



Guidelines for Academic Promotion of Clinical Faculty

To the levels of Associate Professor and Full
Professor

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Should you have any questions or concerns regarding the promotion process, the Promotion Application Package or dossier templates, or wish to schedule a meeting with the Vice-Dean of Professional Affairs, please contact proaff@uottawa.ca or 613-562-5800, extension 8604.

Introduction and Background

Purpose of the Document

This document serves to outline the new criteria and process for academic promotion to the levels of Associate Professor and Full Professor for clinical professors in the Faculty of Medicine. These guidelines were prepared to assist clinical faculty (MD) and clinical scientists (PhD) within the Faculty of Medicine in understanding requirements for promotion and in assembling their application package.

An overview of “[How to Use This Guide](#)” can be found at the end of this introductory section.

Background and Content

These guidelines were developed by the Faculty of Medicine Relationship Committee, following a mandate from the Dean in November 2010 to assess and address issues rooted in the relationship between the Faculty of Medicine and its clinical faculty members.

Significant gains have been made since the establishment of the Committee. Notably, the Committee has developed and implemented a new academic appointments process for clinical members in Faculty of Medicine, and established a newly structured committee to oversee it. For more information concerning the academic appointments process in the Faculty of Medicine, please contact the Office of Professional Affairs to obtain a copy of the guidelines document.

The Committee then turned its attention to refining the Faculty’s promotions process. Significant work was done in the past to review and update this process. The Committee built on this, examining what has worked and what has not worked throughout the past decade, to clarify the process and metrics used in promotion evaluation and to ensure a more harmonized approach to performance review by the University of Ottawa and affiliated Hospitals. To support the process, a thorough review of the promotions process at other universities across Canada, and at some in the United States, was also completed.

As a result of this background work, the Committee instituted a number of changes to the promotions process in order to ensure the approach was clear and consistent across the Faculty of Medicine. Those familiar with the former process will note that the concept of “career paths” is no longer used; instead, a new set of principles describing how faculty members will be promoted within the Faculty of Medicine has been established, which is later described in this document. Additionally, the Committee revised the role and mandate of Departmental Teaching Personnel Committee (hereinafter referred to as “DTPC”) to support the promotions process, which is further described in Section 5.

The Relationship Committee presents a new process for the promotion of faculty members to the levels of Associate Professor and Full Professor, based on promotions

criteria that were revised in 2014. These criteria provide a new framework for promotion while maintaining high standards of excellence at the Faculty of Medicine. It is advisable that all faculty members, upon appointment to the University of Ottawa, familiarize themselves with the content of this document so as to prepare themselves for applying for promotion during their career.

What Has Changed

1. The approach to promotion is more consistent across the Faculty of Medicine.

Faculty members in all Departments and Divisions must go through the same process for promotion.

2. Appointment and Promotion processes are more closely aligned.

The Faculty's new promotions process is closely aligned with the Faculty of Medicine's Academic Appointments policy, and the accompanying Procedures Manual published in 2013, which outlines the principles for appointment of clinical faculty members under a revised appointment process.

3. The promotions process has been delinked from career paths.

Under the former criteria, specific career paths were used to reflect the variability in faculty members' activities and responsibilities. Under the new guidelines, our structure has changed from being tightly linked to career paths, to a more flexible structure that allows for the full sum of an individual's achievements to be considered in the evaluation for promotion. Career paths, and the amount of time allocated to certain activities, will be taken into consideration in the assessment of scholarship. Protected time and expectation of productivity will be determined at the time of appointment.

4. The metrics of scholarship have been broadened and clarified.

To ensure a clearer understanding of the process and metrics used for promotion, the new guidelines more explicitly recognize the significance of service and leadership contributions and areas such as patient quality and safety. This means contributions such as the development of educational materials, assessment tools and guidelines for patient care will be formally acknowledged in the evaluation process for promotion. The definition of scholarship remains the same, but the metrics of scholarship have been broadened to include such contributions as further described in this document.

5. Administrative service alone is not grounds for promotion.

Administrative service to the University of Ottawa and its clinical departments forms an important and often time-consuming aspect of many faculty members' academic careers. Administrative service is regarded as a valuable faculty activity and, where it can be demonstrated to have significant impact, shall be considered in the granting of promotion. Service in itself, however, cannot be the main criterion for promotion. Under the new process, a candidate may incorporate administrative activities with other achievements in his or her primary area of

focus, or list them as additional supporting contributions if they fall outside of their primary area of focus.

6. The DTPC has a new, mandatory role in the promotions process.

All faculty members must first obtain a favorable recommendation from their DTPC in order to be considered for promotion. The DTPC is responsible to implement the promotions process fairly and consistently across the department, thus maximizing the potential for faculty members to move forward for promotion. No faculty member will be considered for promotion by the Clinical Teaching Personnel Committee (hereinafter referred to as “CTPC”) without a favorable recommendation from the DTPC.

What Remains the Same

Although the framework and criteria for promotion have changed, our fundamental principles remain the same:

<p>1. The expectation of EXCELLENCE in an area of focus.</p>	<p>Promotion is not simply granted as a reward for long-term service. It is to be regarded as recognition by one’s peers within and outside the University community for achievement, excellence and distinguished contribution in specific aspects of the academic mission.</p>
<p>2. The requirement for SCHOLARSHIP at all ranks.</p>	<p>Scholarship is mandatory for promotion in rank for all faculty members. In particular, the Faculty wishes to emphasize the creation of new knowledge and methods, as well as public dissemination and peer-acceptance.</p>
<p>3. The fundamental nature of peer RECOGNITION and review.</p>	<p>The faculty member must provide evidence in his/her Promotion Application Package that the extent of his/her reputation and recognition extends beyond the University of Ottawa.</p>
<p>4. The expectation that all Faculty members will engage in TEACHING ACTIVITIES.</p>	<p>Given the importance of the educational mission of the Faculty of Medicine, all faculty members, regardless of their academic focus, will be evaluated for contributions to teaching and education activities. As such, the preparation and submission of a teaching dossier is a requirement for promotion.</p>

How to Use the Guide

It is intended that faculty members will use this guide to assist them in understanding promotion requirements, preparing for promotion and assembling a successful Promotion Application Package.

