

Promotion in the Rady Faculty of Health Sciences: Criteria and Procedures

1. Preamble

Promotion is recognition of achievement that has been demonstrated over a period of time. The purpose of promotion in the Rady Faculty of Health Sciences (RFHS) is to foster and reward excellence in all academic endeavours: teaching, research/scholarship and service. To meet these criteria, the applicant shall provide evidence of a cumulative record of academic performance and achievement that is appropriate to the rank being sought, and that demonstrates professional growth.

This document summarizes the criteria and processes related to promotion within the RFHS. Criteria and processes reflect Article 20 of the Collective Agreement between the University of Manitoba and UMFA. These criteria and processes also apply to promotion of academic staff with rank who are not members of UMFA. Faculty with the following ranks are eligible for promotion: Instructor I, Instructor II, Lecturer, Assistant Professor, and Associate Professor. Eligible faculty members may hold tenured, probationary or contingent positions with full-time, part-time, nil-salaried or term appointments.

In principle, promotion may be applied for at any time. In practice, full-time faculty will normally need a minimum number of years in each rank to achieve and demonstrate the appropriate level of achievement. Normally, this shall be the time from the commencement of the appointment at this University, or while occupying the current rank. Assessment may include consideration of performance while in the equivalent rank at another academic institution, prior to assuming the current appointment at the University of Manitoba (per Article 20.A.1.1). Only contributions made while occupying the current rank will be considered. **The duties specifically assigned to the faculty member during the period under consideration, and normally included in a written letter of offer and/or annual performance reviews, must be taken into account in the application of the criteria and weightings (percent of an applicant's time assigned to each academic domain).** Mere length of service does not constitute grounds for promotion. Promotion will result in a change in academic rank of only one step, regardless of the length of time at the current rank, or the achievements during that time.

Applicants who choose to be considered for both tenure and promotion at the same time will normally have both applications considered by a single committee.

Individuals considering application for promotion in the RFHS, who are appointed in more than one department or college in the RFHS, will submit one application in their primary department or college, as applicable. Following a successful promotion in that department or college, all other appointments will be automatically accorded the new rank.

2. Criteria for Evaluation of an Application for Promotion

Promotion from rank to rank is to be based on the contributions that a faculty member has made to the discipline, the department (as applicable), the college, the faculty, the University, and the community, while at the current rank, taking into account the allocation of assigned duties and other related activities. **Meeting the criteria for the relevant rank, in all three academic domains (teaching, research/scholarship and service), is required for promotion in the**

professorial stream. Meeting the criteria for the relevant rank in the academic domains of teaching and service is required in the instructor stream.

It is the responsibility of the applicant to provide the evidence that they deem necessary to demonstrate that they have met the criteria. Applicants may request letters of support from former students and colleagues internal or external to the University of Manitoba. In addition, the Promotion Committee, the RFHS Dean or their designate, may request additional evidence (*Appendix A provides examples of evidence of activities and achievements in teaching, research/scholarship and service*).

Applicants are invited to provide information on any academic career hiatus or interruption [e.g., parental leave, health leave] or change in circumstances [e.g., the COVID-19 pandemic] that has had an impact on contributions to, or achievements in, teaching, research/scholarship and/or service. This information can be included in the application cover letter and/or in the appropriate dossier.

Academic activities and achievements to be considered against the criteria for promotion normally shall include, but are not limited to:

a. Research/Scholarship, Scholarly Work and Other Creative Activities

Activities and contributions that may be considered include: the publication of books, monographs, and contributions to edited books; papers in both peer reviewed and non-peer reviewed journals; technical reports; papers delivered at professional meetings; participation in panels; knowledge translation and dissemination to academic and non-academic audiences; engagement and development of research or scholarly partnerships with relevant communities or organizations; unpublished research/scholarship including current work in progress; editorial and refereeing duties; grant-funded, non-funded, contract-based scholarship, and/or industry-funded scholarship; commissioned works; and scholarship as evidenced by the applicant's depth and breadth of knowledge and general contributions to the research and scholarly milieu of the University. Promotion Committees shall consider any published works and unpublished works submitted by the applicant (*see Appendix A for specific examples of research/scholarship in the domains of discovery, education, integration and/or application (Boyer EL, 1990)*).

Evidence of scholarship is expected to demonstrate that the applicant has made a significant contribution to advancing their field. The quantity and quality of the applicant's scholarly activities and the impact of these activities will be assessed (*see Appendix A for examples of scholarship*). Promotion Committees shall consider all scholarly works but will generally give greater weight to **peer-reviewed** work. Current unpublished scholarly work shall be taken into consideration but shall be accorded lesser value than peer-reviewed scholarship.

