



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

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

### **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.

Tenure and promotion both take place against a background of values most recently articulated in *A Framework for Planning at the University of Saskatchewan*, adopted by University Council in 1998. This document guides all of our decisions at the University of Saskatchewan including the collegial decisions of tenure and promotion, which are essential for the University's standing within the academic community. This document identified four major goals for the University.

- At the University of Saskatchewan, we have affirmed our intention to improve the quality of the instructional programs offered to students. This requires that considerable attention be paid to the evaluation of teaching to ensure that the instruction provided is, and continues to be, of high quality.
- At the University of Saskatchewan, we have affirmed that the "teacher-scholar" will be our adopted model for faculty development. This model builds on the principle that universities acquire their distinctive character through their capacity to unite scholarship with teaching. This capacity can only be realized by appropriate faculty personnel strategies, including those associated with tenure and promotion decisions.
- At the University of Saskatchewan, we have also affirmed that we will increase our research efforts. *A Framework for Planning* makes the following judgement: "At the University of Saskatchewan the commitment to research and scholarship needs to be intensified." To achieve this goal, we must ensure that our hopes are reflected in the standards that we set for ourselves.
- At the University of Saskatchewan, we have signaled our intention to respond to the needs of Aboriginal peoples. *A Framework for Planning* indicates that: "In Saskatchewan, the task of responding to specific, local needs and, simultaneously opening doors to the world, is particularly pressing in the context of Aboriginal peoples." To achieve this goal, we must ensure that the standards we adopt encourage the recruitment of Aboriginal peoples into academic positions and their successful career development.

This document includes and supplements the University of Saskatchewan Standards for promotion and tenure for tenure-stream, continuing status, with term, and without term faculty in the College of Medicine. The College of Medicine standards must be read in conjunction with the University Standards for Promotion and Tenure.

In addition to these four broad goals, *A Framework for Planning* identifies three principles by which we must govern ourselves: autonomy, quality and accountability. At the University of Saskatchewan we believe that all of our decisions, including our collegial decisions, must take these principles into account.

Finally, the University of Saskatchewan's Mission Statement indicates that we value interdisciplinary research and teaching and we should foster it within our institution. The Mission Statement highlights the four scholarships of teaching, discovery, integration, and application. This inclusive approach to scholarship is intended, among other things, to ensure that faculty who have interdisciplinary interests will be encouraged to pursue them and they will be taken into account and valued in the context of tenure and promotion considerations.

### **B. AUTHORITY**

This document contains standards defining the expectations of performance for the award of tenure and promotion at the University of Saskatchewan.<sup>1</sup> 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 Artistic Work
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 an overall 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". If there is *superior* performance in a category, or if there is a contribution where there is no requirement for one, this fact is seen as positive but does not compensate for failure

### **C. CATEGORIES OF EVALUATION**

The designated career path of a faculty member will be identified in the initial letter of offer. The career path of each faculty member will determine the amount of time dedicated to teaching, research and scholarly work, and the practice of professional skills. In the College of Medicine, faculty are not engaged in artistic work as part of their assigned duties.

to meet the standard in a required category.

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.

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 research and scholarly activities indicate a reasonable likelihood that the tenure standards can be met within the allotted timeframe. If renewal of probation is not recommended, the Department Head or Dean (in non-departmentalized colleges) must demonstrate that the candidate has not made satisfactory progress towards the tenure standards for the appropriate rank.

In this document, the term college is understood to include both Graduate Schools and the University Library. 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 a minimum. 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 describes the candidate's philosophy, activities, achievements, and plans in the categories of teaching, research and/or scholarly work or practice of professional skills, and other relevant categories (i.e., administration, extension and public service) and which describes the committees' evaluation, both qualitative and quantitative, of the candidate. One tenure or promotion case file will be submitted for each candidate under consideration. See Section E for a description of the required documentation.

**Career Paths:** Based on the allocation of time associated with their assignment of duties, each faculty member in the College of Medicine will be assigned one of these career paths at the time of appointment. Changes to a faculty members' career path would ordinarily occur only once or twice in one's career and must be recommended by the Department Head and supported by the Dean, approved by the Provost and agreed to by the Joint Committee for the Management of the Agreement (JCMA).

See Table IA on Page 4 for range of duties in each Career Path.

**TABLE I- REQUIRED CATEGORIES**

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

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 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.

In the College of Medicine the candidate is required to meet the standards in either category 4 or 5. In addition to the categories listed in Table IA, categories 1 and 3 are also required categories.

**TABLE IA – RANGE OF DUTIES for CAREER PATHS  
In REQUIRED CATEGORIES:**

CAREER PATH	(2)	(4)	(5.1)	(5.2)	(6)	(7)
	Teaching	Research & Scholarly Work	Clinical/ Educational Practice	Research & Scholarly Work	Administra- tion	Public Service
<b>Clinician Teacher</b>	10 - 25%	---	50 - 75%	5 - 25%	5 - 25%	5 -25%
For university clinical faculty and non-university faculty						
<b>Clinician Educator</b>	<b>20 – 40%</b>		<b>25-50%</b>	<b>25-35%</b>	<b>5-25%</b>	<b>5-10%</b>
For clinical faculty with a career path in medical education / education administration						
<b>Clinician Investigator</b>	5 - 25%	---	10 - 50%	25 -75%	5 - 25%	5 -25%
For university clinical faculty with a career path in research						
<b>Clinician Scientist</b>	5 - 25%	---	10 - 50%	25 -75%	5 - 25%	5 -25%
For university clinical faculty with a career path in research						
<b>Scientist</b>	10 - 50%	25-75%	---	---	5 - 25%	5 -25%
For university non-clinical faculty with a career path in research						
<b>Administrator Scientist</b>	5 - 25%	5 -25%	---	---	50 -75%	5 -25%
For non-clinical faculty with a career path in academic administration						
<b>Administrator Clinician</b>	5 – 25%	---	5 – 25%	5 – 25%	50 -75%	5 -25%
For clinical faculty with a career path in academic administration						
<b>Educator</b>	25 - 50%	---	10 - 50%	25 -50%	5 - 25%	5 -25%
For non-clinical faculty with a career path in medical education						

**D. STANDARDS FOR EACH CATEGORY OF EVALUATION**

**1. ACADEMIC AND/OR PROFESSIONAL CREDENTIALS**

In the College of Medicine the faculty member must have a PhD, an MD, or a comparable degree(s) from a recognized university as a minimum qualification. Only in special circumstances will an exception be made. Faculty in clinical departments with direct or indirect patient care responsibilities must hold a license to practice medicine in the province of Saskatchewan and be accorded hospital privileges in the Health Region where teaching duties are assigned. Where applicable, such faculty must also hold a specialist certificate granted by the Royal College of Physicians and Surgeons of

The 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 speciality certification, registration or licensure in the profession). In cases where the Ph.D. or other qualifying credentials are not completed at the time of appointment, the letter of appointment will indicate that tenure cannot be awarded without the required credentials as specified in this section.

