

**CRITERIA FOR APPOINTMENT, PROMOTION AND ASSESSMENT
OF CLINICAL, ADJUNCT AND ADJUNCT/RESEARCH FACULTY
(Approved September 2009)**

SECTION A: APPOINTMENT

- A.1 To be considered for appointment in the Faculty of Medicine a candidate shall normally hold either a Ph.D. or an M.D. (or its equivalent) or both. Under exceptional circumstances, individuals holding other terminal degrees will be considered for appointment.
- A.2 Appointments will be made at the Lecturer, Assistant, Associate or full Professor level, except for Adjunct/Research appointments which may be made at the Assistant Professor rank or higher.
- A.3 Appointments to the Faculty of Medicine require the recommendation of the Department Head and the Dean. Recruitment and appointment shall respond to the needs of the Faculty and affiliated institutions.
- A.4 Recommendations for appointment require a letter of offer from the Head of a Department acceptable to both the candidate and the Dean, as well as the affiliated institution, where appropriate. Three supportive letters of reference and a current curriculum vitae must be provided for new appointees. More detailed information is contained in the GFC Appointment, Promotion and Dismissal Procedures of the University of Calgary and the Clinical, Adjunct and Adjunct/Research Policy document of the Faculty of Medicine.
- A.5 At the time of initial recruitment and appointment, each faculty member shall receive a written set of goals and expectations which have been mutually agreed upon by the appointee and the Department Head, and have the consent of the Dean. In large Departments, the Division Head will also be involved in establishing such goals and expectations. The letter of offer will include key clinical and academic responsibilities and objectives, evaluation procedures and the criteria for promotion. The Department Head is responsible to initiate the agreement of expectations between the Faculty and the appointee. The appointment letter will clearly identify the appointee's commitment to the teaching and research programs in the Faculty of Medicine and, in the case of a clinical appointee, the involvement with medical students and graduate clinical trainees.

SECTION B: EVALUATION OF PERFORMANCE

- B.1 All three areas of academic activity, education, research and service, the latter to include administrative and clinical activities, demand careful consideration. An acceptable level of performance shall normally include clearly demonstrated contributions in at least two of these areas. Evaluation of a faculty member's performance shall be based upon a written set of goals and expectations established between the individual and the Department Head(s). Failure to meet these goals and expectations constitutes unsatisfactory performance. Unsatisfactory performance may also be where the staff member performs assigned duties incompetently or significantly below average for the rank held; when no particular effort is given to activities such that the staff member's professional development has ceased; where unethical practices are

noted and/or where the clinical practice of the staff member with such responsibilities is determined to be substandard.

The goals and expectations shall reflect the needs of the Faculty, as defined by its overall objectives, the needs of the department and the professional development of the individual. If the goals and expectations involve an affiliated institution, evaluation of performance must include careful consideration of the documented views and findings of that institution. Contributions to other faculties, which may include interdisciplinary collaboration and/or education, will also be considered.

- B.2 The performance of each of these faculty members will be reviewed on a regular basis, based on careful consideration of the documented goals and expectations established by the Department Head with the faculty member.

A review will be conducted by the Department Head at least every three years. Annual reviews by the Department Head and/or the responsible Division Head are encouraged. The review will be in keeping with the terms of reference in the goals and expectations, as agreed to from time to time.

The review must be meaningful and should:

- identify the faculty member's areas for future growth, as well as set objectives and plans for the next review period;
- renew or dissolve appointments when appropriate or necessary;
- clarify teaching contributions of the faculty member;
- identify support services available to the faculty member such as photocopying, slide making;
- review accomplishments in terms of first and second order criteria outlined in category 3 below;
- review criteria for career advancement and promotion;
- review the annual report which may be submitted in advance of the interview or completed during the interview process; and
- contain a self-assessment component.

The review of teaching activities will include feedback from sources such as Associate Deans, Program Directors, Division Heads, trainees and clerks. An objective teaching review will be undertaken at the clerkship and residency level by Program Directors to provide feedback on performance in these areas.

