all of the other conditions noted above are met.

Factors to be considered in arriving at a judgment that a standard has been met may include:

- time involvement
- number and magnitude of extension undertakings
- demand as evidenced by requests for services
- evidence of industry and creativity
- peer evaluation
- response of clients or audiences
- evaluation conducted by the Center for continuing and distance education or by other extension services, such as government of Saskatchewan
- extension publications produced

In the case of extension specialists and faculty for whom extension is a specific requirement of their position, these activities will usually be evaluated within categories 2 and 5. A candidate must have satisfactorily performed extension duties specified in their letter of appointment. College standards will specify which factors are to be considered and the methods by which information will be gathered and evaluated. Factors to be considered when assessing this category may include: the response of clients/audiences; the number and magnitude of undertakings; requests for services; the value of the contribution to the University; and the impact of the work. Statements from individuals who have personally observed the work performed by the candidate will be provided to review committees.

Candidates may include both administrative and extension contributions to other units, centers, or institutes at the University of Saskatchewan in addition to their home unit, unless college or department standards prohibit such inclusions.

7. PUBLIC SERVICE, AND CONTRIBUTIONS TO ACADEMIC AND PROFESSIONAL BODIES

This category describes the candidate's commitment to the broader university community and to the general public. Meeting the standards in this category will be a requirement for only certain colleges and departments (as specified in their respective standards). In such cases, college standards will specify which factors are to be considered and the methods by which information will be gathered and evaluated and may include but not limited to:

- Amount of effort and industry involved
- Quality and/or value of services rendered
- Stature and magnitude of any offices held
- The integration of the University into the larger academic or professional community
- Contributions to the community at large through various means including media interviews and commentary, and engagement at meetings of the community.

College Administrative Work:

- Contribution to any college committee as a departmental representative
- Contribution to any college committee as a volunteer or following request from the college
- Contribution to any college project team, task force, or other college-sanctioned activity requiring ongoing faculty representation
- Contribution as a member of Faculty Council and any of its subcommittees
- Contribution to accreditation administrative activities
- Contribution as director, assistant dean, associate dean, vice dean, dean, or other college-based administrative leadership role

University Administrative Work:

- Contribution as a departmental or college representative on any university committee, project team, task force, or other university-sanctioned activity requiring college or departmental representation
- Contribution to any university committee as a volunteer or following request from the university
- Contribution to any university project team, task force, or other university-sanctioned activity requiring ongoing faculty representation
- Contribution as a member of University Council and any of its subcommittees

Health Authority Administrative Work: Note – Clinical administrative work that has already been documented and/or evaluated in Categories 3 or 5 should not be duplicated in this category.

- Contribution to health authority committees, task forces, projects, quality improvement interventions
- Contribution as a health authority-appointed clinical leader, organizer, manager, or supervisor
- Contribution as a departmental, college, or university representative on a health authority committee, task force, project, or ongoing quality improvement intervention
- Contribution to health authority accreditation or credentialing administrative activities

7. PUBLIC SERVICE AND CONTRIBUTIONS TO ACADEMIC AND PROFESSIONAL BODIES

Public service is defined as the provision of professional expertise to the community outside the university. To be recognized in this category, the activities must entail application of expertise associated with the faculty member's position in the university or in the academic/clinical setting.

Service to academic, professional or scientific organizations, must go beyond simple membership in the organization and must involve active contribution. If the activities have been documented earlier in the case file and evaluated in Categories 2 – 6, they need not be repeated here but their location in the file can be referenced.

The university standards for promotion require faculty to "demonstrate willingness to participate" in public service and service to academic, professional or scientific organizations. In the College of Medicine, actual contributions such as those specified in Table J are required.

Candidates for tenure as Assistant Professor are not required to meet any requirements in this category unless such duties are specified on appointment.

(a) Community and Public Service

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.

(b) Service to Academic, Professional or Scientific Organizations

To be recognized within this category, service to academic and/or professional organizations must go beyond membership in an organization and focus on active participation. Such activities might include: service on the committees or executives of academic or professional organizations; service on selection committees for provincial, national or international granting organizations; or service on the editorial board for academic, professional or scientific journals, when that service goes beyond membership in an organization and includes active participation and significant contributions.