In exceptional cases, alternative qualifications will be accepted when such qualifications are deemed to be equivalent to the academic credentials typically expected in the discipline. The acceptability of these alternative qualifications must be explained and stipulated in the candidate's letter of appointment.

## 2. TEACHING ABILITY AND PERFORMANCE

Good teaching is expected of all faculty and 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 mastery of 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<sup>ii</sup>.

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, both peer and student, will be obtained on an **ongoing basis** and should be shared with candidates for formative purposes.

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.

Canada or a certificate granted by the College of Family Physicians of Canada. In special cases, training and experience in a specialty comparable to the requirements of the Royal College of Physicians and Surgeons of Canada or College of Family

Physicians of Canada (or eligibility for examination) may be acceptable. When a sub-specialty is not recognized by certifying authorities (by suitable examination), certification in a related major specialty may be acceptable.

In exceptional circumstances, a faculty member with an MD may be granted an appointment in a basic science department providing they had research experience comparable to a PhD degree, as evidenced by research productivity and ability to secure research funding. This will be determined prior to appointment by the Departmental Search Committee in consultation with the Dean of the College, and with the approval of the Office of the Provost and Vice-President Academic.

For those faculty in the Clinician-Educator pathway, in addition to being a practicing physician, past experience in medical education and/or credentials in education (e.g. Clinician Educator Diploma from the Royal College of Physicians and Surgeons of Canada, Masters in Education and/or Masters in Medical Education) will be considered satisfactory credentials in this category.

For those faculty in the Educator pathway, past experience in medical education and/or credentials in education will be considered satisfactory credentials in this category.

## 2. TEACHING ABILITY AND PERFORMANCE

Teaching responsibilities are determined at the time of appointment by the Department Head as part of the assignment of duties. They will be reviewed annually and will reflect an appropriate amount of time in accordance with the faculty member's identified career path. It is not expected that all faculty must be involved in all of the teaching roles listed, but only those roles set out for that faculty member by the Department Head. The Department Head will, at the beginning of the academic year, review with each faculty member what will be expected of them in their teaching duties, including the evaluative procedures to be followed.

The College of Medicine has resolved that all faculty with teaching responsibilities be strongly encouraged to pursue teaching excellence by a least once-yearly attendance at a TIPS course and/or other workshop(s) offered by Educational Support & Development or their equivalent; also, that all newly appointed faculty with teaching responsibilities must complete the TIPS course within the first year of their academic appointment and that they should continue to pursue teaching excellence by attending at least one workshop offered each year by Educational Support & Development or its equivalent.

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

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

Faculty are expected to participate in an average volume of teaching for the department in accordance with their designated career path. The department is responsible for providing evidence of average volume of teaching for its members at each rank. The standards to be met for each rank are outlined below. TIPS is a requirement for all faculty for advancement in

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

**a) Evaluation by Peers:** Peer evaluation will embrace the various aspects of teaching described in Table II; e.g., classroom performance, the quality of examinations, course outlines and course materials, syllabi, reading materials, reading lists, laboratory manuals, workbooks, and classroom assignments. All peer evaluations will culminate in a written assessment. If senior colleagues make visitations to classrooms as part of the determination of a colleague's delivery, rapport, attentiveness and responsiveness to students, the written assessment will specify the teaching roles being performed.

**b) Evaluation by Students:** The following methods of undergraduate and graduate student evaluation will be acceptable:

- written appraisals, obtained by the Department Head or Dean, 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. 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.

clinical departments, teaching and supervision of students performing clinical work will be evaluated.

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

**Tenure/Continuing Status as Assistant Professor:**

For faculty on Clinician-Investigator, Clinician-Scientist, Administrator-Clinician or Administrator-Scientist career path, 5-25% of their time will be devoted to teaching responsibilities. Faculty on the Clinician-Educator career path will devote 20-40% of their time to teaching responsibilities. Faculty on the Scientist career path will devote 10-50% of their time to teaching responsibilities. Faculty on a Clinician-Teacher career path will devote 10-25% of their time to teaching. Bedside teaching will be considered in teaching assignments for faculty in the Clinician-Teacher career path. Faculty on an Educator career path will devote 25 -50% of their time to teaching. They will also participate in course coordination and development of teaching methods.

**Tenure/Continuing Status as or Promotion to Associate Professor:**

For faculty on Clinician-Investigator, Clinician-Scientist, Administrator-Clinician or Administrator-Scientist career path, 5-25% of their time will be devoted to teaching responsibilities. Faculty on the Clinician-Educator career path will devote 20-40% of their time to teaching responsibilities. Faculty on the Scientist career path will devote 10-50% of their time to teaching responsibilities. Faculty on a Clinician-Teacher career path will devote 10-25% of their time teaching. Bedside teaching will be considered in teaching assignments for faculty in the Clinician-Teacher career path. The candidate will mentor postgraduate fellows. Faculty on an Educator career path will devote 25- 50% of their time to teaching. At the Associate Professor rank it is anticipated these faculty will participate to a greater extent in departmental teaching and will take a greater lead in course coordination and development. In addition the candidate will participate in faculty development workshops and will facilitate the use of innovative teaching methods. The candidate may also be involved in the significant reorganization of weak courses, converting of residency programs from probationary or "intent to withdraw" to full accreditation, introduction of new courses or implementation of innovative teaching methods.

**Tenure/Continuing Status as or Promotion to Professor:**

For faculty on Clinician-Investigator/Scientist and Administrator-Clinician/Scientist career paths, 5-25% of their time will be devoted to teaching responsibilities. Faculty on the Clinician-Educator career path will devote 20-40% of their time to teaching responsibilities. Faculty on the Scientist career path will devote 10-50% of their time to teaching responsibilities. Faculty on a Clinician-Teacher career path will devote 10-25% of their time teaching. Bedside teaching will be considered in teaching assignments for faculty in the Clinician-Teacher career path.

The candidate will mentor postgraduate fellows. The candidate will demonstrate invitations to speak at a national or international level.

Faculty on an Educator career path will devote 25-50% of their time to teaching. At this rank the expectations are the same as for tenure/continuing status or promotion to Associate Professor.

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

Peer and student evaluations will be coordinated by the Dean or Department Head (or designates) and will require consultation with the candidate to ensure that all committees have the necessary information upon which to base a decision. 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.

### 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 research program and its relationship to the discipline.

#### AND/OR

- a 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.

Additional evidence may be considered in this category, including peer-reviewed grants, peer review activity for journals in the discipline, invited lectures and presentations at conferences directly relevant to the field of specialization.

