



**CRITERIA FOR APPOINTMENT, PROMOTION,  
MERIT INCREMENT AND TENURE OF FULL-  
TIME FACULTY**

**(Approved December 2008)**

## 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 non-tenured faculty member's performance shall be based upon material in a report, submitted annually to the Department Head(s), and satisfactory written plans for continued career development established between the individual and the Department Head(s). Thus, all academic staff holding a tenure track (initial term or renewal), limited term or contingent term appointment must submit an academic performance report in the intervening year. For academic staff holding a tenure track (initial term or renewal), limited term or contingent term appointment, the Department Head will provide written comments regarding the performance and career progress in the interim year of the two-year assessment cycle. This information will be shared in person with the faculty member. The wording may be appealed to FPC and GPC. If there is no appeal, the Head's comments will be placed on the personnel file (i.e. not reviewed by FPC, Dean or GPC). For all Continuing (tenure and Initial term) faculty members the term 'regular assessment' is defined as a formal assessment on a biennial basis. The assessment will be based on the biennial academic performance report. The decision to meet with tenured faculty in the interim year of the two-year assessment cycle will be at the discretion of the Department Head, or at the request of the faculty member. (APT 6.1.4 and 6.1.5)

Failure to meet an acceptable level of performance constitutes unsatisfactory performance. Unsatisfactory performance may also arise 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. Recognition of outstanding performance by the Faculty Promotions Committee is discussed in Appendix A.

The plans for continuing career development shall be based on 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 plans for continued career development 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, especially when the faculty member receives no remuneration for such service.

- B.2 Although expectations and responsibilities of individual faculty members will vary, it is essential that the aggregate of the individual's expectations remain compatible with overall Faculty objectives. The Faculty Promotions Committee is expected to offer comments and recommendations to the Dean on the compatibility of individual with overall Faculty of Medicine objectives.

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

B.4.1 **Education**

Members of the Faculty of Medicine are expected to become effective educators who contribute to the continuum of the educational mandate, 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 postdoctoral associates; 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. Student evaluations must be used consistently. The student evaluations must be interpreted reasonably in light of other relevant contextual factors, including factors which may be outside of the control of the academic appointee."

APT 3.2.3, April 2005

The faculty member is expected to provide information concerning teaching contributions on an annual basis to the Department Head (using the Academic Performance 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 Clinical Department Head will obtain information about the faculty member's contribution to the clinical clerkship. The Department Head will take into account all available teaching evaluations when completing the assessment.

**B.4.1 a) First Order Criteria**

**i) Leadership in Design or Delivery of Educational Programs:**

Direction of a major Education portfolio: e.g, residency program director, graduate science coordinator, continuing medical education and professional development leader for clinical department.

Position of responsibility in the Delivery of Education: e.g., course coordinator, graduate student supervision, continuing medical education course chair.

Invited Educational Presentations at National or International Symposia/Conferences.

Service in a leadership role in Education: e.g., Chair (or equivalent) of Admissions Committee, Student Academic Review Committee, and Curriculum Committee. Leadership role within provincial, national/international organizations, e.g, Chief examiner at the Royal College of Physicians and Surgeons of Canada, initiating national programs in health care or education, accreditation service in CFPC.

**ii) Quality and Quantity of Teaching Contributions:**

Particularly valued will be leaders in small group instruction, clinical skills teaching and assessment, remedial instruction, research preceptorship, faculty development , or continuing medical education and professional development courses and workshops, supervision of postdoctoral associates and clinical fellows.

Receipt of educational awards and prizes (internal and external), including awards to students who are supervised by a faculty member.

**b) Second Order Criteria**

**i) Innovation in educational approaches:** Demonstration of creativity in establishing new methodologies/approaches to teach students within the undergraduate science degree program, medical curriculum (undergraduate or postgraduate) or the postgraduate sciences, or continuing medical education and professional development.

**ii) Delivery of Educational Programs:**

Evaluation of Educational Activities: e.g., test construction, evaluation coordinator, planning group chair.

Service in Education: e.g., membership on Admissions Committee, Student Academic Review Committee, Curriculum Committee and graduate education committees; clerkship director, external examiner on a thesis examination at another institution; examiner for specialty certification at the Royal College of Physicians and Surgeons of Canada; membership on supervisory committees.

