

# FHS - Overview of Criteria for Promotion to Professor (Tenure/CAWAR)

## University Criteria<sup>i</sup>

For promotion to the rank of Professor, a tenured/CAWAR faculty member shall have achieved a high degree of intellectual maturity. He or she shall have a good record as a teacher and shall be known widely on the basis of high-quality scholarship, which has been evaluated by established scholars in the appropriate fields and has been published. The high-quality teaching and scholarship must both have been sustained over a period of years. He or she shall have performed his or her University responsibilities in a satisfactory manner.

## Scholarship

### Research Educator<sup>ii</sup>

The rank of Professor is the highest rank the University can bestow, and its conferral on an Associate Professor shall be only in recognition of high achievement in teaching and research.

High quality scholarship in research finds expression in:

- ✓ The acceptance of papers, manuscripts for peer-reviewed publication.
- ✓ Academic awards
- ✓ The approval of research grants
- ✓ Invitations to present conference papers and university seminars
- ✓ Critical reviews of published works
- ✓ Exhibitions or performances
- ✓ In confidential letters of reference

### Clinician Educator<sup>iii</sup>

For promotion to the rank of Professor a faculty member will possess a high degree of intellectual maturity evidenced by the depth and scope of scholarly activities. This activity will be sustained over a period of years and establishes their clinical expertise and reputation as a leader in their specialty area. They should be known for their clinical expertise and **must have participated in dissemination of their scholarly work.**

The following types of activities are illustrative of high quality scholarship for clinician educators. Success in some but not necessarily all of these areas is expected.

- ✓ 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.

## Education<sup>i</sup>

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)<sup>i</sup>

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

### Research Educator<sup>iv</sup>

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).

### Clinician Educator<sup>iii</sup>

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.

Promotion of faculty, who have been identified as Clinician Educators, to the rank of Professor, requires letters from at least three referees external to the University. Referees must be individuals who have attained a respected national or international reputation in the appropriate fields, and can assess whether the candidate is known widely on the basis of scholarship.

Although it is preferable for referees for the Clinician Educator to be at "arm's length" this not always possible. Excellence in clinical contributions can sometimes require evaluation on the part of a colleague who has collaborated in, for example, the development of clinical practice guidelines. Consequently, these external referees will clarify the nature of this relationship to avoid any perceived conflict of interest. However, current collaboration will be precluded.

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

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

<sup>iii</sup> 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)

<sup>iv</sup> 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)