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

### 4. RESEARCH, SCHOLARLY AND/OR ARTISTIC WORK

Research, scholarly and/or artistic work is expected of all faculty. 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 subjected to external peer**

### 3. KNOWLEDGE OF THE DISCIPLINE AND FIELD OF SPECIALIZATION

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

- A written statement summarizing the evidence that would demonstrate the candidate's knowledge in the Field of Specialization. Examples of evidence are:
  - Peer-reviewed papers
  - Peer-reviewed grants
  - Invited conference presentations
  - Invited lectures and seminars outside U of S
  - Membership on editorial boards
  - Position on professional bodies
  - Membership on advisory (e.g. graduate student) committees
  - Patient referrals for this specialization
  - Evaluations of health services and recognition by Health Canada and/or Health Region
- An open seminar during the academic year before tenure or promotion, to colleagues at the University of Saskatchewan outlining the candidate's research/scholar program. Such seminars will be evaluated by the faculty member's Department and the College Review Committee

#### **PREAMBLE TO CATEGORIES 4 AND 5:**

In the College of Medicine, candidates will be assessed under category 4, Research, Scholarly and/or Artistic Work or category 5, Practice of Professional Skills. The determination of which category is to be used is to be made by the Department Head in consultation with the faculty member, at the time of appointment, and will be dependent upon the faculty member's designated career path. Any change in category would have to be justified in writing by the candidate and the Department Head and submitted to the Dean prior to the beginning of the academic year.

Category 4 Evaluation: Normally, for candidates in the Scientist or Administrator-Scientist career path.

Category 5 Evaluation: For candidates in the Clinician-Teacher, Clinician-Investigator, Clinician-Scientist, Administrator-Clinician or Educator career paths.

### 4. RESEARCH, SCHOLARLY AND/OR ARTISTIC WORK

In the College of Medicine, Category 4 is restricted to research and scholarly work. Artistic work is not considered. Candidates in the Scientist and Administrator-Scientist career path will normally be evaluated under Category 4.

**review.** This includes, in the case of artistic work, exhibitions and performances.

Although academic disciplines may differ in the avenues for publication or presentation of scholarly activity, the **primary and essential evidence** in this category is publication in reputable peer-reviewed outlets or, in the case of performance or artistic work, presentation in reputable peer-reviewed venues.

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. artistic works, performances, research related patents, copyrighted software and audio-visual materials).

In some disciplines the award of research funding from provincial, national or international granting councils or agencies that employ a process of peer evaluation is also a significant indication of a candidate's performance. Colleges may specify the type and weighting of the contributions to be assessed in this category.

**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. 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 tenure and promotion standards of the University of Saskatchewan, by at least three senior academics<sup>iii</sup> 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 that the results of their research, scholarly 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 evidence of a program of research or scholarship, clearly defined and executed by the candidate, 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 the tenure and promotion standards of the University of Saskatchewan, by at least three senior academics drawn from comparable institutions.

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 *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 and promotion, the College of Medicine will require evidence of an active research program or program of scholarship and the ability to obtain adequate research funding.

**Tenure/Continuing Status as Assistant Professor – Indicators of compelling evidence include some of the following:**

- Author/Co-author on clinical case reports
- Authored abstracts in peer-reviewed professional societies
- Health Region Quality Assurance project-type funding
- Author on descriptive studies
- Participation in Industry-sponsored research
- Applies for tri-council funding

**Tenure/Continuing Status as, or Promotion to Associate Professor**

Candidates for tenure as or promotion to Associate Professor will have demonstrated collaborative and/or independent research or scholarly work programs. The candidate's work is expected to be supported by extramural funding and publication of results arising from work done at the University of Saskatchewan within the peer-reviewed medical/scientific literature. Continuing funding for faculty within the College of Medicine is expected to result from national or international competitive grant funding sources or industry. An example would be at least one new or renewal of an independent research grant. The candidate's published work will be evaluated by assessing the impact of the work using a series of metrics as identified in Section E. Process of Evaluation. The relative ranking of the publication venue and the number (and sources) of citations in the published works of others are examples of the metrics that may be used. The order of authors on manuscripts published by members of the College of Medicine is expected to follow the principles outlined by the International Committee of Medical Journal Editors (ICMJE). A continuing publication record of peer-reviewed manuscripts published in reputable professional journals from work done at the University of Saskatchewan is expected. The relative ranks of the candidate's roles, contributions and the prestige of the publication venue will be considered. The candidate would normally be biased towards first author and contributing author contributions to the literature as his/her independent research program is beginning to develop. Candidates evaluated for their scholarly work may submit works such as collaborative authorship on National Clinical Practice Guidelines or chapters in prestigious medical texts from well-established publishers.

Indicators of compelling evidence include those listed under Assistant Professor AND some of the following:

- Contributing author on Randomized Controlled Trial (RCT) or scientific publications in highly ranked journals
- Author on descriptive studies
- Author/Co-author on clinical case reports

**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 publications in reputable, peer reviewed outlets or through peer reviewed performances or exhibitions, 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 as appropriate. 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. Candidates will also be expected to participate in the supervision of graduate students in departments or colleges that offer graduate programs.

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.

- Health Region Quality Assurance project-type funding
- Independent investigator on clinical case reports
- Activity in peer-review process
- Author/Co-author on clinical practice guidelines, etc.
- Site investigator for industry-sponsored research
- Local funding (SHRF or CHRC)
- Serves on local grant review panels
- Independent investigator on descriptive studies
- Independent investigator of abstracts in peer-reviewed professional societies
- Independent investigator on RCT or scientific publications in highly ranked journals
- First author on Randomized Controlled Trial (RCT) or scientific publications in highly ranked journals
- Ability to secure Tri-Council funding – CIHR, NSERC, SSHRC
- Co-investigator on tri-council grants
- Serves on national tri-council review panels

**Tenure/Continuing Status as, or Promotion to Professor**

Candidates for tenure as or promotion to Professor will have demonstrated an independent research or scholarly work program supported by extramural funding typical of the candidate's discipline and publication of significant findings within the peer-reviewed medical/scientific literature. Funding for faculty within the College of Medicine is expected to arise from national or international competitive grant funding sources or industry. The candidate's published work will be evaluated by assessing the impact of the work using a series of metrics as identified in Section E. Process of Evaluation. The relative ranking of the publication venue and the number (and sources) of citations in the published works of others are examples of the metrics that may be used. The order of authors on manuscripts published by members of the College of Medicine is expected to follow the principles outlined by the International Committee of Medical Journal Editors (ICMJE). A continuing publication record of peer-reviewed manuscripts published in reputable professional journals is expected. The relative ranks of the candidate's roles, contributions and the prestige of the publication venue will be considered. A balanced distribution of publications with the candidate as first author, contributing author and senior corresponding author is expected. Candidates evaluated for their scholarly work may submit works such as senior authorship on National Clinical Practice Guidelines or chapters in prestigious medical texts from well-established publishers.

