

FHS - Overview of Criteria for Tenure/CAWAR & Promotion to Associate Professor

University Criteriaⁱ

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

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

Scholarship

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A candidate for tenure and shall have established a promising program of scholarly work at McMaster University and be making the results of this work available for peer review in the public domain. In the majority of disciplines, this will mean that there should be evidence of successful peer-reviewed publication and strong promise of more to come. This requirement for a McMaster based program of research does not imply that work done prior to the tenure-track appointment at McMaster should not be considered.

High quality scholarship in research finds expression in:

- the acceptance of papers and manuscripts for peer-reviewed publication,
- academic awards,
- the approval of research grants,
- invitations to present conference papers and university seminars,
- critical reviews of published works
- exhibitions or performances.

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The candidate must demonstrate a commitment to excellence in clinical service, which is relevant and contributes to the academic mission of the Faculty of Health Sciences and the University. Excellence in clinical service will be evaluated on the basis of criteria, which reflect scholarly clinical work (not all criteria will be met by all candidates).

- Development of a special program that attracts referrals and enhances the reputation of the University based on clinical best practice methods
- Playing a key role in the development of clinical practice/development of clinical practice guidelines
- Development of written, video, audio or computer-based teaching materials for professional or lay groups specifically targeted for the advancement of patient care
- Dissemination of best practice findings through oral presentations such as invited talks, Grand Rounds, CME events
- Written scholarship that advances the field. (Dissemination of findings through publication of case reports or reports of clinical investigations; reviews, commentaries, or analytic studies in peer-reviewed journals or texts that organize, synthesize and convey clinical knowledge in a way that enhances the practice of medicine)
- Involvement in administrative activities that support and enhance University based patient care and/or teaching and/or research in the clinical settings (e.g. Head of a clinical service, program or clinic)
- Serving as a member or leader on major committees, licensing or accrediting bodies and/or professional societies relevant to the candidate's field, quality assurance committees, etc.
- Serving as an exceptional role model in the provision of optimal patient care
- Contributions to the candidate's discipline or special area of interest which have promoted scholarship and excellence in the clinical setting (e.g., enabling research through patient recruitment, creation of methods to evaluate outcomes of care; contributing to improvement of a training program within the clinical unit; introduction of journal clubs or case conferences dedicated to the provision of quality patient care; editorial responsibilities on medical journal boards.)
- Receipt of formal awards/recognition for excellence in clinical service.

Educationⁱ

A candidate for promotion must demonstrate that he or she is an effective teacher. Committees, in judging teaching effectiveness, shall seek assurance that the candidate has a scholarly command of his or her subject, is both willing and able regularly to assist students in understanding the subject, and is able to assess students' performances in an equitable and effective manner.

Teaching encompasses the selection and arrangement of course topics and materials, lecturing, leading class and seminar discussions, assisting students during office hours, laboratory and studio teaching, marking of student submissions (especially when editorial comments are given to the student), the setting of examinations that permit accurate assessment and continue the learning process, and the supervision of student research at both the undergraduate and graduate levels. The assessment of a candidate's teaching shall be based on student and peer evaluation.

Administration (University Citizenship)ⁱ

It is expected that, as a University citizen, each faculty member will assist at some level(s) in the committee work of the University and perform such assignments diligently and effectively. The meritorious performance of these duties shall not substitute for either effective teaching or scholarly achievement in the consideration for re-appointment, tenure, permanence, and/or promotion; however, unsatisfactory performance in the discharging of these duties may be an important factor in the delaying or denial of promotion.

The same considerations shall apply for service related to the role of the University in the community, to international activities, and to professional service associated with a candidate's discipline.

Letters of Reference

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The department must obtain written judgments on the quality of the candidate's scholarly work from at least three referees external to the University. The referees must be scholars who have respected national and/or international reputations and can assess whether the candidate is known widely on the basis of scholarship, however that may be defined in the discipline in question.

To avoid a possible conflict of interest, referees should not: have been a research supervisor or graduate student of the candidate within the past ten year(s); have collaborated with the candidate within the past ten years or have plans to collaborate in the immediate future; be an employee of a non-academic organization with which the candidate has had collaboration within the past ten years; or be in any other potential conflict of interest (e.g., personal, financial).

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In the case of CAWAR or tenure assessments of Clinician Educators, at least three letters must be obtained containing written judgements on the quality of the candidate's clinical scholarly work. The referees in this case may be either internal or external to the University and will be asked to evaluate the candidate based on criteria consistent with clinical service activities within this academic setting.

It is generally accepted that an assessment by other clinicians working in the same or closely related specialty area, is the best way of determining the quality of clinical scholarly work.

In many cases, the people who would be able to provide the most insight into a faculty member's clinical scholarly activities are those who could pose a conflict of interest. This is especially true in small departments and in very specialized areas of clinical expertise. In these instances, the Departmental Committee will use their best judgment when seeking referees and will clearly identify and explain any potential for conflict of interest for any of the people included in the list of potential referees. It is understood that faculty members who would directly benefit from the results of the tenure and promotion process are in conflict of interest. Further, direct supervisors are usually seen as a conflict of interest, except in those cases where the direct supervisor also holds a leadership role within the department and is asked to comment based on that role. Additionally, care should be taken to avoid other potential conflicts of interest including, but not limited to, former students, personal and/or financial conflicts.

ⁱ McMaster University Revised Policy And Regulations With Respect To Academic Appointment, Tenure And Promotion [2012]

ⁱⁱ McMaster University Revised Policy And Regulations With Respect To Academic Appointment, Tenure And Promotion [2012]; Policy for Referees — Tenure-Stream Faculty (SPS B7)

ⁱⁱⁱ Clinical Activities Portfolio — Clinician Educators, Faculty of Health Sciences (SPS B3); Procedures for Selection of and Communication with External and Internal Referees for Clinician Educators (SPS B6); Policy for Referees — Clinician Educator Faculty (SPS B9)

^{iv} Procedures for Selection of and Communication with External and Internal Referees (except those for Clinician Educators) (SPS B5); Policy for Referees — Tenure-Stream Faculty (SPS B7)