The guide is organized in the following sections:

- **Section 1: Overview** - The first section of this document provides an outline of steps to follow when applying for promotion and preparing a Promotion Application Package, as well as an overview of application requirements. Faculty members can refer to the appendix sections to obtain the required checklists.
- **Section 2: Areas of Focus** - The second section of this document introduces the three (3) areas of focus and offers guidelines on how to select an area of focus. This section also provides detailed information, including examples and metrics, on how academic performance can be demonstrated in each of the areas of focus, as required for promotion to the levels of Associate Professor and Full Professor.
- **Section 3: The Teaching Dossier** – The third section provides information concerning the preparation of a teaching dossier. It includes links to templates intended to assist faculty members in the preparation of this application requirement.
- **Section 4: Supporting Activities and Contributions** – The fourth section describes how supporting activities and contributions can supplement achievements in the faculty member’s area of focus.
- **Section 5: Evaluation of Promotion Applications at the University** – The fifth section provides information detailing the role of the DTTC and of the CTTC in evaluating Promotion Application Packages at the University of Ottawa, and outlines procedures and timelines associated with the promotions process.
- **Appendices: Checklists** – Faculty members seeking promotion at the Faculty of Medicine, University of Ottawa, are encouraged to use the checklists and templates found at the end of this document to ensure all process steps are completed and all application requirements are met.

Section 1: Overview

The Application Process

The responsibility for applying for promotion at the Faculty of Medicine remains with the individual. The faculty member considering applying for promotion should first inform and discuss the matter with his/her Department Chair. The Department Chair may prompt or suggest postponement of an application for promotion at an appropriate time, such as an annual review.

The Dean's Office requires written approval from the DTPC concerning the candidate's application for promotion before the application will be reviewed at the Faculty level by the CTPC.

Obtaining Approval from the DTPC

Step 1: Submission of Letter of Intent and CV

To initiate the promotions process, the faculty member must submit a letter of intent, accompanied by an up-to-date Curriculum Vita, to the DTPC and the Department Chair no later than the December 31 preceding the University established application deadline. The DTPC will review the submission and make an initial recommendation. Faculty members recommended by the DTPC to move forward will be notified no later than February 15 that they should prepare for full submission. For those faculty members whom the Committee has recommended deferring their application, the DTPC will recommend to the Department Chair appropriate support in preparation of a future application. The member may withdraw his/her application at any time.

Step 2: Preparation and submission of Promotion Application Package to the DTPC

Faculty members will then prepare their full Promotion Application Package, which must be submitted to the DTPC no later than May 01 for review and final recommendation. Steps for assembling a Promotion Application Package and an overview of the application content requirements are detailed in the diagram: "*Preparing a Promotion Application Package*"; additional guidance on how to meet each requirement can be found in subsequent sections of this document. Templates and checklists to assist faculty members in the preparation of their Promotion Application Package can be found in Appendices A and B.

Obtaining Approval from the CTPC

Step 3: Submission of final Promotion Application Package to the Dean's Office

Faculty members who have been recommended for promotion by the DTPC must submit their full Promotion Application Package electronically to the Dean's Office no later than August 01. The final package must include a list of potential external reviewers, as well as a letter from the Department Chair confirming that a review was conducted by the DTPC and providing departmental support for the application.

Recommendations regarding promotion will be made at the faculty level by the CTPC; no candidate will be considered for promotion by the CTPC without a favorable recommendation of the DTPC. Final decision regarding promotion rests with the Joint Committee of the Senate and the Board of Governors.

Procedures and timelines associated with the evaluation of the Promotion Application Package at the University can be found on page [29](#).

The Promotion Application Package

Preparing a Promotion Application Package

Step 1: Select an Area of Focus

1. Clinical Expertise
2. Teaching and Education
3. Research

Faculty members are required to select one (1) area of focus representing his/her major area of contribution, achievement and impact, and demonstrate how they meet promotion criteria related to excellence, scholarship and recognition in this area through their CV and/or teaching dossier. Guidelines for selecting an area of focus can be found on page [9](#).



Step 2: Prepare a Teaching Dossier

All faculty members are required to demonstrate a significant contribution to the educational mission of the Faculty through a teaching dossier. Guidelines on the preparation of the dossier and links to templates can be found on page [26](#).



Step 3: Demonstrate Any Additional Supporting Activities and Contributions (Optional)

Faculty members may include any additional activities and contributions that fall outside their primary area of focus, including administrative activities, in their Promotion Application Package to supplement their profile. More information can be found on page [27](#).



Step 4: Obtain Approval from the DTPC

Approval of the member's application from the DTPC is required before the final Promotion Application Package can be submitted electronically to the Dean's Office.

Section 2: Areas of Focus

Guidelines for Selecting an Area of Focus

Faculty members are required to select one (1) area of focus representing his/her major area of contribution, achievement and impact. The 3 areas of focus are:

1. **Clinical Expertise.** This area of focus is appropriate for individuals whose scholarship and achievements focus on a specific area of clinical expertise.
2. **Teaching and Education.** This area of focus is appropriate for individuals who spend the majority of their academic time and effort on teaching and education, and who view this as their primary academic focus. Faculty members seeking promotion will be evaluated on both the quality and quantity of the scholarly component of their teaching and education activities.
3. **Research.** This area of focus is appropriate for individuals who spend a high proportion of their academic time and effort performing research.

Faculty members will be required to demonstrate how they meet promotion criteria related to excellence, scholarship and recognition for their area of focus in their Promotion Application Package. This is described in more detail in subsequent pages.

A few important points to consider:

- Determination of the area of focus is made by the faculty member in consultation with the Department Chair.
- The area of focus must be aligned with the candidate's Memorandum of Agreement.
- The area of focus represents the member's major area of achievement and impact, and is the basis of their reputation and recognition. It should represent recent activities to which the member has devoted the majority of his/her academic time and effort. The selection may also be influenced by how the faculty member views his/her career path, and by the quality and quantity of his/her contributions.
- The purpose of these promotion guidelines is to encourage all faculty members to seek an area of focus and to become a recognized expert in that area. Although most members will opt to position the accomplishments in their Promotion Application Package under one area of focus that best represents their area of work, in rare cases - the sum total of contribution in all 3 areas of focus may be recognized as sufficient to qualify for promotion.
- Additional activities that fall outside of the member's primary area of focus can contribute to promotion but, in and of themselves, will be seen as supporting activities only.
- Although affirmation from the Department Chair of the member's clinical service contribution is essential, long-term service alone is not sufficient to qualify for promotion.