Indicators of compelling evidence include those listed under Associate Professor AND some of the following:

- Author/Co-author on clinical practice guidelines
- Independent investigator on clinical practice guidelines, etc
- Author/Co-author on technical reports to scholarly societies
- Editorship position on scholarly or scientific journal boards
- National/International Principal Investigator in industry-sponsored trials
- Author/Co-author on clinical practice guidelines
- Independent investigator on Randomized Controlled Trial (RCT) or scientific publications in highly ranked journals
- Senior author on Randomized Controlled Trial (RCT) or scientific publications in highly ranked journals
- Author/Co-author on chapters in medical texts
- Successfully mentors graduate students and post-doctoral fellows
- Independent investigator on descriptive studies
- Editorial board membership
- Edits/authors monograph published by reputable/recognized publisher(s)
- National/International Principal Investigator in industry-sponsored trials
- Consistent Tri-Council funding – CIHR, NSERC, SSHRC
- H Index

## 5. PRACTICE OF PROFESSIONAL SKILLS

Candidates considered for promotion and tenure under this category will, as a major part of their assigned duties, engage in a professional practice which involves a significant and continuing commitment of time. Research and scholarly work linked to their professional practice is expected of all faculty evaluated under this category of assessment.

Professional practice means mastery of the professional skills associated with the discipline, and their effective use in a discipline-appropriate practice setting. **Research and scholarly work is creative, intellectual work which is in the public realm and which has been subjected to external peer review.**

Both the professional practice and the research and scholarly work components of this category of assessment will be taken into account in the overall evaluation of the candidate's performance. The evaluation should reflect the balance between the practice of professional skills and the research and scholarly work in which the candidate is engaged.

### 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 of 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.

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.
- 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

## 5. PRACTICE OF PROFESSIONAL SKILLS

In this category, both Professional Practice, which is evaluated under 5.1, and Research and Scholarly Work, which is evaluated under 5.2, will be taken into account in the overall evaluation of the candidate's performance. The Department Head must present the ratio of Professional Practice to Research and Scholarly Work which has been assigned for the candidate. The candidate should be participating in or developing a program of practice; the program may be interdisciplinary and/or interdepartmental.

Clinical faculty who elect to pursue the Clinician-Educator pathway will have their professional practice evaluated under 5.1a and 5.1b, while their scholarly work will be evaluated under 5.2a and/or 5.2b. Non-clinical faculty who choose an Educator pathway will be evaluated under 5.1b and 5.2b for their professional practice and scholarly work, respectively.

### 5.1 Professional Practice:

In the College of Medicine, the differences between clinical practice and educational practice are sufficiently distinctive to require separate descriptors which serve to amplify the requirements. Faculty on the Clinician-Teacher, Clinician-Investigator/Scientist and Administrator Clinician career paths will be evaluated under 5.1a. Faculty on the Clinician-Educator career path will be evaluated under both 5.1a and 5.1b (recognizing that the total % of time devoted to this sub-category will be allocated between both types of practice.) Faculty on the Educator career path will be evaluated under 5.1b.

**5.1 a) Clinical Practice:** In the College of Medicine, clinical practice is defined as investigating, diagnosing, decision making and overall care and management of patients. Candidates for tenure and promotion on the Clinician-Teacher, Clinician-Educator, Clinician-Investigator, Clinician-Scientist and Administrator-Clinician career paths will be evaluated in the following elements of their clinical practice:

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

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

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

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

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

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

### Specific Requirements Under 5.1 a Clinical Practice for each Rank:

#### **Tenure/Continuing Status as Assistant Professor:**

Candidates with 5-25% of their time devoted to clinical responsibilities will: sustain a consultative clinical practice, meet standard quality of care and participate in continuing professional improvement.

programs

- evidence of the ability to establish effective relationships with professional colleagues, resource persons, clients and collaborators
- 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.

Candidates with 25–50% of their time devoted to clinical responsibilities will: actively participate in a program of academic clinical practice, have recognition as major member of a program of practice, show evidence of participation in Quality Assurance program, participate in academic clinical investigation, show evidence for ongoing clinical program development and evidence of maintenance of competence.

Candidates with 50-75% of their time devoted to clinical responsibilities will demonstrate requirements as above with the following additions: develop excellence of clinical skills, willing to participate in after hours duties, participate in clinical audits and outcome analysis, recognition as regional health authority or clinical expert, participate in regional or university clinical care meetings and evidence of institutional support for clinical investigation as individual or major member of their program of practice.

**Tenure/Continuing Status as or Promotion to Associate Professor**

Candidates with 5-25% of their time devoted to clinical responsibilities, in addition to requirements for Assistant Professor above, will demonstrate affiliation with a program of practice, recognized excellence in provincial consultation and membership in provincial academic organizations.

Candidates with 25-50% of their time devoted to clinical responsibilities, in addition to requirements for Assistant Professor above, will demonstrate recognized excellence beyond the province, established major role in a program of practice, provision of consultation outside the practice base, participation in clinical trials and/or reviews and holds office or committee chair in province level academic organization.

Candidates with 50-75% of their time devoted to clinical responsibilities, in addition to requirements for Assistant Professor above, will demonstrate willing participation in multidisciplinary care delivery, participation in meetings involving clinical trials, participation in University meetings involving provision of clinical care, provision of legal and insurance consultations, evidence of grant reviewer or external program reviewer and evidence of editorial reviews, or reviewer of candidate for promotion.

**Tenure/Continuing Status as or Promotion to Professor:**

Candidates with 5-25% of their time devoted to clinical responsibilities, in addition to requirements for Associate Professor above, will demonstrate participation in clinical investigations of a program of practice; for example, Phase IV clinical trials, quality assurance, patient safety.

Candidates with 25-50% of their time devoted to clinical responsibilities, in addition to requirements for Associate Professor above, will demonstrate participation in clinical investigations of a program of practice (for example, Phase IV clinical trials, quality assurance, patient safety), act as committee chair or officer of provincial or national academic organization, have a provincial reputation as authority in clinical field.

Candidates with 50-75% of their time devoted to clinical responsibilities, in addition to requirements for Associate Professor above, will demonstrate participation in clinical investigations of a program of practice (for example, Phase IV clinical trials, quality assurance, patient safety), provide consultation to service organizations relevant to their program, have a recognized national reputation as authority in the field of expertise and hold office or committee chair in national academic association or society.

**5.1 b) Educational Practice:** In the College of Medicine, educational practice is defined as program and curriculum development, instructional design, and educational program management. Educational practice applies to faculty members on the Clinician-Educator and Educator career paths, engaged in the professional practice of educational program development and/or delivery in instructional design.

