

EXAMPLES OF EVIDENCE OF PERFORMANCE IN THE THREE DOMAINS OF ACADEMIC ACTIVITY

Teaching	Research/scholarship	Service
<p><i>Evidence of performance and teaching improvement strategies in teaching all levels and types of learners: undergraduate, postgraduate, professional development, and different health professions</i></p> <ul style="list-style-type: none"> ✓ student evaluations of course and/or instructor for lecturing, tutoring, student supervision, student counseling, organization of courses and team teaching, etc. ✓ written course material, class handouts, presentations or other instructive materials ✓ supervision of teaching in a clinical setting ✓ creation, administration and evaluation of examinations of any format/type including clinical evaluations, participation in Objective Structured Clinical Examinations (OSCEs), multiple-choice examinations, oral examinations, problem solving examinations, written examinations, etc. ✓ design, re-development, improvement or implementation of clinical teaching programs, methods, student experiences or activities; and evidence of industry and innovation in this regard ✓ design, re-development, improvement or 	<p><i>Evidence of performance in scholarship of discovery, education, integration and/or application</i></p> <p><u>Scholarship of discovery</u></p> <ul style="list-style-type: none"> ✓ peer-reviewed publications of research, case studies, outcome and evaluation studies, books, book chapters, monographs, educational materials, educational research or philosophical essays, through communications in recognized scientific and scholarly media ✓ success in attracting operating, program and/or personnel support from external national or international granting agencies that conduct peer review, including contracts for peer-reviewed, scholarly clinical trials ✓ peer-reviewed abstracts at professional or discipline-specific conferences or meetings ✓ visiting professorships, invited lectures and scholarly presentations ✓ collaboration in a research team or project, co-applicant on peer-reviewed research grants ✓ presentations or posters at conferences or workshops of a recognized scientific, scholarly or professional organization 	<p><i>Evidence of performance in service to the faculty, university, or external professional organizations</i></p> <p><u>University</u></p> <ul style="list-style-type: none"> ✓ contributions to and/or leadership roles in committees, task forces or workshops or other administrative and organizational roles within the department, faculty or university ✓ improvement in organization of programs that are aimed to raise the quality of education or program delivery ✓ participation in, contribution to and recognition of service by local, national or international professional associations related to the role of the individual at the University, the role of professionals in health care, the development and evaluation of standards and accreditation of programs against standards ✓ participation and contribution (without remuneration) to external (non-university) community agencies or organizations related to the individual's role at the university or professional expertise ✓ leadership role and/or elected office in national or international societies

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<p>implementation of non-clinical teaching programs, courses (at any level), methods of teaching, student experiences or activities; and evidence of innovation in teaching</p> <ul style="list-style-type: none"> ✓ awards for teaching, education and/or mentorship at any level from any source including the university, professional or other bodies ✓ supervision of a graduate student resulting in a research thesis that contributes new knowledge ✓ supervision of an undergraduate student resulting in a publication or research thesis, or career and/or academic advancement of the student ✓ performance as student advisor, mentor or liaison, including advisory roles on thesis and examination committees ✓ performance as coordinator or director of a course, block or program ✓ demonstrated impact of teaching through changes in research, practice or outcomes of student learning, especially those of a significant undertaking ✓ delivery of teaching rounds, journal club in medical education, grand rounds, seminars, continuing medical education rounds, presentations and workshops on teaching methodologies at local or national meetings ✓ conducting educational in-service ✓ conducting teaching rounds and grand rounds ✓ fieldwork supervision and development of new clinical placement sites and ancillary evaluation mechanisms 	<ul style="list-style-type: none"> ✓ success in research or program development in health policy, public health, epidemiology and population health, including implementation, evaluation, publication and communication ✓ recognition or awards for research or scholarly activity, ✓ awards or recognition of high level competence in research by peers within or external to the university ✓ retrospective or prospective clinical study of a pathology or behaviour ✓ software or media authorship with copyright to author <p><u>Scholarship of education</u></p> <ul style="list-style-type: none"> ✓ position and policy papers and reports, including new curriculum documents and innovative teaching materials circulated external to the university ✓ development of comprehensive documents including proposals for new curriculum, new programs, programs undergoing major revision that are circulated external to the university ✓ innovations in teaching practices and evaluation methodologies that are communicated external to the university or adopted into practice in other Schools or Faculties ✓ recognition or awards for educational scholarship, leadership or innovation ✓ a strong track record of academic performance (teaching, research, personnel awards) by graduate students and trainees ✓ an edited medical text or reference text 	<ul style="list-style-type: none"> ✓ repeated requests/nominations to contribute to major initiatives in planning or organization, particularly those in which an individual has a leading role ✓ consultations to external organizations or government ✓ contributions to organization of panels or activities that review grants, manuscripts or textbooks ✓ awards for service to the university, a professional organization or agency, or outreach to the broader public community <p><u>Professional organizations</u></p> <ul style="list-style-type: none"> ✓ reviews and review panel activities for peer-reviewed journals ✓ reviews and review panel activities for granting agencies ✓ documented success in professional or health care delivery role(s) within the department or College where the professional licensing bodies and the University require appropriate professional qualifications for practice. Requirements may include particular clinical acuity, high-quality patient care (exemplified by completeness and accuracy of investigation procedures, reports, and case records), responsible use of hospital and laboratory services, ability to communicate with colleagues and co-workers, contribution to institutional quality assurance programs, and demonstrated performance in all the competencies and levels of professional skill normally expected of a member of an