E. PROCESS OF EVALUATION

The Dean, Executive Director or Department Head shall review the University, College and Department Standards with every faculty member as part of the annual review for faculty members who are candidates for promotion and tenure.

Evaluation of faculty for tenure and promotion will take place within a process that is open and accountable. Both the committee chairs and the candidates are expected to share information about the evaluation process and to contribute

TABLE J application:

In Category 7, the acceptable and required standard will be the same for all CoM clinical faculty, at all levels of evaluation, as applicable, with the following exception: evaluation in this category is NOT REQUIRED for faculty seeking renewal of probation or tenure as Assistant Professor.

TABLE J: Evaluation of Public Service Contributions and Contributions to Academic and Professional Bodies

Public Service Activities: (list not exhaustive)	Service to Academic and Professional Bodies: (list not exhaustive)
<ul style="list-style-type: none"> • provision of medical/scientific information in a media interview • provision of written medical/scientific information in contribution to a publication intended for use by the general public • provision of medical/scientific information at the request of a provincial/national government agency or international NGO • membership on the boards or committees of government agencies or NGO's as a contributor of medical/scientific expertise • provision of volunteer medical or scientific services to a charitable or humanitarian organization • provision of volunteer medical supervisory, assessment or diagnostic services to a sports team or organization • provision of public presentations on health or science related topics associated with one's field of expertise • provision of medical/scientific presentations, interactive learning activities, seminars, etc. to a public education body at the primary or secondary educational level • provision of volunteer medical/scientific advice or education to municipal, provincial or national community groups • service to or with Indigenous communities must go beyond membership in the community and focus on active, culturally appropriate, respectful participation and ethical engagement 	<ul style="list-style-type: none"> • scientific publication editor, editorial reviewer, journal manuscript reviewer • member of an editorial board for a peer-reviewed journal or scientific publisher • committee member for a provincial or national or international academic association (e.g. RCPSC, CFPC, AAMC, CAME, AFMC) • lead organizer for a provincial or national professional association's annual or special conference • committee member for a provincial or national professional (clinical) organization (e.g. SMA, CMA, HQC) • participation as a team member on national or international academic or clinical accreditation bodies • contribution as a team member on accreditation preparation committees or accreditation teams external to the CoM

E. PROCESS OF EVALUATION

Faculty are encouraged to provide a well-organized case file and supporting documentation, such that review committees can easily access and evaluate all necessary materials. The case file should be organized in a manner consistent with the categories of evaluation outlined in these standards, preceded by a letter of self-assessment that is intended to direct the reviewers' attention to the most relevant parts of the file. The letter should be a general statement regarding progress in each category; it should not duplicate all of the particulars submitted for each category of the file.

to the collection of appropriate documentation for the consideration of all committees. Committee chairs are expected to provide opportunities for committee members to review the documentation, including the statement of rationale, prior to its submission to senior collegial committees.

Departments will consider eligible candidates for tenure and promotion according to their eligibility, unless a request for a deferral has been received. The candidate will confirm with the Department Head or Dean, their desire to be considered for tenure or promotion and will supply the documents listed in tenure and promotion case files (identified below)

Tenure and Promotion Case Files: case files will provide the basic evidence used to assess the candidate's case for tenure or promotion. Case files will include the following items:

1. Provided by the Candidate:
 - An up-to-date curriculum vitae.
 - A self-assessment of the candidate's progress towards tenure or promotion.
 - Evidence pertaining to teaching, including: a statement of the candidate's philosophy of teaching and an explanation of its application, summary of student feedback and peer evaluations, a record of teaching roles (including time commitments and method of delivery) in undergraduate and graduate courses, teaching and/or supervision of students performing clinical work, undertaking practica or other types of field work, and advising and supervising graduate students.
 - Evidence pertaining to research and scholarly work including a statement on the nature of the candidate's research and future research plans, the candidate's contribution to joint publications and research grants, examples of published works, performances, manuscript materials, on the adequacy of the candidate's research funding support (where required in college/department standards), and other relevant evidence for the purposes of establishing research direction and accomplishment. For publications in types of outlets where rigor of peer review varies among outlets (e.g. conference proceedings), the type or extent of the peer review process should be specified.
 - For candidates considered under Category 5 only, evidence pertaining to practice of professional skills including a statement on the nature and scope of the candidate's practice, a discussion of various leadership activities associated with the candidate's role in professional service whether delivered to a professional audience, individuals, groups, organizations, institutions, or the community.
 - Examples of materials pertaining to administration, extension and public service including a statement on the role of the candidate in service to academic and/or professional organizations, on the nature and extent of the candidate's contributions in these areas and statements from individuals (e.g. chairs, other committee members) who have personally observed the work and/or contributions the candidate has performed on committees, or as part of their administrative responsibilities.
2. Provided by the Department Head or Dean (as committee chair) in addition to the documents listed under item 3 below:
 - For departmentalized colleges: a Statement of Rationale from the college, signed by the Dean as Chair of the College Review Committee, explaining the decision at the college level and including both majority and minority views of committee members. This statement will be made available to committee members for review prior to submission to the senior committees. The statement of rationale must include:
 - An indication of the quality and significance of the candidate's work and how it was assessed
 - An indication of the committee's discussion of the evidence and the relative weighting of this evidence in the overall decision of the committee
 - Where required in the college standards, a statement of the adequacy of research funding support
 - A list of the College Review Committee members
 - For non-departmentalized colleges: a Statement of Rationale from the college, signed by the Dean as Chair of the College Review Committee, explaining the decision and including both majority and minority views of committee members. This statement will be made available to committee members for review prior to submission to the senior committees. The statement of rationale must include:
 - An indication of the quality and significance of the candidate's work and how it was assessed

The CV is intended to be a reference document for review committees. Faculty are expected to identify, in their letters of self assessment, the relevant sections in their CV that correspond with each evaluation category, so as to direct the attention of the review committee accordingly. Where supporting documentation is available, this should be placed appropriately in the case file. If the documentation is thought to be relevant for more than one evaluation category, its original location in the file can be referenced.

Faculty seeking tenure or promotion are responsible for providing some of the materials for the case file, while other documentation is provided by the Department Head. A final recommendation regarding tenure and/or promotion is provided to the university by the Dean, as chair of the College Review Committee. The table shown below summarizes required information, as applicable, for each category of evaluation.

TABLE K: Case File Check List				
Category		Required Documents	Provided By Faculty	Provided By D. Head
	Case File	<ul style="list-style-type: none"> • Self assessment letter • Curriculum Vitae (format as specified by college or university) 	✓ ✓	
1	Academic and Professional Credentials	<ul style="list-style-type: none"> • Proof of credentials, if required by Department Head 	✓	
2	Teaching	<ul style="list-style-type: none"> • Written statement on philosophy of teaching • Teaching dossier (optional, but strongly recommended – if no teaching dossier provided, must provide complete summary of all teaching done during review period) • Student evaluations of teaching, both qualitative and quantitative, from throughout the review period • Peer evaluations of teaching from throughout the review period • Written statements from course coordinators or other course instructors (optional) 	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
3	Knowledge of the Discipline	<ul style="list-style-type: none"> • Proof of activities confirming knowledge of the discipline (letters from chairs or senior administrators, schedules, agendas, invitations to provide expertise, etc.) relevant to examples outlined in Table C, and/or: • Peer evaluations of open seminar presentation 	✓	✓ and/or ✓
4	Research and Scholarly Work	<ul style="list-style-type: none"> • Statement on program of research, addressing its nature and scope • Relevant sections extracted from CV • Three external assessments for tenure at any rank and for promotion to Professor, as per university requirements 	✓ ✓	✓
5.1a	Practice of Professional Skills: Clinical Practice	<ul style="list-style-type: none"> • Statement on nature and scope of clinical practice • Copies of documents specified in Table E 	✓ ✓	✓