Area of Focus: Clinical Expertise

Specific metrics related to Clinical Expertise are available on page 14.

Description

This area of focus is appropriate for faculty members whose academic activities and achievements focus on a specific area of clinical expertise. To be successful for promotion, members are expected to have established a reputation as a leader in his/her clinical field, to be deeply engaged in scholarly work (which must include dissemination, and may include publication in the area of clinical expertise), and to show himself/herself to be an effective teacher in the clinical field.

Excellence in the domain of clinical care may be demonstrated by:

- Sustained and documentable clinical service and satisfactory peer review of clinical care, reviews by the recipients of clinical service, including referring physicians, patients and residents.
- Documentable community service and advocacy. This includes service to the discipline (e.g. serving as journal and grant reviewer on an ad hoc basis, committee or editorial membership, office in professional society), service to University/Hospital, and service to the public (e.g. communication of expertise to lay audiences, voluntary professional service).

For promotion to the level of Associate Professor:	For promotion to the level of Full Professor:
<ul style="list-style-type: none"> • In general, he/she must show evidence of a strong national reputation as an expert who has influenced the clinical field. • He/she must demonstrate innovation in areas such as: approaches to diagnosis, treatment or prevention of disease, the development/application of technology for clinical care, the development of novel models of care delivery that influence care at a national level, or innovation in patient quality and safety. • He/she must have a demonstrable contribution to education in the area of expertise. • He/she must demonstrate scholarship and influence in his/her area of clinical expertise at the national level. 	<ul style="list-style-type: none"> • In general, he/she must demonstrate an international reputation as a leader and innovator in a focused area of clinical expertise. • He/she must demonstrate expertise through high impact scholarship. • In general, he/she must have had significant influence on practice in the clinical field internationally, as a result of his/her teaching, scholarship and innovation. • He/she must demonstrate distinguished service at the level of Associate Professor.

Faculty members focusing on a specific area of clinical expertise must demonstrate they meet promotion criteria and requirements through their CV and a clinical dossier. A template for the clinical dossier is available through the [Office of Professional Affairs](#).

Members are encouraged to include a summary at the front-end of their dossier listing highlights of their experience and qualifications, and to also include such highlights in the Executive Summary portion of their Promotion Application Package.

Area of Focus: Teaching and Education

Specific metrics related to Teaching and Education are available on page 18.

Description

This area of focus is appropriate for faculty members who spend the majority of their academic time and effort on teaching and education, and who view this as their primary academic focus. Teaching and education can encompass formal teaching (e.g. lecturing, seminars and tutorials, individual and group discussions, laboratory teaching, and clinical teaching) and informal teaching (e.g. role modelling, mentoring and graduate/postgraduate supervision, including residents/fellows and postdoctoral fellows). It also encompasses such areas as curriculum and course development, development of educational materials, application of information technologies for local and distance education, educational leadership and administration, faculty development, scholarship in education, research in education, and quality assurance and evaluation of educational processes and outcomes.

Faculty members seeking promotion on the basis of excellence in teaching and education must demonstrate significant and high quality contributions to teaching and/or other education related activities. To be successful for promotion, members are expected to have established a reputation as a teacher or educator and to be deeply engaged in scholarly work (which must include dissemination, and may include publication).

For promotion to the level of Associate Professor:	For promotion to the level of Full Professor:
<ul style="list-style-type: none"> • He/she must have a strong national reputation as an independent leader in the field of teaching and education. • He/she must have developed innovative teaching methods in areas such as: curricula, educational policy or educational assessment tools, with dissemination and peer acceptance, or have performed influential research related to education. • He/she must demonstrate expertise through scholarship, which may take the form of influential first and senior author publications related to education, or educational materials developed by the candidate and adopted for use nationally. 	<ul style="list-style-type: none"> • In general, he/she must demonstrate international recognition as an educational leader and innovator by means such as invitations to speak at international fora, consultations by other universities, and serving as an editor or reviewer in a leadership role. • He/she must demonstrate expertise through high impact scholarship that influences the field internationally. • He/she must be an outstanding mentor for other educators. • He/she must demonstrate distinguished service at the level of Associate Professor.

Faculty members focusing on teaching and education must demonstrate they meet promotion criteria and requirements through their CV and a teaching dossier. A template for the teaching dossier is available through the [Office of Professional Affairs](#). Members are encouraged to include a summary at the front-end of their dossier listing highlights of their experience and qualifications, and to also include such highlights in the Executive Summary portion of their Promotion Application Package.

Area of Focus: Research

Specific metrics related to Research are available on page 21.

Description

This area of focus is appropriate for faculty members who spend a high proportion of their academic time and effort performing research, including basic science, translational and educational research. Faculty members selecting this area of focus usually have minimal clinical responsibilities.

Promotion to the levels of Associate Professor or Full Professor based on research requires that the faculty member has a record of sustained and current productivity in research and research-related activities, including lab-based and population/patient-based research. The researcher's work should present creative insights, ideas or concepts, and must have yielded a significant quantity of information leading to new understanding. It is expected that research advances will be communicated through the publication of papers, reviews, books and other scholarly works. An individual seeking promotion on the basis of achievement in research must also have a strong and continuing record of external funding commensurate with the type and area of research.

For faculty members focusing on research, it is expected that teaching contributions will include training and mentoring of graduate or postgraduate learners, including residents/fellows and postdoctoral fellows, specializing in the area of research.

For promotion to the level of Associate Professor:	For promotion to the level of Full Professor:
<ul style="list-style-type: none"> • One must have achieved national recognition for a focused area of research expertise. He/she may have a major responsibility for an independent research program and/or play a leadership role in a collaborative research effort. • One must have a record of independent scholarship, which often includes first and senior authorship on high quality publications that have advanced the field. • One must have a successful funding record, appropriate for the area of 	<ul style="list-style-type: none"> • In general, the candidate must have an international reputation as a leading researcher in the field. He/she must be the leader of a research program and/or have key leadership roles in collaborative studies. • He/she must have a longstanding record of scholarship, which often includes senior authorship on high impact publications of original research. • He/she must demonstrate distinguished service at the level of Associate Professor.

research. <ul style="list-style-type: none"> • He/she must have evidence of supporting learners and trainees pursuing research. 	
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Faculty members focusing on research must demonstrate they meet promotion criteria and requirements through their CV. Members are encouraged to include a summary at the front-end of their CV listing highlights of their experience and qualifications, and to also include such highlights in the Executive Summary portion of their Promotion Application Package.

