

# The Decanal Promotions Committee



# Process

- List of applicants sent around to identify conflicts
- Your file is reviewed by two faculty members.
  - Research
  - Creative professional activities
  - Teaching
- Discussed among approximately 12 committee members.
- Conflicted members dismiss themselves from all discussion (not just voting).
- Committee members vote: recommend for promotion, defer (request clarification from Division Head).

# Criteria for Promotion

- Excellence in ONE OF:
  - Research
  - Creative Professional Activities
  - Teaching
- And competent in the others
- You do NOT need to be excellent in all of these. It is doubtful that ticking all the boxes as “excellent” is doing you any favours.

# Research

- There must be a sustained record of scientific publications demonstrating that the research has led to a significant source of new information in the field.
- In preparing the publication list, the following points should be kept in mind:
  - include h-Index and total number of citations
  - Refereed and non-refereed publications should be listed separately
  - For each publication, the candidate must clearly indicate his/her level of contribution for each publication – as the Senior Responsible Author (SRA), the Principal Author (PA), the Co-Principal Author (Co-PA), or a Collaborator (COLL)/Co-Author(CA).
- DH: Assoc: ≈25 pubs; FP: 77 publications, 12 in year before application 3 SRA

# Creative Professional Innovation

- Everything you do that is not published and is not teaching.
- Professional innovation in the Faculty of Medicine may include the making or developing of an invention, development of new techniques, conceptual innovations, or educational programs inside or outside the University (e.g. continuing medical education or patient education).
- Scholarly work focused on quality improvement (QI) is a specific type of CPA.
- Scholarly approaches apply QI science rigorously to implement a change and evaluate improvements in health care.

# Continuing Professional Innovation

- To demonstrate professional innovation, the ***candidate must show an instrumental role*** in the development, introduction and dissemination of an invention, a new technique, a conceptual innovation, a QI or an educational program.

# Continuing Professional Innovation

- There must be evidence that the activity has changed policy-making, organizational decision-making, or clinical practice beyond the candidate's own institution or practice setting, including when the target audience is the general public.
- “I created a new program at UHN/Odette” is not good enough.

# Continuing Professional Innovation

- Activities in the profession, or in professional societies, associations, or organizations that **has influenced standards or enhanced the effectiveness of the discipline.**
- Membership or the holding of office in professional associations is not itself considered evidence of creative professional activity.
- **Both internal and external assessment should be sought.**



# Teaching – the hardest way in my opinion

- A statement of the candidate's approach to teaching, including an assessment of the impact of teaching activities
- A listing of all teaching and assessment activities (organized by teaching level), with number of hours and audience numbers involved
- Supporting documentation related to teaching and education. Photocopies of all course and lecture outlines, bibliographies, and letters of invitation to teach at other centres.

# Teaching

- Supporting documentation related to the assessment of teaching.
- Summaries of all evaluations, results of peer assessments of teaching effectiveness, solicited and unsolicited letters from colleagues and students, letters from senior members of the Faculty of Medicine who have made personal observations at national meetings, continuing education courses and/or seminars and symposia
- Documentation of participation in educational research activities

# Teaching

- Documentation of :
  - participation in national and international organizations whose activities relate to education research and development
  - national and international conferences and workshops
  - external consulting related to education
  - effectiveness in mentoring
  - A listing of honours and awards related to teaching and education

# Waiver of External Review

- Waiver of External Review is only applicable to clinical (MD) and status only faculty members who are being considered for promotion to Associate or Full Professor solely on the basis of sustained excellence in teaching and education
- A Waiver of External Review recognizes the fact that some faculty members may spend a large portion of their time in clinical work and teaching as opposed to scholarship (research/CPA), and therefore, are not necessarily known nationally or internationally.

# Mistakes

- Waiting too long – committee is looking for “onward and upward”
  - It is not a golden handshake for years of service
  - if you have stalled in publications you may have the right “number” but no indication of momentum.
- Going “too soon”.
  - If you meet the criteria, promotion every 5 years is ok. Sooner is hard.
- Mistaking local service work for promotion-eligible CPA
  - Especially dangerous for those in education
- Not waiving external review if going on teaching.
- Poor letters – lacklustre review or conflicted reviewer.
- Claiming excellence in all three areas.

# Recommendations

- Keep backup list of all the residents and fellows that have passed through your service.
- Look for evidence of your international reputation on Google and Scopus.
- Submit education session ideas to ASTRO, join ASTRO and ESTRO panels.
- Submit to CARO when not in Toronto (esp if Assistant Prof)
- Invitations to speak nationally and internationally are the low hanging fruit for Uof T rad onc (compared to, say, medical genetics).