<ul style="list-style-type: none"> ○ An indication and assessment of the quality of the candidate's teaching ○ An explanation on how the student and peer evaluations were conducted, a summary of their contents and their interpretation by the college committee, and an indication of the types of courses evaluated ○ An indication and assessment of the quality of the candidate's research productivity within the context of the discipline including an indication of the quality of journals and other publications ○ An assessment of the candidate's current and potential program of research and scholarship within the context of the discipline ○ An assessment of, where required in college standards, the adequacy of research funding support ○ An explanation of the candidate's role in joint publications, presentations, or research grants, including a statement of confirmation by collaborators. ○ An indication of the committee's discussion of the evidence and the relative weighting of this evidence in the overall decision of the committee ○ A list of the College Review Committee members <ul style="list-style-type: none"> • For departments: A Statement of Rationale from the department, signed by the Department Head as chair of the department committee, explaining the decision at the department level and including both majority and minority views of committee members. This statement will be made available to committee members for review prior to submission to the senior committees. The statement of rationale must include: <ul style="list-style-type: none"> ○ An indication of the quality and significance of the candidate's work and how it was assessed ○ An indication and assessment of the quality of the candidate's teaching ○ An explanation on how the student and peer evaluations were conducted, a summary of their contents and their interpretation by the department committee, and an indication of the types of courses evaluated ○ An assessment of the candidate's current and potential program of research and scholarship within the context of the discipline ○ An assessment of, where required in department standards, the adequacy of research funding support ○ An indication and assessment of the quality of the candidate's research productivity within the context of the discipline including an indication of the quality of journals and other publications ○ An explanation of the candidate's role in joint publications, presentations, or research grants, including a statement of confirmation by collaborators ○ An indication of the committee's discussion of the evidence and the relative weighting of this evidence in the overall decision of the committee ○ A list of the department committee members <p>3. Provided by the Department Head or Dean (as committee chair) in addition to the documents listed under item 2 above relating to the recommendations of the tenure or promotion committee:</p> <ul style="list-style-type: none"> • Forms (T1/P1 and T2/P2). • A copy of the letter sent by the department (or college in the case of non-departmentalized colleges) to external referees. • A list of the persons identified as external referees and shown to the candidate. • A list of the persons selected as external referees, including a brief description of their areas and accomplishments. • The letters of evaluation submitted by the external referees with an indication of the role they played in the evaluation process. • A complete list of persons consulted in the evaluation process (e.g. co-authors, other departments in the case of joint appointments, client organizations). • In cases of associate memberships, comments on all categories relevant to the duties of the candidate will be solicited by the Dean or Department Head from all units with which a faculty member is associated. Individuals solicited for comments will be provided with copies of the candidate's <i>curriculum vitae</i> and supporting documentation. The candidate will be informed that such information has been solicited. 			<ul style="list-style-type: none"> • Three letters of recommendation from the faculty's colleagues • Statement of recommendation from the Department Head addressing each of the requirements listed in Table E 		✓
	5.2a	Scholarly Work associated with Clinical Practice	<ul style="list-style-type: none"> • Letters from at least 3 colleagues addressing factors identified in Table F • Letters from external organizations (e.g. health authority senior administrators) addressing factors identified in Table F (optional) • Identification by faculty of portions of student and peer teaching evaluations relevant to factors identified in Table F • Identification by faculty of portions of teaching dossier relevant to factors identified in Table F • Examples of original teaching materials, developed by the faculty in accordance with current evidence (optional) • Three external assessments for tenure at any rank, if applicable, and for promotion to Professor, as per university requirements 	✓ ✓ ✓ ✓	✓
	5.1b	Practice of Professional Skills: Educational Practice	<ul style="list-style-type: none"> • Statement on nature and scope of educational practice • Peer evaluations addressing factors identified in Table G • Identification by faculty of relevant portions of teaching dossier that document activities identified in Table G • Documentation confirming participation in and assessment of any activities or roles identified in Table G 	✓ ✓ ✓ ✓	
	5.2b	Scholarly Work associated with Educational Practice	<ul style="list-style-type: none"> • Examples of original scholarly work products identified in Table H (e.g. learner assessment techniques, course contents) • Identification by faculty of relevant portions of CV documenting requirements identified in Table H • Three external assessments for tenure at any rank and for promotion to Professor, as per university requirements 	✓ ✓	✓
	6	Administration	<ul style="list-style-type: none"> • Letter(s) from organizations, health authorities, committee chairs, senior administrators, etc. attesting to quantity and quality of administrative work performed by faculty • For clinician-administrators or scientist-administrators, letter(s) from senior clinical, college or university administrator colleagues attesting to value and impact of faculty's leadership contributions • Personal leadership evaluations from faculty or staff (optional) 	✓ ✓ ✓	
	7	Public Service and Service to	<ul style="list-style-type: none"> • Documentation confirming contributions to public service 	✓	

- Any additional documents collected by the college committee, (in addition to those submitted by the department). These are to be identified as additional material available to the College Review Committee (e.g. letters or minority reports from members of the department committee).
- Any other information on the specific case that the University Review Committee should be aware of (e.g. sabbatical and other leaves, academic credentials verification).