Examples of Metrics

The following section provides examples of metrics under each area of focus. The metrics provided are not intended to be comprehensive, but only to serve as examples of common achievements. They are divided into the categories of activities, scholarship, and recognition; this is to assist in identifying the various achievements, both for the faculty member in the preparation of his/her Promotion Application Package and for the Committee in the evaluation of members. Achievements in each area may be closely related, and considered together will provide a complete picture of the member's portfolio.

Metrics - Category Overview

Category	Definition
Activities	Examples of activities that faculty members undertake, including service and leadership contributions.
Scholarship	Scholarship encompasses: <ul style="list-style-type: none"> • Discovery and advancement of knowledge; • Integration of knowledge; • Application of knowledge; • Transformation and transmission of knowledge. Faculty members are encouraged to meet with their Departmental Chair to obtain more guidance on scholarship.
Recognition	Recognition is identified and acknowledged by peers and professional bodies through awards, assignments, or anything that demonstrates the individual is seen to be an expert contributor in his/her area of focus. Achievements will vary by rank.

Metrics - Page Guide

For each of the three (3) areas of focus, an overview table providing general examples of metrics is followed by tables providing specific examples of metrics for promotion to the levels of Associate Professor and Full Professor. The table below serves as a reference guide for this section of the document.

Area of Focus	Examples of Metrics	Page Reference
1. Clinical Expertise	Overview	14
	For promotion to the level of Associate Professor	16
	For promotion from Associate Professor to the level of Full Professor	17
2. Teaching and Education	Overview	18
	For promotion to the level of Associate Professor	19
	For promotion from Associate Professor to the level of Full Professor	20
3. Research	Overview	21
	For promotion to the level of Associate Professor	22
	For promotion from Associate Professor to the level of Full Professor	23

1. Clinical Expertise Metrics

EXAMPLES OF METRICS
Clinical Expertise
Overview
<p>Activities:</p> <p>The academic activities and achievements of individuals that select Clinical Expertise as their area of focus will be evaluated on their influence in clinical practice. For example, the individual may have a role in areas such as: the development or local adoption of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies or models of care delivery, or development of outcome measures and evaluation of disease outcomes. Among other examples, activities include the development of:</p> <ul style="list-style-type: none"> • A novel inter-professional clinical service; • A clinical care model; • Treatment protocols/practice guidelines for care; • An innovative application of an existing technology; • Innovative treatments, procedures or technologies demonstrated to be superior to previous approaches. <p>Excellence in the domain of clinical care may be demonstrated by one or more of the following:</p> <ul style="list-style-type: none"> • Documented clinical service and satisfactory peer review of clinical care. Reviews by the recipients of the clinical service, including referring physicians, patients and residents.

- Documentable community service and advocacy. This includes service to the discipline (e.g. serving as journal and grant reviewer, committee or editorial membership, office in professional society) service to the University/Hospital, and service to the public (e.g. communication of expertise to lay audiences, voluntary professional service).
- A clinical dossier outlining significant contributions to clinical scholarship.

Scholarship:

Scholarship is required of all faculty members for promotion in rank. Scholarship includes:

- Discovery and advancement of knowledge;
- Integration of knowledge;
- Application of knowledge;
- Transformation and transmission of knowledge.

In the case of faculty members who select clinical expertise as their area of focus, scholarship must include dissemination and usually includes publication in their area of clinical expertise, such as: publication of original peer-reviewed research, reviews, or chapters. It may also include such areas as the development of guidelines, protocols for patient treatment or delivery of care.

Collaboration is positively considered in the evaluation of scholarship. In the event that most of the individual's work is collaborative in nature, the individual's contribution must be significant and clearly documented. All scholarly activities are assessed for clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique.

Clinical work, teaching and administrative activities will be identified as scholarly initiatives only if the standards of scholarship outlined above are demonstrated. For example, providing excellent clinical care without making it available to the public beyond the immediate locale is not considered scholarship.

Faculty members seeking promotion are encouraged to meet with their Department or Division Chair to obtain more guidance on scholarship.

Recognition:

Recognition is identified and acknowledged by peers and professional bodies through awards, assignments, or anything that demonstrates the candidate is seen to be an expert contributor in his/her area of focus. Achievements will vary by rank. Examples of metrics include:

- Strong reputation as a clinical expert as evidenced by leadership roles and reputation related to the clinical field;
- Invitations to speak on issues related to area of clinical expertise;
- Active role in professional organizations related to clinical expertise;
- Service on committees:
 - Develop guidelines/protocols for quality improvement or management in area of clinical expertise;

- Develop guidelines and policies for management in area of clinical expertise;
- Evaluate programs in area of clinical expertise.
- Editorial service as an ad hoc reviewer, editorial board member, or consultant for journals in area of clinical expertise;
- Funding to support innovations that influence clinical practice.
- (Note: funding alone is not sufficient as a metric; how the funding created new knowledge and disseminated it is an essential part of scholarship)
- Awards for contributions and innovation in the area of clinical expertise;
- Visiting professorships;
- Service as a consultant on issue related to area of clinical expertise.

EXAMPLES OF METRICS

Clinical Expertise

For Promotion to the level of Associate Professor

Activities:

Development of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies and/or models of care delivery that influence care at a national level. Among other examples, activities include the development of:

- A clinical care model;
- Practice guidelines;
- An innovative application of an existing technology.

Scholarship:

- Publication of first and senior author original peer-reviewed research, chapters, reviews, and/or textbooks related to area of clinical expertise that are recognized as authoritative and are widely cited.
- Publication of first and senior author manuscripts that demonstrate the impact of the member's innovation on quality of care, clinical outcomes, and/or access to care.
- Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted nationally.