Promotion Committees shall value collaborative, community-engaged, and/or international research/scholarship, and acknowledge the additional time required in the creation of research partnerships in order to undertake these types of research/scholarly activity.

b. Teaching

Activities and contributions that may be considered include: course work and all related activities including classroom teaching, seminar or small group facilitation; supervision of clinical and experiential learning; supervision of undergraduate and graduate students; supervision of post-doctoral fellows; student mentorship; course development; contributions to seminars and

colloquia; innovative methods in teaching, educational scholarship, and other contributions to the teaching activities of the University. The assessment of teaching performance shall include Senate-approved student evaluations (including SEEQ and SRI data among other evaluations of teaching effectiveness), peer evaluation, and evidence of activities/training to enhance teaching skills.

The applicant's teaching record, including instruction of students at the various levels of programs offered in the applicant's department or college, will be assessed. Assessment will consider elements of effective teaching including course content and design, teaching methods, communication, contributions to the scholarship of teaching and leadership in teaching innovation (*see Appendix A for examples of teaching effectiveness and accomplishments*).

c. Service

Activities and contributions that may be considered include: participation in University, faculty, college, departmental and staff committees; general administrative duties; service to external professional organizations/associations; advisory service to governmental or lay organizations by virtue of special academic competence; community service where the individual has made an essentially non-remunerative contribution by virtue of special academic competence. Service includes internal and external activities related to the research/scholarship and teaching functions of the University. External professional or academic service, whether remunerated or non-remunerated, must not conflict or interfere with the primary obligations, duties and responsibilities to the University.

Evidence of service to the RFHS, the University, and/or the professional or academic communities to which the applicant belongs will be assessed. Broader service to the community, through formal and informal arrangements (non-remunerated), is also evaluated as an important element of service. While effective committee and administrative work cannot substitute for effective teaching and well-regarded research/scholarship, duties of this nature are expected of all members of the University. Promotion Committees shall consider the contributions the applicant has made through their committee and administrative service and through their service to learned or professional societies, such as editorial boards and peer-review activities, advisory boards and specifically, the ways in which such service provides evidence of scholarly knowledge and expertise (*see Appendix A for examples of service contribution, within, and external to, the University*).

For academic clinicians and those with clinical responsibilities, service to, and leadership in, healthcare delivery/innovation, healthcare administration, and healthcare advocacy at provincial and national/international levels will also be considered.

d. Description of Ranks, Normal Requirements, and Criteria for Promotion

Instructors

Instructors in the RFHS are expected to have appropriate academic qualifications for the discipline. Instructors normally have primary responsibility to contribute to the teaching function of the department and/or college, and to contribute to service. Consequently, the relevant criteria for promotion are in the domains of teaching and service; meeting the criteria for the relevant rank in both teaching and service is required. The RFHS criteria and weightings of the applicant's assigned duties in teaching and service will be applied.

Promotion from Instructor I to Instructor II

An applicant must demonstrate a cumulative record of high-quality teaching, up-to-date knowledge in their field or discipline, and a consistent record of effective service to their unit, college and/or faculty (*see Appendix A for examples of teaching and service contributions*). Assessment will consider elements of effective teaching including course content and design, teaching methods, communication, student supervision (if applicable), contributions to teaching innovation and professional development. The written opinions of students and/or fellow faculty members shall normally be sought. The measure of teaching performance will normally include Senate-approved summative student evaluations.

Promotion from Instructor II to Senior Instructor

An applicant must demonstrate a sustained record of excellence in teaching, mastery of current knowledge in their field or discipline, and a record of effective, significant and continuous contributions to service and leadership in their unit and college and/or the RFHS (*see Appendix A for examples of teaching and service contributions*). Assessment will consider elements of effective teaching including course content and design, teaching methods, communication and student supervision. Innovation and creativity in course development, design and delivery, leadership and knowledge-sharing in teaching are criteria for promotion to Senior Instructor. The written opinions of students and/or fellow faculty members shall normally be sought. The measure of teaching performance will normally include Senate-approved summative student evaluations.

Promotion from Lecturer to Assistant Professor

Lecturers who are appointed to term positions, are eligible to be considered for promotion to the rank of Assistant Professor. Individuals so promoted remain on term or contingent appointments. Further term appointments for UMFA members may be granted only if they will not automatically become probationary appointments pursuant to Article 19.C.6.4 of the collective agreement.

The criteria are the following;

1. Ph.D. degree, or professional degree (e.g., MD, DMD, PharmD, MOT, MPT, BRT) or appropriate academic qualifications for the discipline.
2. Evidence of effective teaching in the classroom and/or the clinical setting. The applicant must have demonstrated teaching ability that is rated as "satisfactory" or better, based upon student evaluations, peer evaluation, or other evidence.
Summative teaching evaluations are required in the application.
3. Evidence of scholarly and/or research activity consistent with the applicant's assigned duties and with that expected of new appointees in the discipline. This may be in the form of collaborative research activities (including grant funding) with output in peer-reviewed publications and abstracts, papers delivered to academic or professional associations, and/or other scholarly activities (*see Appendix A for examples of scholarly contribution*).
4. Evidence of effective contributions to service (*see Appendix A for examples of service contribution, within and external to the University*).