In conducting their evaluation, department, college and university-level committees will be able to access progress reports, these and other information internal to the University.

Senior Academics: For the purposes of external assessment in either Category 4 (Research, Scholarly and/or Artistic Work) or Category 5 (Practice of Professional Skills), a senior academic is a colleague holding an academic or research appointment with tenure, or equivalent at a comparable institution. When the external examiner does not hold tenure, the onus to demonstrate equivalence is on the Department Head and Dean. In the case of tenure as Assistant Professor, one of the three senior academics may be at the Associate Professor level; two must be Full Professors or equivalent. In the case of tenure as Associate Professor or Professor, the three senior academics must be Full Professors or equivalent. In the case of promotion to Professor, the three senior academics must be Full Professors or equivalent. For candidates considered under Category 5 (Practice of Professional Skills) only, in some cases identified by the Dean, a non-academic may be appropriate to act as a referee but only one such person will act as a referee in any given case.

Selection of External Referees: Processes constructed for the selection of the external referees will ensure that the candidate has an opportunity to put forward names for consideration and to identify potential referees with a perceived personal bias. The University expects that this aspect of the process will be conducted in a fair and open manner and that it will protect the confidentiality of the external reviewers. The University recommends the following process:

- Normally, the Department Head or Dean of a non-departmentalized college will prepare a list of at least six qualified external referees. These external referees will have established national or international reputations in their field and will be able to judge whether the candidate's work is of the required standard. They must be sufficiently 'at arm's length' from the candidate so as to provide an objective assessment of performance, i.e., must not have been the candidate's colleagues, former supervisors (within the past ten years), or co-investigators. The candidate may suggest some names, but the Department Head or Dean (of a non-departmentalized college), in consultation with committee members, should provide at least half of the names on the list. The candidate will be permitted to ask that particular referees be dropped on grounds such as suspected personal prejudice, but may in turn be asked to provide an explanation of why a name should be dropped. When names are dropped, others will be added so that a minimum of five names is available to the Dean. The Dean will approve the final list and a description of the credentials/background of the external referees will be provided to the review committees for information.
- The Department Head, or Dean of a non-departmentalized college, will select at least three (usually four) external referees from this list and write letters requesting an assessment of the candidate's research, scholarly and/or artistic work. The candidate will **not** be informed of the referees selected. The letters to external referees should indicate that comments are sought only on the research, scholarly and/or artistic work of the candidate, or in the case of consideration under Category 5 (Practice of Professional Skills), on the professional practice in addition to the research, scholarly or artistic work of the candidate. External referees should be informed that their reply will be considered confidential and will be seen only by the committees and not by the candidate. Enclosed with the letter should be the candidate's *curriculum vitae*, the relevant approved standards, and appropriate sections of the case file including all materials germane to the category of evaluation [either Category 4 (Research, Scholarly and/or Artistic Work) or Category 5 (Practice of Professional Skills)].

Part-time Appointments/Reduced Time Appointments. In cases of tenurable part-time appointments or in cases of reduced time appointments, individual letters of appointment will reflect expectations regarding the appropriate timeframe in which to evaluate progress towards both tenure and promotion. Normally such candidates will be provided with extended periods of time in which to meet the standards commensurate with the precise nature of their appointment.

	Professional Bodies	• Documentation confirming contributions to academic and professional bodies	✓	
	Case File	• Statement of Rationale for departmental review committee decision; contents as per university requirements • Statement of Rationale for college review committee decision (provided by Dean on behalf of CRC), contents as per university requirements		✓ CRC

Category of Assessment: The Department Head and/or Dean will determine at the time of appointment, through discussion with the faculty member, whether assigned duties will be evaluated under Category 4 (Research, Scholarly and/or Artistic Work) or Category 5 (Practice of Professional Skills) and this agreement will be included in the letter of offer to the candidate. This determination will remain in effect until written confirmation from the Department Head and/or Dean indicates a change in category because of new or different assigned duties. Any change must be discussed with, and agreed to in writing by, the faculty member and approved by the Office of the Provost and Vice-President Academic. All work completed under the original category of assessment will be reassessed under the new category at the time tenure or promotion decisions are made.