**Elements to be evaluated for Educational Practice** - As described by the Association of American Medical Colleges (2007)<sup>1</sup>, education practice activity categories include:

**Table III**

Teaching Roles	Aspects to be Assessed	Items & Activities to be Reviewed
Activity that Fosters Learning: <ul style="list-style-type: none"> <li>• direct teaching</li> <li>• creation of associated instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• frequency and duration of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• instructional material authored by the faculty member</li> </ul>
	<ul style="list-style-type: none"> <li>• evidence of learning by the students</li> </ul>	<ul style="list-style-type: none"> <li>• student and peer evaluations</li> <li>• pre and post-teaching student assessments</li> <li>• self-reported learning objectives from students</li> </ul>
	<ul style="list-style-type: none"> <li>• teaching awards received</li> </ul>	<ul style="list-style-type: none"> <li>• teaching award</li> </ul>
	<ul style="list-style-type: none"> <li>• application of evidence-informed practices from education literature to teaching approach</li> </ul>	<ul style="list-style-type: none"> <li>• documentation of evidence-informed practices utilized in teaching</li> </ul>
Curriculum Development	<ul style="list-style-type: none"> <li>• documentation of curricular offering authored or co-authored by the faculty member</li> </ul>	<ul style="list-style-type: none"> <li>• faculty member's role, content contributions and expertise along with the intended purpose, target audience, design and evaluation</li> </ul>
	<ul style="list-style-type: none"> <li>• quality of curricular activity</li> </ul>	<ul style="list-style-type: none"> <li>• student reactions and ratings</li> <li>• impact of learning through evaluation of outcomes</li> </ul>
	<ul style="list-style-type: none"> <li>• use of evidence-informed practices in curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>• documentation of evidence-informed practices utilized in curriculum development</li> </ul>
	<ul style="list-style-type: none"> <li>• wider use of curriculum by broader educational community</li> </ul>	<ul style="list-style-type: none"> <li>• peer-review by local experts, curriculum committee or accreditation reviewers</li> <li>• invited presentations to meetings</li> <li>• acceptance of material to a peer-reviewed repository</li> <li>• list of institutions where the curriculum has been adopted</li> <li>• documentation of consultations attributed to the developed curriculum</li> <li>• number of citations in other instructors' curricula</li> </ul>
Mentorship/Advising <ul style="list-style-type: none"> <li>• educators help learners accomplish their goals</li> </ul>	<ul style="list-style-type: none"> <li>• number of students or colleagues mentored or advised</li> </ul>	<ul style="list-style-type: none"> <li>• name and status, and estimate of amount of time invested in the activity</li> </ul>
	<ul style="list-style-type: none"> <li>• evaluations of mentoring or advising effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• commentaries from advisees</li> </ul>

		<ul style="list-style-type: none"> <li>• documentation of participation in professional development activities to improve mentoring or advising skills</li> <li>• facilitate knowledge translation such as leading initiatives that improve institutional mentoring or advising practices</li> <li>• documentation of invitations to critically evaluate other mentoring programs</li> <li>• serving as a mentoring consultant to professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• letters or certificates from organizations or individuals confirming participation and completion</li> </ul>
	Educational Administration or Leadership	<ul style="list-style-type: none"> <li>• documentation of the nature of leadership projects</li> </ul>	<ul style="list-style-type: none"> <li>• the project's duration, your leadership role, process of the project, evaluation of outcomes and financial and human resources utilized</li> </ul>
		<ul style="list-style-type: none"> <li>• the dissemination of the innovations to the greater educational community</li> </ul>	<ul style="list-style-type: none"> <li>• documentation confirming workshops or presentations given</li> </ul>
	Learner Assessment	<ul style="list-style-type: none"> <li>• activities associated with measuring learners knowledge, skills and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• documentation of the assessment activity's size and scope, including evidence of utilization of evaluation tools with established reliability and validity standards</li> </ul>
<p><i>*Simpson et al (2007) Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship - Summary Report and Findings from the AAMC Group on Educational Affairs Consensus Conference on Educational Scholarship. Association of American Medical Colleges Consultation and Confidentiality</i></p> <p>Letters of evaluation from peers inside and outside the University shall be sought by the Department Head or the candidate in reference to the candidate's scholarly work related to their professional practice.</p> <p><b><u>Specific Requirements Under 5.1 b Educational Practice For Each Rank:</u></b></p> <p><b>Tenure/Continuing Status as Assistant Professor</b>  Candidates with 10 - 50% of their time devoted to educational responsibilities will: participate in professional development activities to improve skills in mentoring, advising and other teaching practices, use evidence-informed practices in curriculum development, participate in professional development activities to improve skills in mentoring, advising and other teaching practices and show evidence of effective teaching.  Faculty on the Clinician-Educator career path will devote their time to educational administration and will also participate in the planning, coordination, and delivery of courses and/or educational programs.</p> <p><b>Tenure/Continuing Status as or Promotion to Associate Professor, in addition to the requirements above for Assistant Professor:</b>  Candidates with 10 - 50% of their time devoted to educational responsibilities will: use evidence-informed practices in curriculum development, demonstrate wider use of the curriculum by the broader regional educational community, mentoring and advising students and colleagues, serve as a mentoring consultant to professional organizations, participate in educational leadership and show evidence of effective teaching over time.</p>			

## 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, case reports; 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.

Faculty on the Clinician-Educator career path will devote a minimum of 15% of their time to educational administration. They will participate to a greater extent in departmental educational administration, and will take on a leadership role in planning, coordination and delivery of courses and/or educational programs and/or curriculum. In addition the candidate will participate in and/or present at faculty development workshops.

### **Tenure/Continuing Status as or Promotion to Professor, in addition to the requirements above for Associate Professor:**

Candidates with 10 - 50% of their time devoted to educational responsibilities will: mentor and advise students and colleagues, participate in educational leadership, demonstrate wider use of the curriculum by the broader national and international educational community, facilitate knowledge translation through such activities as writing an institutional guide and lead initiatives that improve institutional mentoring and advising practices, be invited to critically evaluate other mentoring programs, demonstrate a leadership role in educational administration and show evidence of excellent teaching over time in a number of settings.

Faculty on the Clinician-Educator career path will devote a minimum of 15% of their time to educational administration. They will participate to a greater extent in departmental educational administration, and will take on a senior leadership role in planning, coordination and delivery of courses and/or educational programs and/or curriculum. In addition the candidate will participate in and/or present at faculty development workshops.

## 5.2 Scholarly Work

In the College of Medicine, the differences between clinical practice and educational practice are sufficiently distinctive to require separate descriptors which serve to amplify the requirements. Faculty on the Clinician-Teacher, Clinician-Investigator/Scientist and Administrator Clinician career paths will be evaluated under 5.2a. Faculty on the Clinician-Educator career path may have scholarly work contributions in 5.2a (clinical practice) and/or 5.2b (educational practice). Faculty on the Educator career path will be evaluated under 5.2b.