- B.3 The criteria for evaluating performance in the three areas of academic activity are:

B.3.1 **Education**

Members of the Faculty of Medicine are expected to become effective educators contributing to the continuum of the educational process, namely the undergraduate, graduate, graduate clinical and continuing medical education programs. It is expected that effectiveness will improve with career development. Careful consideration will be given to the quality of contributions as reflected in creativity and innovation in teaching methodology; program development, maintenance and evaluation; development of and involvement in lectures, seminars and demonstrations; supervision and examination of students; and consultation and teaching in outreach programs.

"Although the evaluation of teaching may not be based solely on evaluations by students, such evaluations are one factor on which the evaluation of teaching shall be based. Student evaluations shall be required for all academic appointees (Teaching and Research) on a regular basis."

APT 3.2.3, June 2002

The faculty member is expected to provide information concerning teaching contributions on a regular basis to the Department Head (using the Teaching Dossier and/or the Annual Report). In addition, wherever possible, the appropriate Associate Dean will collect information on an individual's teaching performance, such as student evaluations and end-of-course evaluations, and make it available to the Department Head before the assessments are completed. The Department Head will obtain information about the faculty member's contribution to the clinical clerkship, graduate clinical, graduate and CME programs. The Department Head will take into account all available teaching evaluations when completing the assessment.

B.3.1 a) Scholarship in Education

- i) Publications in Education: e.g., peer reviewed articles, non-peer reviewed articles, abstracts, book chapters, videos, CDs.
- ii) Presentations in Education: e.g., internal presentations, external symposium presentations, external abstract or poster presentations, invited speaker.
- iii) Service to Educational Organizations: (e.g., Medical Council of Canada, Royal College of Physicians and Surgeons of Canada, Association of Canadian Medical Colleges, etc.), grant reviews, editorial boards. Providing consultation in education.
- iv) Recipient of Educational Awards and Prizes (internal and external).

B.3.1 b) Quantity and Quality of Teaching Contributions

- i) Particularly valued will be leaders in small group instruction, clinical skills teaching and assessment, remedial instruction, research preceptorship, faculty development workshops, supervision of graduate students, postdoctoral associates and clinical fellows, and membership on supervisory committees.
- ii) Participation in teaching development programs, and/or seeking expert help in the improvement of teaching, will be viewed as an indication of commitment to teaching.
- iii) Participation in the assessment of students, for example in candidacy or thesis defence examinations.

B.3.1 c) Leadership in Delivery of Educational Programs

- i) Direction of Education Components: e.g., residency program director, course or clerkship director, graduate science coordinator.
- ii) Evaluation of Education: e.g., test construction, evaluation coordinator, planning group chair.
- iii) Administration of Education: e.g., providing education committee service and leadership on Admissions Committee, Student Academic Review Committee, Curriculum Committee, membership of graduate education committees.
- iv) Roles within provincial, national/international organizations: e.g., chief examiner, Royal College, initiating national programs in health care or education, external examiner on a thesis examination at another institution.

B.3.1 d) Development of Educational Materials and Programs

- i) Development of Curricular Units: e.g., course, clerkship, laboratory program development including participation in a major revision of a course.
- ii) Development of Educational Materials: e.g., learning tools, tutor guides, small group cases, distance learning, computer assisted instruction, core documents, OSCE stations.
- iii) Development of Personnel: e.g., standardized patient training, developing faculty and resident educational skills.

B.3.1 e) Mentoring and Advising: e.g., undergraduate and resident advisor, career counseling, supervising.

B.3.2 Research/Scholarship/Creative Activity

It is expected that all faculty will be engaged in scholarly activities, but the extent and nature will vary according to the expectations mutually agreed to with their respective Department Head. Productivity and quality should rise as faculty move through the academic ranks. A junior faculty member might be expected to develop skills in independent research by demonstrating the capability to initiate and maintain innovative research protocols and programs. More senior investigators may receive special merit for their ability to recruit promising students and junior colleagues, and by providing for them an atmosphere which is conducive to the development of distinguished careers in research.

B.3.2 a) First Order Criteria

- i) Peer-Reviewed Publications:
Special consideration is to be given to the quality of the publication, the reputation of the journal and the nature of the authorship.
- ii) Acquisition of Refereed Grants:
Grants from national and provincial agencies, for example, CIHR, AHFMR, AHFSER, NSERC, SSHRC, NIH, NCIC, ACB, Heart and Stroke Foundation and other agencies that use peer-review.
- iii) Invited Presentations at Symposia, National and International Meetings:
Invited lectures or keynote presentations at local, national or international meetings.
- iv) Leadership Role in Fostering Research:
Examples include research coordination and recruitment as a Research Group Chair, coordination of MRC/CIHR Group Grants or equivalent, coordination of conferences or symposia, chair of national or provincial society of research scientists.