Timelines: Determinations at the department, college and university levels should be made in an expeditious fashion, mindful of collegial deadlines, but committee chairs should take the time required to prepare a comprehensive case for the consideration of senior committees.

F. DEFINITIONS

The University Standards refer specifically to the academic ranks of Assistant Professor, Associate Professor and Professor, and Assistant Professor of Teaching, Associate Professor of Teaching, and Professor of Teaching. However, the intent of the standards should also be read as applying to Librarian ranks, as well as Assistant Professors (CDC), Associate Professors (CDC) and Professors (CDC). In the case of the Crop Development Centre (CDC). For clinical faculty in the College of Medicine the appropriate terminology is continuing status for those appointments whose academic component of salary is supported by and dependent upon funds external to the Operating Budget of the University and whose appointments are not for a limited term

For clarity of communication in tenure and promotion proceedings throughout the University, the following standard terminology is to be used when assessing a candidate's performance in each of the appropriate categories:

- Does not meet the standard for (promotion or tenure)
- Meets the standard for (promotion or tenure)

With reference to scholarly work, the term "published" means having appeared in print or having been accepted for publication. The latter (accepted for publication) means that a decision to publish a manuscript in present form (or with such minor revisions as to not require re-submission and a second review) has been made and communicated in writing to the author.

Indigenous research as defined by CIHR/NSERC/SSHRC is: "Research in any field or discipline that is conducted by, grounded in or engaged with First Nations, Inuit, Métis or other Indigenous nations, communities, societies or individuals, and their wisdom, cultures, experiences or knowledge systems, as expressed in their dynamic forms, past and present. Indigenous research can embrace the intellectual, physical, emotional and/or spiritual dimensions of knowledge in creative and interconnected relationships with people, places and the natural environment."
(<https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx#a0>).

Community-engaged research "focuses on social, structural, and physical environmental inequities through active involvement of community members, organizational representatives, and researchers in all aspects of the research process".

For some, transdisciplinary RSAW is interchangeable with interdisciplinary or community-engaged RSAW, but for others it denotes a focus on the co-creation of knowledge with academic researchers from different disciplines and participants outside of academia who seek to achieve a common goal. In this document, the term interdisciplinary is intended to include both transdisciplinary and community-engaged RSAW.

Unless specific types are noted, the use of the term 'government' refers to all levels, including municipal, Indigenous, provincial, territorial, regional, state, federal, international, and multilateral.

The term 'community' is understood to consider a group of people who are linked by social ties, common perspectives, and or interest and or engage in joint activities. Examples of community include Indigenous communities and organizations, groups and associations in the non-profit sector, and groups in private industry.	
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¹This document replaces the standards for promotion and tenure adopted by the University Review Committee February 1989, 2002. It also replaces the preliminary standards adopted by the University Review Committee in June 2000.

² Readers are referred to the University Council *Guidelines for Academic Conduct*, approved in June 1999.

³ The definition of “senior academic” and the process for solicitation of letters from external referees is described in Section E.

⁴ The definition of senior academic and the process for solicitation of letters from external referees is described in Section E. In some cases, identified by the Dean, a non-academic may be appropriate to act as a referee but only one such person will act as a referee in any given case.

⁵ In this document, the word “superior” denotes performance in the top quartile of a large group of comparable persons. Approximation to such a norm can only be expected in large groups; e.g., the whole University or a group the size of a large college when evaluating teaching, or persons within the same rank and discipline in Canada when evaluating scholarly work. There is no implication that one-quarter of the faculty in a particular department or small college will be superior in teaching or research and scholarly work. Some units may have a high proportion of faculty with superior performance in a given category and some may have few. Of course, there is no way in which one can actually compare a given individual’s teaching with that of all faculty in the University or the candidate’s research with that of the candidate’s peers across the country in order to determine if they are in the top one-quarter. These illustrations are given solely to clarify the use of the word superior and to suggest the frequency with which it is to be applied in tenure and promotion cases.