For tenure at any rank, or promotion to Professor, scholarly work shall be assessed by external referees relevant to the significance of the contribution to the practice in the candidate's program of practice.

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

**5.2 a) Elements to be evaluated for Scholarly Work Linked to the Practice of Professional Skills:** The scholarly work linked to professional practice should be aligned with the candidate's program of academic clinical practice. There must be evidence of continuing development of scholarly work by the candidate individually, or as a major contributor to their program of practice. Candidates for tenure and promotion will be assessed in the following categories of scholarly work related to practice of professional skills:

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

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

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

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

**Specific Requirements for Each 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.

The quality of the candidate's professional practice and scholarly work will be assessed, using the tenure and promotion standards of the University of Saskatchewan, by at least three senior academics<sup>iv</sup> 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 at the Associate rank (unless tenure is a condition of appointment), the quality of the candidate's professional practice and scholarly 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.

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 *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

**Specific Requirements Under Scholarly Work Linked to Clinical Practice For Each Rank:**

**Tenure/Continuing Status as Assistant Professor:**

Candidates with <25% of their time devoted to scholarly responsibilities must have: Publication of non-reviewed paper or editorial letter, and/or presentation of non-reviewed papers to provincial academic organizations.

Candidates with 25 - 50% of their time devoted to scholarly responsibilities must have: Publication of single peer reviewed journal article as senior author and/or present three peer reviewed papers and/or participate in college-level accreditation processes.

Candidates with 50 - 75% of their time devoted to scholarly responsibilities must have: Publication of book chapters and/or presentation at academic specialty conferences.

**Tenure/Continuing Status as or Promotion to Associate Professor, in addition to the requirements above for Assistant Professor:**

Candidates for tenure as or promotion to Associate Professor will have demonstrated collaborative and/or independent research or scholarly work programs. The candidate's work is expected to be supported by extramural funding and publication of results arising from work done at the University of Saskatchewan within the peer-reviewed medical/scientific literature. Continuing funding for faculty within the College of Medicine is expected to result from national or international competitive grant funding sources or industry. An example would be at least one new or renewal of an independent research grant. The candidate's published work will be evaluated by assessing the impact of the work using a series of metrics as identified in Section E. Process of Evaluation. The relative ranking of the publication venue and the number (and sources) of citations in the published works of others are examples of the metrics that may be used. The order of authors on manuscripts published by members of the College of Medicine is expected to follow the principles outlined by the International Committee of Medical Journal Editors (ICMJE). A continuing publication record of peer-reviewed manuscripts will have been published in reputable professional journals from work done at the University of Saskatchewan. The relative ranks of the candidate's roles, contributions and the prestige of the publication venue will be considered. The candidate would normally be biased towards first author and contributing author contributions to the literature as his/her independent research program is beginning to develop. Candidates evaluated for their scholarly work may submit works such as collaborative authorship on National Clinical Practice Guidelines or chapters in prestigious medical texts from well-established publishers.

Candidates with <25% of their time devoted to scholarly responsibilities must be: Co-author on peer reviewed manuscript from a program of practice and/or co-present a peer reviewed presentation(s) at national scientific meetings and/or be invited to peer review journal manuscript.

Candidates with 25 - 50% of their time devoted to scholarly responsibilities must be: Co-author in clinical reviews, or controlled trials, or methodology reports; and/or make a presentation at an international peer reviewed scientific meeting, and/or be an invited professor/lecturer at Canadian universities/medical centers, and/or have evidence of funding as major member of a program of practice, and/or be involved in leadership in college-level accreditation processes, and/or participate in national-level accreditation processes.

Candidates with 50 - 75% of their time devoted to scholarly responsibilities must be: Senior author in clinical reviews, controlled trials or methodology reports; and/or make a presentation at international peer-reviewed scientific meetings, and/or be an invited professor/lecturer at an international medical/University Center and/or show evidence of funding as co-investigator in a program of practice.

**Tenure/Continuing Status as or Promotion to Professor, in addition to the requirements above for Associate**

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 (unless tenure is a condition of appointment) and/or promotion, the quality of the candidate's scholarly 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.

**Professor:**

Candidates for tenure as or promotion to Professor will have demonstrated an independent research or scholarly work program supported by extramural funding typical of the candidate's discipline and publication of significant findings within the peer-reviewed medical/scientific literature. Funding for faculty within the College of Medicine is expected to arise from national or international competitive grant funding sources or industry. The candidate's published work will be evaluated by assessing the impact of the work using a series of metrics as identified in Section E. Process of Evaluation. The relative ranking of the publication venue and the number (and sources) of citations in the published works of others are examples of the metrics that may be used. The order of authors on manuscripts published by members of the College of Medicine is expected to follow the principles outlined by the International Committee of Medical Journal Editors (ICMJE). A continuing publication record of peer-reviewed manuscripts will have been published in reputable professional journals. The relative ranks of the candidate's roles, contributions and the prestige of the publication venue will be considered. A balanced distribution of publications with the candidate as first author, contributing author and senior corresponding author is expected. Candidates evaluated for their scholarly work may submit works such as senior authorship on National Clinical Practice Guidelines or chapters in prestigious medical texts from well-established publishers.

Candidates with <25% of their time devoted to scholarly responsibilities must be: Senior author on peer reviewed manuscript, and/or present peer reviewed clinical papers at national scientific meetings and/or be an invited reviewer for outside university clinical faculty promotion or tenure.

Candidates with 25 - 50% of their time devoted to scholarly responsibilities must have: Publication of peer reviewed clinical trials, or basic/clinical investigations – as senior author in more than one publication and/or book chapter or technical reports, and/or present at international peer reviewed scientific meetings, and/or as an invited professor/lecturer at international universities/medical centers, and/or show evidence of major funding for a program of practice, as senior member of the award recipients and membership on an editorial board.

Candidates with 50 - 75% of their time devoted to scholarly responsibilities, in addition to the above, must have: Publication of numerous peer reviewed clinical trials, or basic/clinical investigations – as senior author, publication of book chapters or technical reports, presentations at international peer reviewed scientific meetings, invited professor/lecturer at international universities/medical centers, membership on more than one editorial board, recipient of a scholarly award or academic recognition for a program of clinical work.

**5.2 b) Elements to be evaluated for Scholarly Work Linked to Educational Practice:** The scholarly work linked to professional practice should be aligned with the candidate's medical educational practice. There must be evidence of continuing development of scholarly work by the candidate individually, or as a major contributor to their medical education based practice. Candidates for tenure and promotion will be assessed in the following categories of scholarly work related to education practice of professional skills:

**Publications:** Publication in peer reviewed literature is the primary evidence in this category. Examples include publications of instructional material, curriculum development innovations and learners' knowledge.

**Presentations:** Presentations of instructional materials, developed curricula and learners' knowledge at peer reviewed regional, provincial, national or international scientific meeting and/or invited professor/lecturer at Canadian or international university or academic medical center.