Recognition:

- Strong national, recognition as an independent clinical expert as evidenced by national leadership roles and reputation related to the clinical field.
- Invitations to speak nationally on issues related to area of clinical expertise.
- Leadership roles in national professional organizations related to clinical expertise, including leadership in national courses or programs.
- Service on national committees developing guidelines and policies for management in area of clinical expertise.
- Service on national committees evaluating programs in area of clinical expertise.
- Membership on editorial boards in area of clinical expertise.
- Peer-reviewed funding to support innovations that influence clinical practice nationally.
- National awards for contributions and/or innovation in the area of clinical

expertise.

EXAMPLES OF METRICS

Clinical Expertise

For Promotion from Associate Professor to the level of Full Professor

In addition to distinguished service as an Associate Professor:

Activities:

Development of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies and/or models of care delivery that influence care at an international level. Among other examples, activities include:

- Having a critical role in defining a new field;
- Developing innovative treatments, procedures, or technologies demonstrated to be superior to previous approaches;
- Developing treatment protocols or practice guidelines that influence the standard of care.

Scholarship:

- Publication of senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are widely recognized as influencing the field internationally.
- Publication of senior author manuscripts that demonstrate the impact of the member's innovation on quality of care, clinical outcomes, and/or access to care.
- Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted internationally.

Recognition:

- In general, international recognition as a clinical expert as evidenced by international leadership roles and reputation related to the clinical field.
- Visiting professorships and invitations to speak internationally on issues related to area of clinical expertise.
- Leadership roles in international professional organizations related to area of clinical expertise including leadership of international courses or programs.
- Service as a consultant on issues related to area of clinical expertise.
- Service on international committees developing guidelines and policies for management or evaluating programs in area of clinical expertise.
- Editor of a journal in the area of clinical expertise.
- Peer-reviewed funding to support innovations that influence clinical practice internationally.
- International awards for contributions and/or innovation in the area of clinical expertise.

2. Teaching and Education Metrics

EXAMPLES OF METRICS
Teaching and Education
Overview
Activities: <p>Among other examples, activities that faculty members focusing on teaching and education may undertake include:</p> <ul style="list-style-type: none">• Didactic teaching of learners, trainees and peers (e.g. lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials).• Research training and mentorship (e.g. mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member).• Clinical teaching and mentorship (e.g. teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic).• Administrative teaching leadership role (e.g. residency or fellowship director, course or seminar director). <p>Excellence in the domain of education may be demonstrated by:</p> <ul style="list-style-type: none">• Excellence in teaching evidenced by teaching assignments and satisfactory peer and learners' reviews of the teaching effort.• The development of innovative teaching methods, curricula, educational policy or educational assessment tools, with dissemination and peer acceptance.• A teaching dossier outlining significant contributions to educational scholarship. Reference page 29 for guidelines on preparing a teaching dossier. Scholarship: <p>Scholarship is required of all faculty members for promotion in rank. Scholarship includes:</p> <ul style="list-style-type: none">• Discovery and advancement of knowledge;• Integration of knowledge;• Application of knowledge;• Transformation and transmission of knowledge. <p>In the case of faculty members who choose teaching and education as their area of focus, scholarship must include dissemination and should usually include publication. All scholarly activities are assessed for clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique.</p> <p>Collaboration is positively considered in the evaluation of scholarship. In the event that most of the individual's work is collaborative in nature, the individual's contribution must be significant and clearly documented.</p> <p>Faculty members seeking promotion are encouraged to meet with their Department or Division Chair to obtain more guidance on scholarship.</p>

Recognition:

Recognition is identified and acknowledged by peers and professional bodies through awards and assignments, or anything that demonstrates the candidate is seen to be an expert contributor in his/her area of focus. Achievements will vary by rank. Examples of metrics include:

- Invited presentations in the field of expertise;
- Contributions to professional educational organizations;
- Leadership role in education;
- Service on education-related committees;
- Awards for teaching, mentoring or other education-related achievements.

EXAMPLES OF METRICS

Teaching and Education

For Promotion to the level of Associate Professor**Activities:**

Teaching of learners, trainees and peers (e.g. lectures, continuing medical education courses, professional development programs, seminars, tutorials):

- Innovation in classroom teaching methods or novel application of existing teaching methods with adoption nationally.
- Teaching/lecturing nationally about issues related to education.

Research training and mentorship (e.g. mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member):

- Number and stature of trainees upon whom the candidate had a major influence; stature may be assessed by trainees' academic rank, publications, funding and awards.
- Publications with trainees.
- Feedback from trainees.

Clinical teaching and mentorship (e.g. teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic):

- National leadership role related to education in a professional society.
- Evaluation and success of courses for which the candidate was a leader.

Administrative teaching leadership role (e.g. residency or fellowship director, course or seminar director):

- Evaluations and success of course(s) or program(s) for which the candidate was a leader.
- Success of programs developed or innovations to existing programs introduced.

Scholarship:

- Publication of first or senior author chapters, reviews, textbooks related to education that are recognized as authoritative and are widely cited.
- Publication of first or senior author influential original research related to

educational methods, assessment and/or policy.

- Development of educational material in print or other media with national adoption; may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g. simulations); may also include development of educational methods, policy statements and/or assessment tools.

Recognition:

- Invitations to speak nationally about education.
- Leadership role in national courses related to education.
- Service on national committees developing guidelines and policies for education programs.
- Peer-reviewed funding to conduct educational research or to develop educational materials, methods, assessment tools or programs.
- Funding to support mid-career mentoring about education by the candidate.
- Service on editorial boards of educational journals.
- Awards for teaching or mentoring from sources other than the member's department/institution.

EXAMPLES OF METRICS

Teaching and Education

For Promotion from Associate Professor to the level of Full Professor

In addition to distinguished service as an Associate Professor:

Activities:

Didactic teaching of learners, trainees and peers (e.g. lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials):

- Innovation in classroom teaching methods with adoption internationally.
- Teaching/lecturing internationally, about issues related to education.

Research training and mentorship (e.g. mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects, service as graduate student thesis advisor or committee member):

- Number and stature of trainees upon whom the candidate had a major influence; stature may be assessed by the trainees' academic rank, leadership positions, impact on the field and prestigious awards.
- Publications with trainees.
- Feedback from trainees, if available.

Clinical teaching and mentorship (e.g. teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic):

- Development of innovative clinical teaching methods that are adopted and have an impact internationally.

Administrative teaching leadership role (e.g. residency or fellowship director, course or seminar director):

- Increasing and sustained international leadership role related to education in a professional society.
- International replication of courses developed by the candidate.
- Adoption internationally of innovative programs developed by the candidate that result in the attraction of competitive candidates and/or enhancement of diversity.