Promotion from Assistant Professor to Associate Professor

For promotion from Assistant to Associate Professor, the criteria to be met by the applicant are:

1. Ph.D. degree, professional degree (e.g., MD, DMD, PharmD, MOT, MPT, BRT), or appropriate academic qualifications for the discipline.
2. Evidence of high-quality, effective and innovative teaching, as described in Section 2.b, above, and should include the ability to:
 - i) stimulate the intellectual and scholarly development of students;
 - ii) communicate curriculum content effectively;
 - iii) maintain and demonstrate a mastery of their subject areas;
 - iv) successfully supervise master's and doctoral students, where applicable;
 - v) successfully supervise professional or clinical trainees in completion of research/scholarly programs or projects (e.g., capstone projects, BSc Med), where applicable;
 - vi) successfully supervise undergraduate and postgraduate clinical trainees in the acquisition of clinical expertise and the development of research/scholarly skills, where applicable.

Summative teaching evaluations are required in the application.

3. Evidence of a level of research/scholarship consistent with the applicant's rank and assigned duties. Consideration will be given to the following aspects of research/scholarship (see also Section 2.a, above):
 - i) an established independent research or scholarly program, individual and/or collaborative, which goes beyond the work accomplished during their graduate or post-graduate training program, or since their appointment, representing a significant contribution to the field of study or area of expertise;
 - ii) recognition of expertise as evidenced, for example, by peer-reviewed publication in high quality journals, invitations to present talks at national conferences, invitations to serve on grant selection panels or invitations by journals for peer review, or similar evidence of recognition
 - iii) the impact, quality, originality and number of publications, comparable to norms for the field. The forum for publication will normally be taken into consideration.
 - iv) a record of research/scholarship funding at a level which is appropriate for the discipline, field and rank;
 - v) the quantity and quality of research/scholarship in collaboration with outside bodies such as clinical and/or community agencies, government or industry;
 - vi) effective graduate student supervision, as applicable;
 - vii) effective supervision of clinical trainees in completion of research/scholarly programs or projects (e.g., capstone projects, BSc Med) and the acquisition of research/scholarly skills, as applicable;
 - viii) other examples appropriate to the applicant's discipline.
4. Evidence of significant and sustained contributions to service, internal and external to the University (*see Appendix A for examples of service contribution, within and external to the University*).

Promotion from Associate Professor to Professor

Promotion to the rank of Professor recognizes a high order of achievement in research/scholarship and teaching, together with notable service contributions. An individual must have an established positive reputation based upon peer evaluation as a nationally and internationally recognized scholar or discipline leader (in research/scholarship, teaching, academic/professional service and leadership). Achieving this rank is not guaranteed or necessarily expected of every faculty member.

For promotion from Associate Professor to Professor, the criteria to be met by the applicant, within the context of their assigned duties and within the constraints of the resources made available by the University and the demands of the Department and/or College, are:

1. Ph.D. degree, professional degree (e.g., MD, DMD, PharmD, MOT, MPT, BRT.), or appropriate academic qualifications for the discipline.
2. Evidence of a sustained record of teaching excellence as described in Section 2.b, above, and should demonstrate:
 - i) the scholarly development of students;
 - ii) excellence in the communication of knowledge;
 - iii) recognized expertise in their field;
 - iv) excellence in supervision of master's and doctoral students, where applicable;
 - v) excellence in supervision of professional or clinical trainees in completion of research/scholarly programs or projects (e.g., capstone projects, BSc Med), where applicable;
 - vi) excellence in supervision of undergraduate and postgraduate clinical trainees in the acquisition of clinical expertise and the development of research/scholarly skills, where applicable.

A demonstrated high level of competence in teaching is required. In all but the most exceptional cases, this must be shown to have extended consistently over a considerable span of time, not merely in the two or three years prior to promotion. Summative teaching evaluations are required in the application.

3. Evidence of a sustained record of research/scholarship excellence consistent with the applicant's rank and assigned duties. Consideration will be given to the following aspects of research/scholarship (see also Section 2.a, above):
 - i) a fully established and nationally/internationally recognized research or scholarly program;
 - ii) the impact, quality, originality and number of publications, while in the current rank, comparable to norms for the field and the rank of the applicant. The forum for publication will normally be taken into consideration.
 - iii) an established national and/or international reputation, as evidenced, for example, by peer-reviewed publication in high quality international journals, invitations to present plenary sessions or keynote talks at major national/international conferences, invitations to serve on grant selection committees or research review boards, or similar evidence of recognition;
 - iv) a record of funding for research/scholarship at a level which is appropriate for the discipline, field and rank; this will normally include peer-reviewed grant funding from agencies external to the University;
 - v) the quantity and quality of research/scholarship in collaboration with external bodies such as healthcare organizations, government, industry and or communities, as applicable;

- vi) successful master's and doctoral student thesis supervision, as applicable;
- vi) successful post-doctoral trainee supervision, as applicable;
- viii) other examples appropriate to the applicant's discipline.