**Instructional Innovations:** Documentation of acceptance of curriculum by the broader educational community.

**Mentorship/Advising:** Documentation of mentorship activities. Examples include number of students mentored and effectiveness of the mentorship and participation in mentorship activities to the broader educational community and professional organizations.

**Scholarship Awards:** Recipient of peer reviewed personal awards directly related to educational practice.

**Table IV**

<b>TEACHING</b>	<b>SCHOLARLY TEACHING</b>	<b>EDUCATIONAL SCHOLARSHIP</b>
<b>Focus of Activities</b>		
Continual refinement of teaching activities based on an intuitive and subconscious decision-making process	Reflection on or examination of a specific problem in teaching practice as informed by educational theories, relevant literature and/or discussion with those in the field	The systematic investigation of an issue which results in the creation of a product presented in a form that can be reviewed by peers for quality, and publicly disseminated for others to learn from and build upon
<b>Source of Knowledge Development</b>		
Drawing from personal experience	Drawing from personal experience, educational literature and/or discussion with others in the field	Drawing from personal experience, educational literature and engagement in educational research/development activities
<b>Focus of Knowledge Development</b>		
There is potential to improve teaching	There is potential to improve student learning	There is potential to advance the field
<b>Focus of Knowledge Dissemination</b>		
Primarily personal use	Primarily personal use	Primarily public use
<b>Outcome of Activities</b>		
The development of a repertoire of effective teaching algorithms and teaching strategies	Growing complexity in the understanding of teaching and learning	Increasing growth of knowledge in the educational community

*\* As described by CAME Advancement of Educational Scholarship Working Group, May 2011*

**5.2 b) Specific Requirements Under Scholarly Work Linked to Educational Practice For Each Rank:**

**Tenure/Continuing Status as Assistant Professor:**

Candidates with 25-50% of their time devoted to scholarly work must demonstrate: Active participation in a program of academic clinical practice, recognition as major member of a program of practice, participation in Quality Assurance program, participation in academic educational research or program/course evaluation, participation in ongoing educational program development, maintenance and enhancement of competence.

**Tenure/Continuing Status as or Promotion to Associate Professor:**

Candidates with 25-50% of their time devoted to scholarly work must demonstrate, in addition to the above: Recognized excellence within the province, established major role in program development and maintenance, consultation and mentoring to other educators and teachers, participation in educational research and original program and course evaluations and significant knowledge translation: reports, presentations, publications.

**Tenure/Continuing Status as or Promotion to Professor:**

Candidates with 25-50% of their time devoted to scholarly work must demonstrate, in addition to the above: Significant and important participation in research projects and grant applications, committee chair or officer of provincial or national academic organization and recognized provincial reputation as an educational authority in a field.

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 as Assistant Professor are not required to meet any requirements in this category unless such duties are specified on appointment. Candidates for tenure and promotion to higher ranks are required to meet the standard in category 6(a). 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.

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

6. **CONTRIBUTIONS TO THE ADMINISTRATIVE RESPONSIBILITIES OF THE DEPARTMENT, COLLEGE, UNIVERSITY AND HEALTH REGION**

**(a) Administration**

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

**Elements of Clinical Administration are:**

- Participate in regional/university departmental meetings involving provision of clinical care
- Participate in meetings of their care group related to their program of practice
- Participate in meetings involving clinical investigation

**Elements of Educational Administration/Leadership are:**

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

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

**Probationary appointment:** Prior to attaining tenure or continuing status, faculty are not expected to have significant administrative responsibilities. During the initial portion of their probationary period faculty are expected only to attend and participate in departmental meetings. Following the renewal of their probationary period faculty may begin to participate as members of other Department, College and Health Region committees, but may not Chair standing committees.

**Tenure/Continuing Status as Assistant Professor:**

Candidates with 5-25% of their time devoted to administrative responsibilities: are not required to meet a specific standard in the category of administration, but are expected to attend and participate in Department, College and Health Region committees. Evidence should be available to support participation for a rating of meets the standard. Such evidence could include letters from the committee Chair, Department Head, or senior administration of the College, University or Health Region to the candidate.

**Tenure/Continuing Status as or Promotion to Associate Professor:**

Candidates with 5-25% of their time devoted to administrative responsibilities must: participate in departmental meetings, as well as committees of the Department, College, Health Region or University in order to meet the standard.

**Tenure as or Promotion to Professor** A fair and reasonable contribution to the administrative work of the Department and 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.

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.

**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.

Candidates with 50-75% their time devoted to administrative responsibilities must: Chair one or more committees, including Residency Training Committees, while continuing to participate in departmental meetings and other committees of the Department, College, Health Region or University, to be a Department Head or hold a senior administrative appointment in the College (e.g. Associate Dean), University or Health Region (e.g. Vice President). In order to meet the standard there must be supporting documentation from the appropriate senior administrative structure.

**Tenure/Continuing Status as or Promotion to Professor:**

Candidates with 5-25% of their time devoted to administrative responsibilities must demonstrate: Continued fair and reasonable contribution to the affairs and committees of the Department, College, University and Health Region is expected throughout the academic life of faculty regardless of their appointment category. This includes attendance at departmental meetings and membership in Department, College, University and Health Region committees and if the opportunity arises, acting as an external reviewer for promotion or tenure, in order to meet the standard.

Candidates with 50-75% of their time devoted to administrative responsibilities must: Chair and to have Chaired, as well as participating in, committees of the Department, College, University or Health Region, and/or to have shown significant administrative contributions to the various curriculum development areas of the College or to have shown significant leadership at the national level in professional societies and organizations in order to meet the standard and/or to be a Department Head or hold a senior administrative appointment in the College (e.g. Associate Dean), University or Health Region (e.g. Vice President) and if the opportunity arises, acting as an external reviewer for promotion or tenure, in order to meet the standard. There **must** be supporting letters from senior administration of the College, University and/or Health Region to meet this standard.

**b) Extension**

Outreach and community engagement work is defined as extending the University to the community through the provision of a service to the community outside of the University. It is expected that such service will be sponsored or sanctioned by the department and/or college in which the faculty member resides. The standards to be met for each rank are outlined below:

**Tenure/Continuing Status as Assistant Professor:**

Candidates with 5-25% of their time devoted to administrative responsibilities: are not required to meet a specific standard.

**Tenure/Continuing Status as or Promotion to Associate Professor:**

Candidates with 5-25% of their time devoted to administrative responsibilities must: provide evidence of a willingness to participate and demonstrate effective performance in outreach and community engagement. Outreach and community engagement may involve activities of knowledge translation to the non-academic environment.

**Tenure/Continuing Status as or Promotion to Professor:**

Candidates with 5-25% of their time devoted to administrative responsibilities must: provide evidence of a willingness to participate and demonstrate effective performance in outreach and community engagement. Outreach and community engagement may involve activities of knowledge translation, continuing medical or physical therapy education.