Scholarship:

- Publication as author or editor of a major textbook on education.
- Publication of senior author high impact research related to educational methods, assessment and/or policy that influence the field internationally.
- Development of innovative educational methods/materials in print or other media that are widely adopted and influence education internationally.

Recognition:

- Visiting professorships and invitations to speak internationally on issues related to education.
- Serving as a consultant internationally on issues related to development of educational programs or on educational methods, policy or assessment.
- Service on international committees evaluating education/training programs or reviewing grant proposals related to education.
- International awards related to education or educational scholarship.

3. Research Metrics

EXAMPLES OF METRICS
Research
Overview
<p>Activities: Promotion to the level of Associate Professor or Full Professor based on research requires that the faculty member has a record of sustained and current productivity in research and research-related activities, including lab-based and/or population/patient-based research. Excellence in the domain of research may be demonstrated through:</p> <ul style="list-style-type: none"> • Regularly disseminated research findings, the majority of which is through peer-reviewed publications. • Reviews by collaborators, peers or external reviewers that indicate sustained satisfactory performance compared to others at this stage of the career. <p>Scholarship: Scholarship is required of all faculty members for promotion in rank. Scholarship includes:</p> <ul style="list-style-type: none"> • Discovery and advancement of knowledge; • Integration of knowledge; • Application of knowledge; • Transformation and transmission of knowledge.

All scholarly activities are assessed for clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique.

Collaboration is positively considered in the evaluation of scholarship. In the event that most of the individual's work is collaborative in nature, the individual's contribution must be significant and clearly documented.

Faculty members seeking promotion are encouraged to meet with their Department or Division Chair to obtain more guidance on scholarship.

Recognition:

Recognition is identified and acknowledged by peers and professional bodies through awards and assignments, or anything that demonstrates the faculty member is seen to be an expert contributor in his/her area of focus. Peer recognition and review is fundamental to the academic promotion process.

Funding for scholarly activity and peer-reviewed publications are traditionally considered important evidence of recognition. They are, however, only one of a number of criteria that demonstrate and confirm this component of faculty accomplishment. More important than a specific number of peer-reviewed publications, is the level of impact the faculty member's overall scholarly contributions have nationally and internationally. Achievements will vary by rank; examples of metrics include:

- Invitations to speak about research.
- Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals.
- Service on committees related to research, data safety monitoring board or grant review panel.
- Leadership role in professional societies including planning scientific sessions for meetings.
- Awards for research and/or innovation.

EXAMPLES OF METRICS

Research

For Promotion to the level of Associate Professor

Activities:

Conducts original research that significantly advances biomedical science; may include any or all of the following:

- Basic research.
- Clinical research and/or laboratory or clinically based translational research, which may include: studies of disease mechanisms, diagnostic techniques and/or other investigations contributing knowledge that may significantly advance the prevention, diagnosis or management of disease; may have a defined role in building a multidisciplinary team and/or center that conceptualizes novel investigative approaches.
- Quantitative or social science research in areas such as: epidemiology, outcomes and health services research, and biostatistics as well as research in social

sciences, ethics, bioinformatics and health economics, among others; should have an independent leadership role in design of studies, conduct of studies and/or analysis of study data; for multicenter studies, makes key, original intellectual contributions to critical elements in study design, protocol development, protocol implementation, study conduct, and/or data analysis.

- Development of new methods/technologies and/or novel applications of existing methods/technologies.
- Individuals are commonly principal researcher on federal, investigator-initiated industry, and/or foundation grants; may be site principal researcher of a multicenter study; may be primarily funded as a co-researcher if he/she brings a critical expertise to multiple studies.

Scholarship:

Publication of:

- First and senior author high quality, original research that significantly advances the field (including work emanating from funded research).
- Original research from multidisciplinary studies on which he/she was first or senior author; may be in another authorship position or member of an unnamed authorship group, to which he/she made documented, key intellectual contributions; should have taken the lead role on some manuscripts from the study.
- First and senior author original work describing new methods/technologies and/or innovative applications of existing methods/technologies; may be published in journals of the primary discipline or the field in which the expertise is applied.

Recognition:

- Invitations to speak nationally about research.
- Principal researcher peer-reviewed funding to conduct research.
- Service on editorial boards of scientific journals or as a consultant to journals.
- Leadership role(s) on institution research-related committees.
- Service on national committees related to research; significant role in planning sessions for scientific societies nationally.
- Leadership role in an institutional research core.
- National awards for research and/or innovation.

EXAMPLES OF METRICS

Research

For Promotion from Associate Professor to the level of Full Professor

In addition to distinguished service as an Associate Professor:

Activities:

Sustained record of conducting exceptional research that has a major impact on the field and/or changes clinical practice; may include any or all of the following:

- Basic research.
- Clinical research and/or laboratory or clinically based translational research

which may include: studies of disease mechanisms, diagnostic techniques and/or other research that provide fundamental insight into the prevention, diagnosis or management of disease; may lead an established multidisciplinary team and/or center that has created novel research approaches that have resulted in critical contributions to the field.

- Quantitative or social science research in areas such as: epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; outstanding record of leadership in design, conduct and analysis of studies; for multicenter studies, overall principal investigator, or one of a smaller number of key national leaders of studies.
- Development of innovative methods/technologies and/or novel applications of existing methods/technologies that have been adopted by others in the field.

Scholarship:

- Senior authorship on studies of exceptional, original and innovative research which has had a major impact on the field (including work emanating from funded research).
- Continuing record of publication from multi-disciplinary research that has had a major impact on the field and/or changed clinical practice; he/she may be first or senior author, in another authorship position, or part of an unnamed authorship group, but should have served as the senior author on a substantial number of manuscripts from the study.
- Publication of senior author original work describing novel methods/technologies that advance the field; may be published in journals of the primary discipline (e.g. statistics) or the field in which the expertise is applied (e.g. cardiology).

Recognition:

- Invitations to speak internationally about research.
- Sustained record of principal researcher peer-reviewed research funding.
- Service on, or held a leadership role with, international committees related to research.
- Leadership role in planning sessions for major scientific societies internationally.
- Prestigious international awards for research and/or innovations.
- Overall principal researcher or one of a small number of key international leaders and/or leadership roles on key committees and writing groups of international multicenter studies.
- Adoption by others in the field of novel methods/technologies.