4. Evidence of notable contributions to service and leadership, internal and external to the University (*see Appendix A for examples of service contribution, within, and external to, the University*).

3. Procedures

i) Prior to submission of an application

The matter of promotion shall be discussed by the Department Head, or College Dean where there are no Departments, with the applicant prior to the submission of an application for promotion. It shall be the applicant's responsibility to provide, at the time they submit the duly completed Application for Promotion form, sufficient material evidence, such as copies of annual performance reviews and curriculum vitae, to support their case for promotion. Anonymous materials cannot be included in an application for promotion (with the exception of summative teaching evaluations, SEEQ, or SRI data).

Applicants are recommended to prepare dossiers for each area, as appropriate to rank. Dossiers may include the following:

- The *Teaching Dossier*: the applicant's self-reflection on teaching, teaching philosophy and goals; teaching responsibilities; **representative** examples of course syllabi or teaching materials; summaries of student evaluations (e.g., copies of SEEQ/SRI report summary sheets or other summative teaching evaluations where SEEQ reports are not applicable); evidence of student and graduate student supervision; honours and awards, and any additional information with respect to teaching activities and accomplishments.
- The *Research/Scholarship Dossier*: an outline of the applicant's research/scholarship program; current research/scholarship activities; past and current funding; publications; presentations; honours and awards; graduate student supervision; community engagement and knowledge translation; any additional information with respect to the applicant's research and scholarly activities. The dossier should provide evidence that their research/scholarship program is advancing their field and/or should demonstrate how their research/scholarship is contributing to a pathway of real-world impact.
- The *Service Dossier*: the applicant's service activities; contributions to professional and community organizations, outreach activities; leadership positions; and any additional information with respect to the applicant's service-related activities.
- Applicants who are academic clinicians, or who provide significant clinical service within their assigned duties, may also provide a *Clinical Dossier* that outlines their clinical service; contributions to healthcare delivery, administration and leadership; and any additional information with respect to clinical service activities.

NOTE 1: A brief narrative should precede each of the dossiers directly addressing the reasons why the applicant considers that promotion is merited in the RFHS, in common terms that are understandable to the university community, within and outside a particular discipline.

NOTE 2: Applicants are invited to provide a description of their activities contributing to equity diversity and inclusion within the university and the community. Applicants are encouraged to provide an EDI statement (see Appendix B) and examples of EDI activities in teaching, research/scholarship and service (see Appendix A). Applicants are invited to provide a description of their activities in support of the Truth and Reconciliation Action Plan and/or the Disruption of All Forms of Racism Policy.

ii) External review of applications

External and independent letters of evaluation are required for applications for promotion from Assistant to Associate Professor, and from Associate Professor to Professor.

A minimum of three (3) letters of external evaluation from experts outside of the University of Manitoba, in the applicant's field of expertise, will be sought. The applicant shall submit the names of at least four to five (4-5) individuals with university appointments, who are capable of assessing their academic contributions and have no conflict of interest in providing an evaluation (*able to sign the conflict-of-interest statement. See Appendix C*). The Promotion Committee may identify external reviewers in addition to those submitted by the applicant. The Office of Academic Affairs will review the names of potential external reviewers to confirm eligibility to review on the basis of rank and university affiliation. The list of names of potential external reviewers will be shown to the applicant who may request the deletion of any name for cause. The Dean of the RFHS or designate shall solicit the external evaluations. The material that is sent to an external evaluator shall include at least the following: the application form (Part A), the CV and representative parts of the dossiers, plus a complete copy of the RFHS Promotion Guideline document that governs application for promotion for that individual.

Letters of evaluation are confidential to the Promotion Committee. However, letters of evaluation (regardless of source and with attributions removed) will be provided to an applicant within 10 days of their receipt by the Promotions Committee, stripped of identifying information as to source/author.

iii) Effective dates and deadlines

The dates and deadlines below are set by the RFHS and the university. Colleges and departments may have additional internal deadlines. Colleges and departments should ensure that internal deadlines are clearly communicated to Faculty members. Applicants should familiarize themselves with the timelines for application set out by their unit.