B.3.2 b) Second Order Criteria

- i) Commercialization of Technology:
Acquisition of patents, licenses with respect to intellectual property, commercialization of technology grants, development of business plans. Emphasis is given to recognition of activities from which the university/faculty will benefit as opposed to individual outside professional activity.
- ii) Publication of Non-Peer Reviewed Publications:
Examples include book chapters, invited reviews, "news and views" commentary or "mini" reviews and other non-reviewed scientific publications.

- iii) Local, National and International Communications:
Platform or poster presentations at meetings, displays, abstracts.
- iv) Acquisition of Non-Refereed Grants and Contracts:
Research funds acquired from agencies and sources not using a competitive peer-review process. Special recognition will be given to individuals initiating or administrating new clinical trials or coordinating large multi-center trials.
- v) Participation in Networks and Consortia:
Examples include membership in National Centres of Excellence, interdisciplinary research team or other consortium.
- vi) Creative Professional Activity:
Examples include development of a database for a specific disease state, creation of a new organization leading to scholarly or academic activities, or development of specific educational or academic resources.

B.3.3 **Service**

Service in the Faculty of Medicine encompasses both administration and clinical activities, where appropriate. The degree of involvement will be in accordance with regularly reviewed expectations mutually agreed to with the Department Head. Evaluation will be based on information received from multiple sources, preferably in writing, by the Department Head.

B.3.3 a) Administration

It is expected that members of faculty, as part of career development, will participate in administrative activities within the University and appropriate affiliated institutions, as well as with local, national and international agencies.

- i) In assessing administrative contributions within the department, faculty, university, and affiliated institutions, special consideration will be given to the quality and extent of the participation as well as the provision of leadership. The following are some examples of relevant contributions in this area of administration.

Local:

University-wide committees, University Senate; Faculty of Medicine committees such as the Admissions Committee, Committee on Research, Graduate Clinical Education Committee, Curriculum Committee, Animal Care Committee, Planning and Priorities Committee; Calgary Regional Health Authority committees and important departmental committees; Faculty and/or Regional Department Head; Faculty or Regional Division Head/Chief; Director of a core facility; Conjoint Scientific Review Committee; Conjoint Health Research Ethics Board.

- ii) In assessing administrative contributions outside of the department, faculty, university and affiliated institutions, similar special consideration will be attached to the quality of the participation as well as the provision of leadership. The following are examples of relevant contributions in this area of administration.
 1. Grant panels and grant reviews.
 2. Editorships and reviewing articles for journals.
 3. Provincial, national and international organizations:

Provincial:

Council membership, College of Physicians and Surgeons of Alberta; Board or committee membership, Alberta Medical Association and its specialty societies; Advisory or committee membership, Alberta Health and Wellness; Board or committee membership, related voluntary sector societies such as the Heart and Stroke Foundation, MS Society, Arthritis Society; Board or committee membership, Alberta Cancer Board.

National and International:

Royal College of Physicians and Surgeons of Canada; College of Family Practice of Canada; Medical Council of Canada; Canadian Institutes of Health Research; related voluntary sector societies; national and International specialty societies.

4. Service to government agencies.
5. Community service, especially when it supports teaching and research.

B.3.3 b) Clinical Activities

For those faculty with clinical appointments, a high level of performance is expected in each of the following areas.

- i) Clinical practice. Special consideration will be given to the quality of patient care, resource utilization, and the nurturing and role modelling for trainees in medical and para-medical programs.
- ii) Maintenance of competence through demonstrated participation in continuing medical education activities.
- iii) Innovative activities in clinical and support service areas that directly contribute to education and health care research.
- iv) Contributions to institutional total quality assurance programs.

SECTION C: PROMOTION

Candidates showing continuing meritorious progress may be considered for promotion. Promotion is not a requirement for maintenance of clinical, adjunct or adjunct/research faculty appointments.