Section 3: The Teaching Dossier

Contributing to the University's Academic Mission

Given the importance of the educational mission of the Faculty of Medicine, promotion of faculty members to the level of Associate Professor and Full Professor requires that the member has contributed in a meaningful way to the achievement of the Faculty's and the University's educational mission. All faculty members are expected to engage in teaching activities regardless of academic focus.

In the Faculty of Medicine, teaching and education can encompass:

- Formal teaching
- Curriculum and course development
- Application of information technologies for local and distance education
- Educational leadership and administration
- Faculty development
- Scholarship in education
- Research in education
- Quality assurance and evaluation of educational process and outcomes
- Assessment of learners

Teaching effectiveness is demonstrated by the degree to which the faculty member is able to stimulate and challenge the intellectual ability of learners, to communicate academic material effectively, and to maintain a mastery of his or her subject areas. It also involves maintaining accessibility to learners and the ability to influence their intellectual and scholarly development.

Faculty members are evaluated for their contributions to teaching and educational activities at the University of Ottawa and affiliated institutions through a teaching dossier. While the dossier is a required component in the promotions process, this alone is not sufficient for promotion.

Guidelines on the preparation of a teaching dossier are available on page [26](#).

Guidelines on the Preparation of a Teaching Dossier

The preparation of the teaching dossier requires close attention. The dossier should include the following components:

Components of a Teaching Dossier

A. Executive Summary: A summary of the dossier may be helpful if the dossier is extensive. The summary should provide a quick overview of the particularly important aspects of the dossier and provide the reader with a general view of the faculty member's contributions to education.

B. Reflection on Personal Approach to Teaching and Education: A description of how the faculty member acquired skills as a teacher/educator, his/her approach to teaching and education, and primary area of interest in medical education.

C. Teaching Responsibilities: An outline of the faculty member's teaching activities by level of learner: undergraduate, graduate students (Masters and PhD), postgraduate trainees (including residents/fellows and postdoctoral fellows), as well as continuing professional development (CPD) and the level of the audience (e.g. local, provincial, national, international).

D. Educational Administration and Leadership: A brief description of any leadership roles assumed by the faculty member related to medical education.

E. Scholarship in Education: A description of teaching innovations and curriculum development, as well as the faculty member's role in development, implementation, evaluation and dissemination. This may include innovative curriculum development, teaching strategies, learning aids and evaluation methods. The identification of education-related research grants, publications and research presentations. Peer review activities (e.g. grant/paper reviewing and editing contributions) are to be included here.

F. Professional Development: Identification of any advanced training or skill development program the faculty member has completed to enhance his/her skills as a teacher/educator.

G. Evidence of Quality/Quantity of Teaching: A summary of the results of evaluations provided by different levels of learners, including a list of any teaching awards and nominations. Sample teaching evaluations must be provided with the teaching dossier.

A template has been created as a sample to assist faculty members in the preparation of their own teaching dossier and is available through the [Office of Professional Affairs](#).

Section 4: Supporting Activities and Contributions

Many faculty members will make significant contributions outside of their area of focus. These activities and contributions should be described in the Promotion Application Package to supplement accomplishments in the member's area of focus so that the sum total of his/her achievements can be considered in the evaluation for promotion. While supporting activities and contributions may decrease the expected quantity of contribution in the area of focus, they do not diminish the requirement for exceptional quality of academic achievement in the area of focus.

In rare cases, the achievements of a faculty member in a significant supporting activity will be so exceptional that it is sufficient to serve as the major basis of the promotion. In such extraordinary cases, the requirements for both recognition and scholarship broadly defined are applied as for areas of focus. Such exceptions must be discussed in advance with the Office of Professional Affairs.

Service to the University

Service to the University, meaning primarily administrative or committee work within the University of Ottawa and its affiliated Hospitals, forms an important and often time-consuming aspect of many faculty members' academic careers. Such service is required. Service is regarded as a valuable Faculty activity, and the impact of such service is considered in the granting of promotion in support of achievements in the member's primary focus area, however, service in itself cannot be the main criterion for promotion.

Administrative service and accomplishments, and especially scholarship in administration, must be documented clearly in the Promotion Application Package under the member's primary area of focus or as a supporting activity or contribution. Due to the variable activities included under service, there may be diverse metrics used to indicate the impact of service. Such evidence may include:

- Establishment of new programs within the Faculty or University.
- Development of new or revised departmental, Faculty or University policies and procedures.
- Significant contributions to the development of policies or procedures within a discipline, profession or relevant organization.
- Innovative initiatives as Chair of a department.
- Invitations to serve a leadership function in the Faculty or University.
- Representation and active involvement on Boards and other organizational committees.
- Significant contributions while serving in a leadership role in discipline or professional organizations.
- Invited presentations related to administration.
- Editing or contributing on administration in a journal.
- Administrative grants/articles.

Section 5: Evaluation of the Promotion Application Package at the University of Ottawa

Recommendations regarding promotions are made at the Faculty level by the CTPC. All faculty members must first obtain a favorable recommendation from the DTTPC before being considered for promotion by the CTPC.

An overview of the procedures and timelines associated with the promotions process at the Faculty of Medicine are available on page [29](#).

Role of the DTTPC

The DTTPC serves to implement the promotions process fairly and consistently across departments and to maximize the potential for faculty members to move forward for promotion. The mandate of the DTTPC is to:

- Review, evaluate and recommend faculty members for promotion through the academic ranks.
- Serve as an internal peer review body to assist with the preparation of quality applications for promotion prior to submission.
- Facilitate and mentor faculty members through the promotions process.
- Review, evaluate and recommend faculty members for any other matter relating to academic duties as referred to it by the Clinical Department Chair.

Through providing recommendations to the Department Chair, the DTTPC will make recommendations for consideration of faculty promotions to the CTPC. Faculty members will not be considered for promotion by the CTPC without a favorable recommendation of the DTTPC. For more information of the roles and responsibilities of the DTTPC, please contact the Dean's Office to obtain a copy of the associated terms of reference document.

Role of the CTPC

The responsibility of the CTPC is to evaluate and make recommendations on matters concerning promotion, academic leave, cross-appointment, renewal of appointment, request for Professor Emeritus status, or other matters when these matters are referred to it by the Dean.