- a. **May 1:** Deadline for review and approval, by the Office of Academic Affairs, of a list of potential external evaluators for applications that require external review (see **3.ii. External letters of evaluation**).
- b. **July 15:** Deadline for submission of tenure, or **tenure plus promotion**, applications.
- c. **September 15:** deadline for submission of **promotion** applications. All promotion materials submitted by the candidate and the external reviews should be received by the Dean of the

RFHS or their designate by September 15. After September 15, the applicant shall not provide additional application materials unless so requested or approved by the Dean of the RFHS or the Promotion Committee.

d. **September 15-October 1:** Invitation from the Dean to students and faculty to provide written submissions to the Promotion Committee commenting on the applicant's teaching or scholarship (*see 3.iv.d*).

Applicants may withdraw an application for promotion at any time prior to the application going to the Board of Governors. Promotion takes effect on **March 30** of the calendar year following the calendar year in which the application is submitted and is contingent upon approval by the Board of Governors.

iv) Promotion Committee

a. The Dean of the RFHS shall be responsible for establishing a Faculty-based Promotion Committee consisting of representatives from each College. College Deans will determine and provide names of faculty members from their respective colleges for membership on the RFHS Promotion Committee.

b. Normally, a Promotion Committee shall consist of three (3) faculty members from the applicant's Department, or College where there are no departments, and two (2) faculty members from the RFHS Promotion Committee, and external to the Department or College, selected by the Dean of the RFHS or designate. Where possible, the majority of the voting members of the Promotion Committee are to be from the applicant's Department, or College where there are no Departments, or from a related discipline/field to ensure that the majority of the committee has the expertise to judge competence in the discipline/field of the applicant. Promotion Committee members will normally be at the same or higher academic rank than that which is being sought by the applicant. Instructors can evaluate promotion applications only of those in Instructor positions.

A Promotion Committee shall be as diverse as possible particularly as it relates to gender, Indigenous and racialized identities. As set out in the article 20.A.2.2 of the Collective Agreement, gender parity will be sought, but where gender parity is not feasible, there shall be at least one (1) member of each gender on each promotion committee.

c. The Dean of the RFHS or designate shall be the non-voting Chair of each Promotion Committee. The Head of the applicant's Department, or College Dean where there are no Departments, shall serve as a non-voting resource to the Promotion Committee, but does not participate in the committee's deliberations and does not vote.

d. Prior to the first meeting of a Promotion Committee, the Dean of the RFHS shall make known the names of those faculty members scheduled to be considered and invite written submissions to the Promotion Committee from faculty members on the applicant's teaching and scholarship and from students on the applicant's teaching. Also prior to the first meeting, the Chair shall inform all members of the Promotion Committee of the time and place of the first meeting and asking them to study thoroughly (and keep confidential) all materials provided to them regarding the applicant.

e. The non-voting Chairperson of the Promotion Committee is responsible for ensuring that the procedures carried out by the Committee reflect due process and are in keeping with the

appropriate provisions of the Collective Agreement, and the criteria set out in the RFHS Promotion Guideline, so that a just and defensible recommendation can be achieved.

f. The applicant being considered for promotion shall be provided with copies of anonymized letters and external evaluations; and shall have an opportunity to meet at least once with the RFHS Promotion Committee before the RFHS Promotion Committee begins consideration of their application. No meetings of a Promotion Committee or general discussion of applicants shall take place without every Committee member being present in person or through other means allowing active participation. The Committee takes responsibility for the application of the criteria and for ensuring that it has sufficient information to make a recommendation.

g. All voting will be conducted by secret ballot. If, following a vote, the committee cannot make a positive recommendation, the Chair of the Promotion Committee shall so inform the applicant in writing, indicate the area(s) of concern that the committee will wish to discuss, and establish, in consultation with the applicant, the date for a subsequent meeting where the applicant shall be given the opportunity to speak to these concerns. A reasonable time will be allowed for the applicant to seek advice, solicit opinion and provide further documentation in order to prepare for such a meeting. The committee shall then consider the new input and hold a second and final vote. A simple majority is needed to carry the vote.

h. The Chair shall report in writing in Part B of the Application Form all recommendations (positive or negative), together with the specific reasons therefor related to the criteria established by the RFHS and the weightings of the applicant's assigned duties, to the faculty member, Department Head (as appropriate), College Dean, and the Dean of the RFHS.

v) Following the Promotion Committee's recommendation

After considering the Application for Promotion and supporting material submitted by the applicant and following receipt of the Promotion Committee's report, the Head of the applicant's Department, or Dean of the Applicant's College where there are no departments, shall make a recommendation on promotion to the Dean of the RFHS for each faculty member who has submitted a duly completed Application for Promotion form and has not subsequently withdrawn it. The recommendation of the Department Head, or College Dean, as applicable, shall be in writing in Part C of the Application Form and accompanied by the specific reasons therefor related to the criteria established by the RFHS and the weightings of the applicant's assigned duties. The Department Head, or College Dean as applicable, shall deliver a copy of the recommendation and reasons to the applicant. The Dean of the RFHS, shall transmit the Promotion Committee's recommendation, their own recommendation, and that of the Department Head, or College Dean as applicable, to the Vice-President (Academic) and Provost. The recommendation of the Dean of the RFHS shall be in writing (Part D of the Application Form) and accompanied by the specific reasons therefore related to the criteria established by the RFHS and the weightings of the applicant's assigned duties. If the recommendation of the Department Head, or College Dean as applicable, Dean of the RFHS or the Vice-President (Academic) is different from that of the Promotion Committee then they shall advise the Promotion Committee and the applicant in writing.