Each applicant for promotion is required to submit a complete curriculum vitae in the Faculty's standardized c.v. format so that the Clinical/Adjunct/Research Promotions Committee can develop a sense of career development. The curriculum vitae of candidates for promotion to Clinical, Adjunct or Adjunct/Research Associate Professor or Clinical, Adjunct or Adjunct/Research Professor shall be reviewed by internal reviewers (members of the Clinical/Adjunct/Research Promotions Committee).

Performance leading to promotion will be evaluated in these three areas:

- education;
- research/scholarship/creative activity; and
- service.

- C.1 To be considered for promotion to the rank of Clinical, Adjunct or Adjunct/Research Professor in the Faculty of Medicine, a faculty member must hold either a PhD or a MD (or its equivalent) and supportive external references must be available. Scholarship in the form of published research in refereed publications and supportive external references facilitate consideration for promotion. Presentations made to national and international assemblies and meetings, whose programs are deemed to have resulted from rigorous refereeing and evaluation, may also be considered.

Clinical faculty members on a continuing basis must demonstrate the productivity of their clinical research and training activity through, for example, published case reports.

The applicant for promotion to Clinical, Adjunct or Adjunct/Research Professor will be required to identify her/his five best publications (or equivalent) and to provide copies of each for distribution to external reviewers, as well as internal reviewers (members of the Clinical/Adjunct/Research Promotions Committee). The applicant will also provide a brief written overview of the importance of each publication and, in multi-authored publications, a definition of the role of the applicant in the work. The quality of the five identified publications will be an important determinant of eligibility for promotion to Clinical, Adjunct or Adjunct/Research Professor in the area of Research/Scholarship/Creative Activity.

The applicant must also provide copies of his/her Education Activities Report in the Faculty's standardized format, including any documentation supporting excellence in educational activities (such as teaching awards, selected student evaluations), for distribution to internal and external reviewers.

For applicants for promotion to Clinical, Adjunct or Adjunct/Research Professor the minimum expectations include:

- in the area of education – contribution in B.3.1. a) through e);
- in the area of research – contribution in B.3.2. a) and b);
- in the area of service – contributions both within and outside the University of Calgary.

C.2 **External referees**

External referees shall be proposed on the basis of their ability to assess the quality of the scholarly contributions of a candidate for promotion. Although external referees are chosen because they will have the requisite knowledge to judge teaching and service contributions, they may also be asked to comment on research contributions as appropriate.

External referees shall:

- i) be external to the University of Calgary;
- ii) hold or have held academic rank at the full Professor level and
- iii) have an arm's length relationship with the candidate. This will exclude individuals with whom the candidate has had a recent close teaching or service relationship.

The candidate will propose three names and the Department Head, in consultation with the department, will propose three additional names; from these the Dean will select three or more. The Dean may seek additional references. The candidate and Department Head will provide background information about the proposed referees, particularly identifying any relationship between the candidate and the referee, as well as the referee's suitability.

C.3 Promotion to the rank of Clinical, Adjunct or Adjunct/Research Associate Professor will require evidence of meritorious contribution in at least two of the three areas of academic activity. For applicants for promotion to Clinical, Adjunct or Adjunct/Research Associate Professor the minimum expectations should include:

- in the area of education – accomplishments in B.3.1. b), c), d) and e);
- in the area of research – accomplishments in B.3.2 a) and b);
- in the area of service – contributions either inside or outside the University of Calgary.

C.4 To be considered for promotion to the rank of Clinical, Adjunct or Adjunct/Research Assistant Professor, a faculty member must have:

a) each of the following:

- i) recognition by his/her peers as a contributing member of the discipline;
- ii) documented meritorious contributions beyond the normal practice of their discipline in educational, research or administrative activities;
- iii) achievement of performance as outlined in letters of appointment and/or re-appointment;
- iv) a demonstrable and sustained contribution to the activities of the Faculty of Medicine, University of Calgary.

and

b) at least one of the following:

- i) a demonstrable contribution to national or international societies through appointments to committees or other roles;
- ii) a recognized professional contribution to government or national organizations on advisory or investigative committees; or
- iii) a noteworthy contribution to the life of the community.

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Approved:

Department Heads, June 15, 2009
Executive Faculty Council, August 26, 2009
Faculty Council, September 23, 2009