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

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

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

**(a) 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.

**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 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 his/her desire to be considered for tenure or promotion and will supply the documents listed in tenure and promotion case files (identified below).

Service to Academic, Professional or Scientific Organizations

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

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

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

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

**Tenure/Continuing Status as Assistant Professor:**

Candidates with 5-25% of their time devoted to public service responsibilities: are not required to meet a specific standard.

**Tenure/Continuing Status as or Promotion to Associate Professor:**

Candidates with 5-25% of their time devoted to public service responsibilities must: provide evidence of a willingness to participate and demonstrate effective performance in public service and/or contributions to academic and professional bodies. Public service might include serving on community, provincial or national boards, committees and organizations, and public presentations. Contributions to academic and professional bodies may include serving on committees of academic or professional bodies, on review panels of granting agencies, or on editorial boards of academic journals.

**Tenure/Continuing Status as or Promotion to Professor:**

Candidates with 5-25% of their time devoted to public service responsibilities must: provide evidence of a willingness to participate and demonstrate effective performance in public service and/or contributions to academic and professional bodies. Public service might include serving on community, provincial or national boards, committees and organizations, and public presentations. Contributions to academic and professional bodies may include service on committees of academic or professional bodies, on review panels of granting agencies, or on editorial boards of academic journals.

**E. PROCESS OF EVALUATION**

**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, student and peer evaluations (if provided to the candidate), 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 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

Candidates may wish to include in their teaching case file written course materials, computer programs, teaching innovations, and evidence of teaching quality (such as teaching awards).

1. *Provided by the candidate:*

- a written description of the candidate's current research program or program of scholarship, including sources and amounts of funding for the program
- a descriptive professional practice dossier which may include a case log, quality care documentation and evidence of excellence in service provision
- evidence for maintenance of competence
- annotated documentation of scholarly work linked to their professional practice in 5.1 a)
- in 5.2 b) scholarly work linked to educational practice, provide evidence in the form of letters/certificates of participation, confirmation letters from organizations, supporting letters from colleagues, evaluative letters on reports, presentations, publications and/or programs developed, etc.

2. *Provided by the Department Head:*

- The Department Head will request written, signed evaluations from individuals who are peers of the candidate, or who might be expected, by virtue of their role in professional organizations, to be able to provide an evaluation of the candidate's abilities in clinical practice
- The professional practice portion of the Case File will contain evaluations by peers, testimonials from professional organizations, and a statement on the nature and scope of the candidate's practice
- The dossier will also contain a discussion of various leadership activities associated with the candidate's role in professional service to professional groups, organizations, institutions, or the community

Material and documentation considered by Review Committees when evaluating the categories of these Standards are as follows:

Category 1: CV

<p>was assessed</p> <ul style="list-style-type: none"> <li>o An indication and assessment of the quality of the candidate's teaching</li> <li>o 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</li> <li>o 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</li> <li>o An assessment of the candidate's current and potential program of research and scholarship within the context of the discipline</li> <li>o An assessment of, where required in college standards, the adequacy of research funding support</li> <li>o An explanation of the candidate's role in joint publications, presentations, or research grants, including a statement of confirmation by collaborators.</li> <li>o An indication of the committee's discussion of the evidence and the relative weighting of this evidence in the overall decision of the committee</li> <li>o A list of the College Review Committee members</li> </ul> <ul style="list-style-type: none"> <li>• <i>For departments:</i> 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"> <li>o An indication of the quality and significance of the candidate's work and how it was assessed</li> <li>o An indication and assessment of the quality of the candidate's teaching</li> <li>o 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</li> <li>o An assessment of the candidate's current and potential program of research and scholarship within the context of the discipline</li> <li>o An assessment of, where required in department standards, the adequacy of research funding support</li> <li>o 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</li> <li>o An explanation of the candidate's role in joint publications, presentations, or research grants, including a statement of confirmation by collaborators</li> <li>o An indication of the committee's discussion of the evidence and the relative weighting of this evidence in the overall decision of the committee</li> <li>o A list of the department committee members</li> </ul> </li> </ul> <p>3. <i>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:</i></p> <ul style="list-style-type: none"> <li>• Forms (T1/P1 and T2/P2).</li> <li>• A copy of the letter sent by the department (or college in the case of non-departmentalized colleges) to external referees.</li> <li>• A list of the persons identified as external referees and shown to the candidate.</li> <li>• A list of the persons selected as external referees, including a brief description of their areas and accomplishments.</li> <li>• The letters of evaluation submitted by the external referees with an indication of the role they played in the evaluation process.</li> <li>• A complete list of persons consulted in the evaluation process (e.g. co-authors, other departments in the case of joint appointments, client organizations).</li> <li>• In cases of associate memberships, comments on all categories relevant to the duties of</li> </ul>	<p>Category 2: Teaching Dossier Student Evaluations Peer Evaluations CV Candidate's Statement on Philosophy of Teaching</p> <p>Category 3: CV Letters of commendation from external organizations Candidate's Statement on Knowledge of Discipline</p> <p>Category 4: CV Research Dossier Candidate's Statement on Research and Scholarly Work</p> <p>Category 5: CV Professional Skills Dossier Candidate's Statement on Practice of Professional Skills Evaluations from External Referees (Tenure/Continuing status &amp; promotion to Professor) Letters from peers addressing the quality of practice and/or program of scholarship</p> <p>Category 6: CV Administrative Dossier Candidate's Statement on Contributions to Administrative Responsibilities</p> <p>Category 7: CV Candidate's Statement on Public Service and Contributions to Academic &amp; Professional Bodies</p> <p>To assess the impact of a candidate's published scholarly work, one or more of the following may be used:</p> <ul style="list-style-type: none"> <li>a) Metrics</li> <li>b) H Index – Wikipedia</li> <li>c) H Index – Nature</li> <li>d) Reflections on the H Index</li> </ul>
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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 *curriculum vitae* and supporting documentation. The candidate will be informed that such information has been solicited.

- 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, theses 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 at a comparable institution. 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.

**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 and Scholarly 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.

**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. 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) and clinical faculty in the College of Medicine the appropriate terminology is continuing status.

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)
- Exceeds the standard for (promotion or tenure) i.e., a superior performance

In most cases it is only necessary to determine whether a candidate meets the standard or not. However, in some cases it will be desirable to identify those who have made an unusually significant contribution and whose performance markedly exceeds the standards for a given rank. For this purpose the term **superior** should be used. The standards to be met, as well as the performance expectation for an assessment of superior, will vary with academic rank; e.g., an assessment of superior for promotion to professor implies a higher level of performance than for tenure as an assistant professor.<sup>v</sup>

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.


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<sup>1</sup>This 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.

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

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

<sup>4</sup> 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.

<sup>5</sup> 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.