The President shall deliver or send to the faculty member by registered mail, a written notice of any negative recommendation which they intend to forward to the Board of Governors, along with the specific reasons, for the negative promotion recommendation and a reminder of the faculty

member's right to an appeal. When it has considered the President's recommendation, the Board of Governors will communicate its decision to the faculty member in writing.

Approved: April 14, 2015

REVISED: June 15, 2023

RFHS 2024 Promotion Criteria

APPENDIX A

Teaching, Research/Scholarship and Service Domains: Evidence of academic contributions exemplars

These examples are not exclusive and are provided as a guide to presentation of evidence in support of a tenure or promotion application. Applicants may provide additional evidence of academic contribution that has not been included in these examples, but is relevant to their applications.

Teaching	Research/Scholarship	Service
<i>Evidence of teaching performance and strategies to improve teaching at all relevant levels and types of learners based on assignments: undergraduate, graduate, postgraduate, and professional development.</i> Evidence of effective teaching: • Demonstrate use of student evaluation as evidence to improve teaching performance • Demonstrate use of peer-evaluation as evidence to improve teaching performance • Demonstrate self-reflective learning on effectiveness of teaching strategies as evidence to improve teaching performance • Effective academic supervision, including as student advisor, mentor, or liaison, including advisory role on thesis and examination committees • Supervision of student projects, including research projects, undergraduate, graduate and post-graduate • Representative examples of relevant course materials • Creation, administration and evaluation of examinations of any format/type including clinical and oral examinations • Evidence of innovative courses, course delivery, or creation of new courses • Evidence of performance as coordinator or director of a course, block or program	<i>Evidence of research/scholarship performance and strategies for growth as relevant within the domains of discovery, education, integration and/or application (Boyer EL, 1990)</i> Discovery domain Publications: including articles, communications, pre-prints, monographs, memoirs or special papers, review articles, conference/symposia/workshop proceedings, posters and abstracts, government publications, and reports Creation, curation or sharing of datasets Evidence of application for peer-reviewed research funding and success in obtaining research funding appropriate for the discipline as PI (or nominated PI); as Co-P; as Co-Applicant; as Collaborator; or in another role (please describe) Collaborative team research or project with a defined role or contribution Evidence of continuing professional development relevant to the research/scholarly skills and capabilities Delivery of invited scholarly talks at/as: • Major addresses (keynote) to one's peers at the university, other institutions, or national and international conferences	<i>Evidence of service within the department, college, faculty or university, or to external professional organizations, government agencies, the healthcare system or the community</i> College/Faculty/University Contributions to, or leadership roles in, committees, task forces, workshops, or other administrative and organizational roles within the department, college, faculty or university Contribution to, or leadership of, <i>ad hoc</i> committees created for a specific purpose Contributions to, or leadership of, major university initiatives in planning or organization Leadership roles in department, college, faculty, or university level academic or administrative units Awards or other recognition for service to the university, a professional organization or agency, or outreach to the community Service external to the university: Contributions to service at local, national or international professional organizations related to the role of the individual at the university Participation as a resource person on local and/or provincial committees, boards, etc.