The CTPC shall make recommendations and give advice in accordance with the aim of maintaining, within the Faculty, appropriate standards for scholarship in clinical, education, research and administration activities.

Recommendations of the CTPC concerning requests for promotion are sent to the Joint Committee of the Senate and the Board of Governors for final approval.

Procedures and Timelines

Month	Responsibility of the Department	Responsibility of the Candidate
September-December	No later than October 01 of the year preceding the application deadline, the Department Chair's office distributes to all faculty members an initial notice to call for submission of intent to apply for promotion in the following year. This notice is re-circulated in mid-November.	Faculty members must submit a letter of intent, accompanied by an up-to-date CV, to the DTPC and the Department Chair no later than December 31.
January-February	The DTPC will review the submissions and make an initial recommendation of faculty members to move forward and prepare for full submission. This recommendation must be communicated to members no later than February 15. For those faculty members whom the Committee has recommended deferring their application, the Committee will recommend to the Department Chair appropriate support in preparation of a future application.	Faculty members recommended to go forward for promotion must prepare their full Promotion Application Package. Members may withdraw their application at any time during the process.
May-June	Full submissions must be reviewed by the Committee no later than June 15. Upon review of the full submission, the DTPC will make a final recommendation as to whether a faculty member should go forward for promotion. The Committee will inform faculty members of the recommendation to go forward for promotion so that they can submit their final package to the CTPC. If a recommendation is made that the member's application be deferred, the Committee will inform the member and recommend to the Department Chair appropriate support in preparation of a future application.	Faculty members must submit a full Promotion Application Package to the DTPC no later than May 01. In the case of an unfavorable recommendation by the DTPC, the faculty member may appeal to the Dean in accordance with provisions of the Faculty of Medicine's Bylaw #4 .
July-August	For faculty members recommended for promotion, and who have been asked to submit their final Promotion Application Package to the CTPC, the Department Chair must write a letter of support to the Dean confirming that a review was completed by the DTPC. The faculty member must be copied on the letter from the Chair.	The faculty member must submit his/her Promotion Application Package, including a list of external reviewers, electronically to the Dean's Office no later than August 01. The member's complete Promotion Application Package must include the letter of support from the Chair.
-	Completed external reviews, with the removal of all identifiers, are forwarded to the faculty member and to the Department Chair for comment. At their own discretion, the faculty member may meet with the DTPC to discuss the results of external reviews and receive assistance with his/her response to the CTPC.	The faculty member and his/her Department Chair will review and discuss the results of the external review. The member is responsible to write a letter of response to the CTPC; the Chair holds the option of additionally responding.

Appendix A: Application Process Checklist

Faculty members seeking promotion at the Faculty of Medicine are encouraged to use the following checklist in the preparation of their Promotion Application Package to ensure all process steps are completed in time. For more information related to the procedures and timelines associated with the evaluation of Promotion Application Packages at the Faculty of Medicine, University of Ottawa, refer to page 29.

Promotion Application Package - Process Checklist		
Timeline	Process Step	Status
September - December	1) Selection of an area of focus by the faculty member, in consultation with Department Chair.	
	2) Submission of faculty member's letter of intent and up-to-date CV to DTPC and Department Chair no later than December 31.	
January - April	3) Notification to faculty members no later than February 15 of initial recommendation from the DTPC pursuant to a preliminary review. Members recommended to move forward are invited to prepare for full submission.	
	4) Preparation of full Promotion Application Package by the faculty member. <ul style="list-style-type: none"> a. ___ Promotion criteria related to activities, scholarship and recognition for area of focus are demonstrated. b. ___ Supporting activities and contributions, if appropriate, are listed. c. ___ Teaching dossier ready. 	
May - June	5) Submission of the faculty member's complete Promotion Application Package to DTPC no later than May 01.	
	6) Issuing of letter of recommendation from DTPC to the faculty member no later than June 15.	
July - August	7) Electronic submission of complete Promotion Application Package by the faculty member to the Dean's Office no later than August 01, including: <ul style="list-style-type: none"> a. ___ List of external reviewers, as suggested by the candidate. b. ___ Letter of support from the Department Chair confirming a review was completed by the DTPC. 	
Following completion of external reviews	8) Completed external reviews, with the removal of all identifiers, forwarded to the faculty member.	
	9) Meeting between faculty member and Department Chair to review results of external reviews.	
	10) Preparation of letter of response by the faculty member to the DTPC.	

Appendix B: Application Content Checklist

Faculty members seeking promotion at the Faculty of Medicine are encouraged to use the following checklist in the preparation of their Promotion Application Package to ensure all application requirements are met.

Promotion Application Package - Content Checklist	
Content Requirement	Included in Package
1) Executive Summary (two pages maximum) declaring area of focus and indicating any cross-appointments. Faculty members are encouraged to include highlights of their experience in the Executive Summary portion of their summary, and reference various sections of their CV or dossier for further details.	
2) Up-to-date Curriculum Vita*, detailing: <ul style="list-style-type: none"> • How the faculty member meets promotion criteria related to excellence, scholarship and recognition in their selected area of focus. • Supporting activities and contributions. 	
3) Teaching dossier, including teaching evaluations.	
4) Clinical dossier (recommended for faculty members with an area of focus as Clinical Expertise).	
5) Letter of support from Department Chair confirming a review was conducted by the DTFC.	
6) List of potential external reviewers**, as suggested by the faculty member. <ul style="list-style-type: none"> • For promotion to the level of Associate Professor, a list of at least three (3) outside evaluators must be provided. Evaluators must hold the rank of Associate Professor, an equivalent of higher. • For promotion to the level of Full Professor, a list of at least four (4) outside evaluators must be provided. Evaluators must hold the rank of Full Professor or equivalent. 	

NOTE: Faculty members are not permitted to contact proposed evaluators during the promotion period, and must refrain from engaging in communication related to their promotion file.

*The Faculty of Medicine's standard CV format is currently under revision; once complete, a template and guidelines document will be made available.

**Lists of external evaluators must include personal information, including: rank, full address, phone, fax, and email contact. Evaluators from the University of Ottawa will not be considered. Evaluators having recent collaboration (i.e. within the last 5-10 years) with the faculty member will not be considered.