Invited Educational Presentations at Regional or Provincial Symposia.

iii) **Quality and Quantity of Teaching Contributions:**

Participation in teaching and/or seeking expert help in the improvement of teaching, will be viewed as an indication of commitment to teaching.

Participation in the assessment of students, for example in candidacy or thesis defence examinations.

iv) **Development and Evaluation of Educational Materials and Programs:**

Development and Evaluation of Curricular Units: e.g., course, clerkship, laboratory program development including participation in a major revision of a course.

Development and Evaluation of Educational Materials: e.g., learning tools, tutor guides, small group cases, distance learning, computer assisted instruction, core documents, OSCE stations.

Training and Development of Personnel: e.g., standardized patient training, developing faculty and resident educational skills.

v) **Mentoring and Advising:** e.g., undergraduate and resident advisor, career counseling, supervising.

**B.4.2 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.4.2 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 provincial, national and international agencies, for example, CIHR, AHFMR, AHFSER, NSERC, SSHRC, NIH, NCIC, ACB, Heart and Stroke Foundation and other agencies that base decisions on 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 an Institute Director or in an Institute or other Faculty leadership role, coordination of multidisciplinary collaborative group grants or equivalent, coordination of conferences or symposia, chair of national or provincial society of research scientists.

**B.4.2 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:**  
Oral or poster presentations at meetings, displays, abstracts.
- iv) **Acquisition of Non-Refereed Grants and Contracts:**  
Research funds acquired from agencies and sources which do not use 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 interdisciplinary research teams or other consortia.

**B.4.3 Service**

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

**B.4.3 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, Student Promotions Committee;
- Calgary Health Region committees and important departmental committees;
- Leadership positions: Faculty and/or Regional Department Head; Faculty or Regional Division Head/Chief; Institute Director; 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, special consideration will be attached to the quality of the participation as well as the provision of leadership and education. The following are examples of relevant contributions in this area of administration.

1. Membership on grant review panels, and ad hoc grant evaluations as external reviewer.
2. Editorships and duties as Associate Editor, as well as review of 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 Peer Review for CRC Chairs; College of Family Practice of Canada; Medical Council of Canada; Association of Faculties of Medicine 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.4.3 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 and safety programs.

**SECTION C: PROMOTION**

Performance leading to promotion will be evaluated in these areas:

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

**C.1 Promotion to Associate Professor**

Promotion to the rank of Assistant Professor and Associate Professor normally will require evidence of meritorious contribution in at least two of the three areas of academic activity. For applicants for promotion to Associate Professor the minimum expectations should include:

- in the area of education - accomplishments in B.4.1 a) ii), b) 2 of 5 criteria;
- in the area of research - accomplishments in: B.4.2 a) i) and ii) and B.4.2 b) iii);
- in the area of service - contributions either inside or outside the University.

The Faculty of Medicine wishes to foster excellence in scholarly activity when promotion to the rank of Associate Professor is being considered.

**C.2 Promotion to Professor**

To be considered for promotion to the rank of Professor in the Faculty of Medicine, a faculty member must hold either a PhD or an MD (or its equivalent). As required by the "Manual of Policies and Procedures for the Annual Assessment of Academic Staff (Salary Increments and Promotions) of the University of Calgary", promotion to the rank of Professor requires evidence of national and/or international reputation as a scholar of distinction. Scholarship in the form of published research in well-refereed publications and supportive external references facilitates confirmation of this reputation. 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.

For applicants for promotion to Professor the minimum expectations should include:

- in the area of education - contribution in B.4.1. a) i) and ii) and b) 3 of 5 criteria.
- in the area of research – contributions in B.4.2.a). Emphasis is given to national and international recognition as a scholar.
- in the area of service - contributions both within and outside the University of Calgary.

**SECTION D: TENURE**

Performance leading to tenure will be evaluated in these areas:

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

D.1 In the areas of education, research/scholarship/creative activity and service, candidates for tenure must have made meritorious contributions in the same areas as those required for candidates for promotion to the rank of Associate Professor.