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Sharing knowledge and skills with colleagues: contributions to faculty development. Production of video, audio or on-line materials that are used in education, knowledge translation, and/or communication Training students and research personnel in traditional knowledge or Indigenous ways of knowing including cultural practices Exposure of trainees to diverse research (including interdisciplinary research) environments through conferences, collaborations, partnerships and exchange opportunities Exposure of trainees to non-academic work environments through collaborations, partnerships or work-integrated learning with private, public or the non-profit sector Awards for teaching, education and/or mentorship at any level from any source including the university, professional or external bodies Presentations and workshops on teaching methodologies at local or national meetings Evidence of effective pedagogy development Teaching in the clinical context - Supervision of learners in a clinical setting - Fieldwork supervision and development of new clinical placements and/or ancillary evaluation mechanisms - Demonstrated impact of teaching through changes in practice or outcomes of student learning	- Peer-reviewed invited presentations at professional meetings and conferences; podium or poster presentations - Visiting professorships, invited lectures and scholarly presentations - Other venues, peer-reviewed or acknowledging your program of research expertise Recognition or awards for excellence in research or scholarly activity, internal or external to the university A record of strong academic performance by graduate students and other research trainees, including research and scholarship awards Creation, direction, facilitation and/or strengthening of partnerships or collaborations in the research community, or with other communities, through research networks, large collaborative projects or community-engaged research Creation of organizations that promote research or the use of research results Education domain Involvement in scholarship concerning the creation of learning materials and/or pedagogical theories Position and policy papers and reports, including new curriculum documents and innovative teaching materials 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 Contributions to new or expanded national educational programs or initiatives; assessment, accreditation or examination by national bodies	Participation on committees that influence professional practice on a local, provincial or national level. Peer-review and editorial activities for journal and other publications Peer-review and review panel activities for funding agencies and external awards committees Leadership or participation in external accreditation of educational programs Leadership role, and/or elected office in, national or international professional associations or organizations on the basis of academic and/or professional expertise Consultations to external local, provincial, national or international organizations or government on the basis of academic and/or professional expertise Creating or facilitating communities of practice with clinicians in the community. Voluntary community service that leverages academic and professional expertise, such as membership on scientific or advisory committees, or journal editorships Clinical Service (for health professionals providing clinical service) Engagement in clinical service that is appropriate under assigned duties and supports the teaching, research, and outreach mandates of the College, Faculty, or University
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• Delivery or supervision of clinical teaching rounds, journal club presentations, grand rounds, seminars, or faculty development • Developing and conducting educational in-service • Teaching focused on quality improvement and patient safety in healthcare Teaching in the continuing professional development and community context • contributions to continuing professional development, 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 • contributions to public/community education and knowledge dissemination on the basis of expertise Contributions to EDI in the context of teaching Development and delivery of curriculum, service-learning opportunities or other educational programs that focus on topics such as: social determinants of health; Health and health care disparities; social justice; optimizing care for marginalized patients and populations Contributing to and/or leading EDI-focused student recruitment or pipeline programs Mentorship of learners from under-represented groups in the health professions. Creating and/or promoting learning environments that are inclusive	Integration domain Development and documentation of a database or model for evidence-based practice Contributions to policies, guidelines, regulations, laws, standards and/or practice. editorial activities on the basis of scholarly expertise Publication of expert reviews, or systematic reviews Interdisciplinary research or program development in health policy, public health, population health or epidemiology Invitations to participate and contribute to workshops relevant to the profession, professional training programs or professional practice specialty Support for traditional knowledge or Indigenous ways of knowing, including cultural practices Contributions to integrated knowledge translation, Application domain Leadership of, or key contributions to, research teams conducting multicenter trials Communications (written, oral or electronic) with demonstrated impact on the university, discipline, government, industry and/or the public sector Evidence of research impact as demonstrated by changes to public practice or policy, and/or uptake of evidence by external stakeholders Development of research tools or instruments for use by researchers and others in the public domain Invention of equipment or medical device	Contributions outside of usual assigned duties in consideration of extraordinary situations or health care system needs Innovation in healthcare delivery Contributions to, and leadership in, administration of healthcare delivery that improves quality and safety, including quality assurance for health care systems Participation or leadership in accreditation evaluations and quality assurance for health care systems Leadership role in community agencies or government committees on the basis of professional expertise in health provision Peer recognition as a clinical expert in a discipline or specialty Awards or other recognition for clinical service and/or leadership at the local, provincial or national level Consultation to external practitioners, organizations or governments in an advisory capacity on the basis of professional expertise Contributions to EDI in the context of service Activities that inform public policy, confront racism, promote diversity and inclusion with the university or community Contributions to EDI-focused university or healthcare system committees/working groups
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	Intellectual property: including patents, copyrights Reports on standards of practice or clinical practice guidelines published in peer-reviewed journals or other media Invitations to consult or advise for national or international research-funding agencies Secondment to national or international health care, research, educational, governmental, or non-governmental agencies in recognition of unique academic or professional expertise Contributions to EDI in the context of scholarship Scholarship focused on EDI and/or social justice Incorporation of an EDI perspective and principles in research/scholarship programs	Forming academic-community partnerships with a focus on marginalized populations through healthcare, education and advocacy
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Examples that cross academic domains

- Building relationships between the university and indigenous partners and/or communities
- Outreach to and engagement with students, youth or members of the general public, including through in-person or online targeted activities or capacity building
- Formal or informal mentoring of HQP, colleagues, collaborators, relevant partners, other professionals or community members
- Providing advice, counsel and support related to learning and career guidance, including networking, developing proposals and applications, effective collaborations and navigating interpersonal conflicts
- Dissemination of research results and knowledge translation to non-academic audiences (e.g., traditional media, social media or public lectures)
- 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 impact on the university or the faculty
- Demonstrated leadership in program development, implementation or evaluation
- Demonstrated ability to carry out impactful 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 or research programs
- Innovative methods for improving the quality of clinical and professional activity

APPENDIX B: Preparing an EDI Statement for Promotion and Tenure Applications

Evidence of EDI contribution and/or plan in Teaching, Research/Scholarship and Service Pillars

Applicants are encouraged to include an EDI statement to highlight past contributions, and include future plans to advance EDI considerations, across the teaching, research/scholarship and service pillars.