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<ul style="list-style-type: none"> ✓ contributions to continuing professional education, including program design, delivery, evaluation and/or accreditation ✓ teaching skills that lead to demonstrated improvement in student success or student acquisition of knowledge and skills ✓ innovations in curriculum or methods of teaching ✓ teaching that improves the quality and safety of patient care ✓ mentorship of peers related to development of research, writing, teaching, administrative or mentorship skills, behavioural changes, or policy and procedure implementation ✓ contributions to public community education that are included in assigned duties and responsibilities 	<ul style="list-style-type: none"> ✓ invitations (as distinct from attendance) to participate and contribute to workshops or refresher courses relevant to the profession, professional training programs or professional practice specialty ✓ invited presentations or contributions to major post-graduate courses or symposia <p><u>Scholarship of integration</u></p> <ul style="list-style-type: none"> ✓ development and documentation of a database or model for evidence-based clinical practice ✓ editorial or editorial board activities (from an individual's scholarly expertise) for a journal, book, monograph, performance work, instructive media ✓ communications on evaluations of clinical practice or changes in practice expectations and their relation to health care outcomes ✓ leadership in and contributions to the development of a research and scholarly culture, motivation, activities and successes in a department engaged in a cultural transition, including transition from a department that historically had a more singular focus on education. ✓ reviews, especially cited reviews of the world literature that analyze a clinical problem or public or population health issue ✓ publication in refereed journals of original basic or applied research on collaborative practice or patient-centred practice or systems development ✓ achievement of peer-reviewed funding or research (individual or collaborative) that is directed toward improvement of health care, health services delivery, physician and health professional resource allocations, 	<p>academic medical centre and professional discipline, and maintenance of such competencies</p> <ul style="list-style-type: none"> ✓ effective performance in an appropriate clinical-service workload ✓ contributions to duties outside of usual assigned duties in consideration of extraordinary situations or department needs ✓ contributions to professional bodies in a specialty or discipline ✓ contributions to regulatory or professional licensing bodies ✓ contributions to programs for clinical administration and health services programs that improve the quality of program delivery, including the quality and safety of clinical or professional care of patients ✓ peer recognition as a clinical expert in a discipline, specialty, sub-specialty or an area of clinical research, as indicated by referrals from academic colleagues and the profession(s) as a whole ✓ participation in, contribution to and recognition for service by local, national or international professional associations related to the role of the individual at the university, especially provided by a leadership role ✓ contribution to professional agencies or organizations related to the individual's roles and professional expertise, particularly those contributions that have capacity for long-term improvement of educational, research, scholarly and service activities within the university ✓ leadership role and/or elected office in national or international societies

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	<p>and the outcome of care locally, nationally, or internationally.</p> <p><u>Scholarship of application</u></p> <ul style="list-style-type: none"> ✓ communications (written, oral or electronic) with demonstrated positive impact on the university, discipline, government, industry and/or the public sector ✓ creation of equipment or medical device ✓ patents and patent applications, the areas of which are described sufficiently for their evaluation as scholarly work (the inherent intellectual property can be protected during the evaluation by provisions of a non-disclosure agreement between the applicant and other relevant individuals) ✓ case reports and technical reports in refereed journals that impact on care ✓ collaborations and/or leadership in scholarly work related to improving clinical and/or therapeutic practices of health care and the improvement of patient safety ✓ leadership of, or contribution to, research teams conducting multicenter trials ✓ proposals, collaborations, publications, communications and leadership in multidisciplinary translational research ✓ contributions through authorship in a clinical policy, practice guideline, directive or emergency preparedness guideline or policy ✓ contributions to collaborations for health care improvement, patient safety or public health, including published reports in peer-reviewed professional journals 	<ul style="list-style-type: none"> ✓ leadership or participation in accreditation evaluations to improve health care delivery, quality of care, patient safety and satisfaction and/or quality assurance especially as relates to linkage with education and professional practice ✓ leadership role (through representation, election or voluntary contributions) in committees, working groups or task forces that are internal to the University of Manitoba, the regional health authorities, Manitoba Health and other organizations ✓ contributions to organization and delivery of services by health care and other professionals through agencies such as government and regional health authorities ✓ consultations to external practitioners, organizations or governments ✓ awards for service in a generalist, specialist or sub-specialist role ✓ voluntary community outreach for which clinical services and activities require the volunteer to hold professional certification or qualifications

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	<ul style="list-style-type: none"> ✓ reports on standards of practice published in peer-reviewed journals or other media, and/or practice guidelines that are adopted on a provincial or national level ✓ secondments to national or international health care, health-related, educational, governmental or non-governmental agencies in recognition of unique academic or professional expertise and competencies ✓ requests to consult for national or international health or research-funding agencies ✓ national recognition of innovative clinical service 	
<p><u>Other evidence that cross the academic domains</u></p> <ul style="list-style-type: none"> ✓ production of video, audio or on-line materials that are used in education, knowledge translation, and/or communication ✓ provision of interviews in print and non-print media (audio or television or web cast) on behalf of the department, the faculty, the university, the profession or the discipline ✓ newsletter editor, guest editorials with interest outside the major discipline of an individual ✓ recognized contributions to external collaborations that organized or implemented innovations in local, regional, national or international directions of a discipline, profession, program, agency or body, the activities of which are recognized to have considerable impact on the university or the faculty ✓ demonstrated leadership in program development, implementation or evaluation ✓ demonstrated ability to carry out extensive, well-organized or innovative programs that are outside “traditional” knowledge areas of teaching, research/scholarship or scholarly activity, and service. ✓ invitations for contribution to programs or program development of an academic nature including those for knowledge translation, research or public or community awareness, or institutional advancement ✓ innovative methods for improving the quality of academic, educational, administrative and/or research programs ✓ innovative methods for improving the quality of clinical and professional activity ✓ significant impact on an external community from outreach activity that also benefits the faculty or the university 		