Applicants are encouraged to comment on plans to foster academic excellence, innovation and creativity through an EDI framework. To that end, recognizing and valuing equity and diversity must be accompanied by concerted efforts to ensure the inclusion of diverse and systemically excluded groups.

Systemically excluded groups include, but are not limited to, women, Indigenous Peoples, persons with disabilities, racialized persons and members of LGBTQ+ communities.¹

The following questions may help to structure an EDI statement:

- What does EDI mean to you, and why is this important?
- What are the EDI mandate and goals of your institution, section and/or department?
- What have been some of your lived experience either being part of the dominant group, or interacting with diverse populations?
- How has your thinking on EDI influenced your teaching, research, and/or scholarship?
- How has EDI best practice influenced your research program?
- How you may have contributed or you plan to facilitate removal of systemic barriers and biases for EDI best practice, to ensure that all individuals have equal access and opportunity for academic excellence?
- What role do you believe that advising and mentoring play in working with diverse populations?
- What has been your service experience with systemically excluded groups?
- What has been your experience with teaching, advising or mentoring those from systemically excluded groups?

Some Points to Consider:

- Being aware of challenges faced by members of systemically excluded groups.
- Being aware of and addressing strategies to mitigate implicit bias.
- Consider your research team recruitment process through an EDI lens.

¹ Tri-Agency action plan Dimensions charter; https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Dimensions-Charter_Dimensions-Charte_eng.asp

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- Consider developing an EDI plan for training and development opportunities within your research environment.
- Consider your research activities that specifically contribute to EDI, which includes but not limited to, Indigenous research,² and Sex and Gender-based analysis plus (SGBA+).³
- Teaching approaches that focus on different learning styles and that can accommodate different learning abilities.
- Community involvement beyond the university.
- Future EDI activities you might pursue in context of how they might fit into a research area, department, campus, or national context.
- Any ongoing institutional EDI initiatives of particular relevance to you, either in your research, teaching/mentoring or service contributions.

Some Examples of best practice:

- Commitment to developing your EDI knowledge and that of your team: take various training available, read your institution's EDI action plan, speak to leaders of your institution to their commitment to EDI and develop action plan to address systemic barriers.
- Consider your role to identify and mitigate potential barriers in your research program, team and institution.
- Be aware of your institution's current equity targets and gaps.
- Provide training for team members to ensure that they understand why EDI is important, and appreciate the clear link between increased diversity and increased academic excellence.
- Provide implicit bias awareness and training to all in your team or research group.
- Implement best practice to ensure there is a diverse pool of candidates in recruitment process within your research team.

² Indigenous research is an approach to enquiry that engages Indigenous persons as investigators or partners to extend knowledge that is significant for Indigenous Peoples and communities. See link <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>

³ SGBA+ is the process of integrating sex, gender and other factors of identity throughout the research process, from conceptualizing (i.e. research question development) to completion (i.e. knowledge translation). (See links: <https://www.womenscollegehospital.ca/news-and-publications/connect/march-16,-2020/sgba-a-strategy-to-advance-equity,-diversity-and-inclusion-in-health-research>, <https://women-gender-equality.canada.ca/en/gender-based-analysis-plus.html>)

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- Use non-gendered, inclusive and unbiased language in job postings.
- Create a diverse selection committee and a process to prevent potential bias, with an open and transparent process.
- Use a standardized assessment process for all candidates and ensure it is equitable.
- Ensure that you and all others in the hiring process for your research team completes EDI training, including but not limited to, how to recognize and mitigate, implicit and explicit bias.
- Establish processes for providing training and professional development opportunities for all your team members (e.g. conferences, publications and networking opportunities).
- Consider what type of mentoring is needed within your team, and how best to provide that.
- Ensure that all your team members have equal access to mentoring.
- Develop a plan to manage your team on a day-to-day basis to ensure inclusion of all team members.
- Provide accessible and appropriate resources for team members for various accommodations such as multi-faith prayer and meditation rooms, flexibility for taking leave for religious obligations, rituals and celebrations, and information on institutional various support services as needed.
- Consult experts, leaders and stakeholders for implementing EDI best practice within your research group / team.
- Create a safe place for people who are not always seen or heard to feel comfortable to participate in conversations such as team meetings, interactive seminars, and ensure that these can help to identify any EDI concerns.

Refer to Best Practices in Equity, Diversity and Inclusion (<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>)