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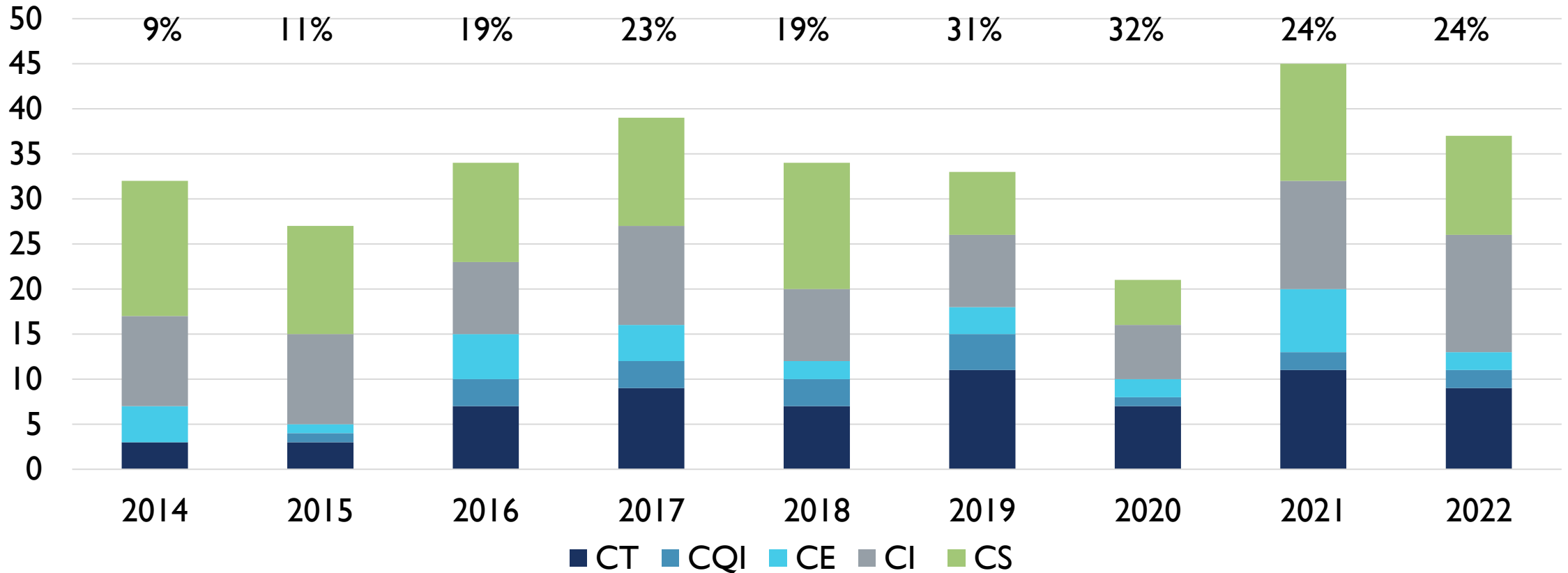
# DEPARTMENT OF MEDICINE SENIOR PROMOTIONS WORKSHOP

FALL 2022



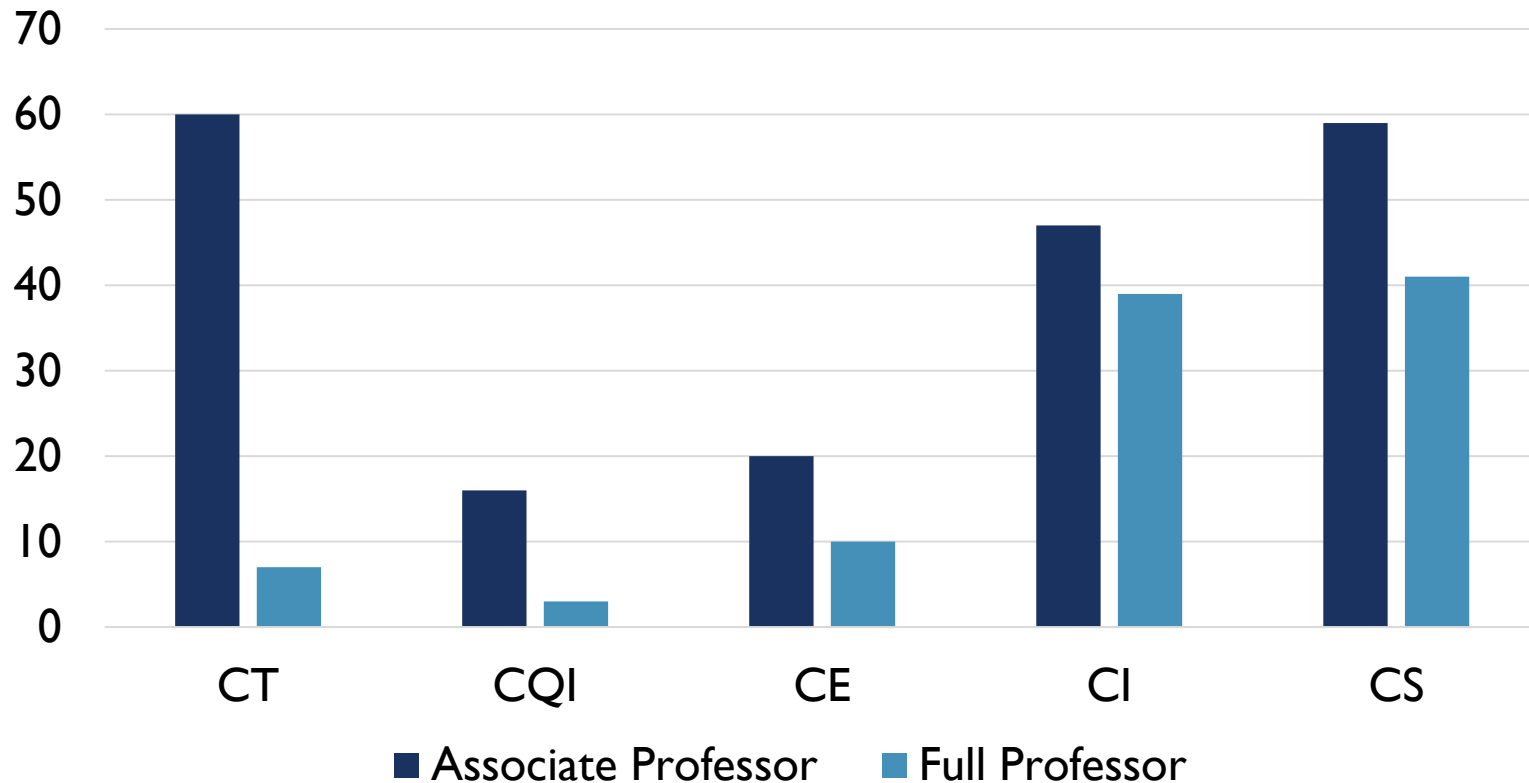
# DISTRIBUTION OF SENIOR PROMOTION CANDIDATES BY POSITION DESCRIPTION AND YEAR (N=305)

**% CT candidates:**



# SENIOR PROMOTIONS 2014-2022 (N=305)

Position Description



Mean years to promotion: 9

CT: 10

CQI: 8

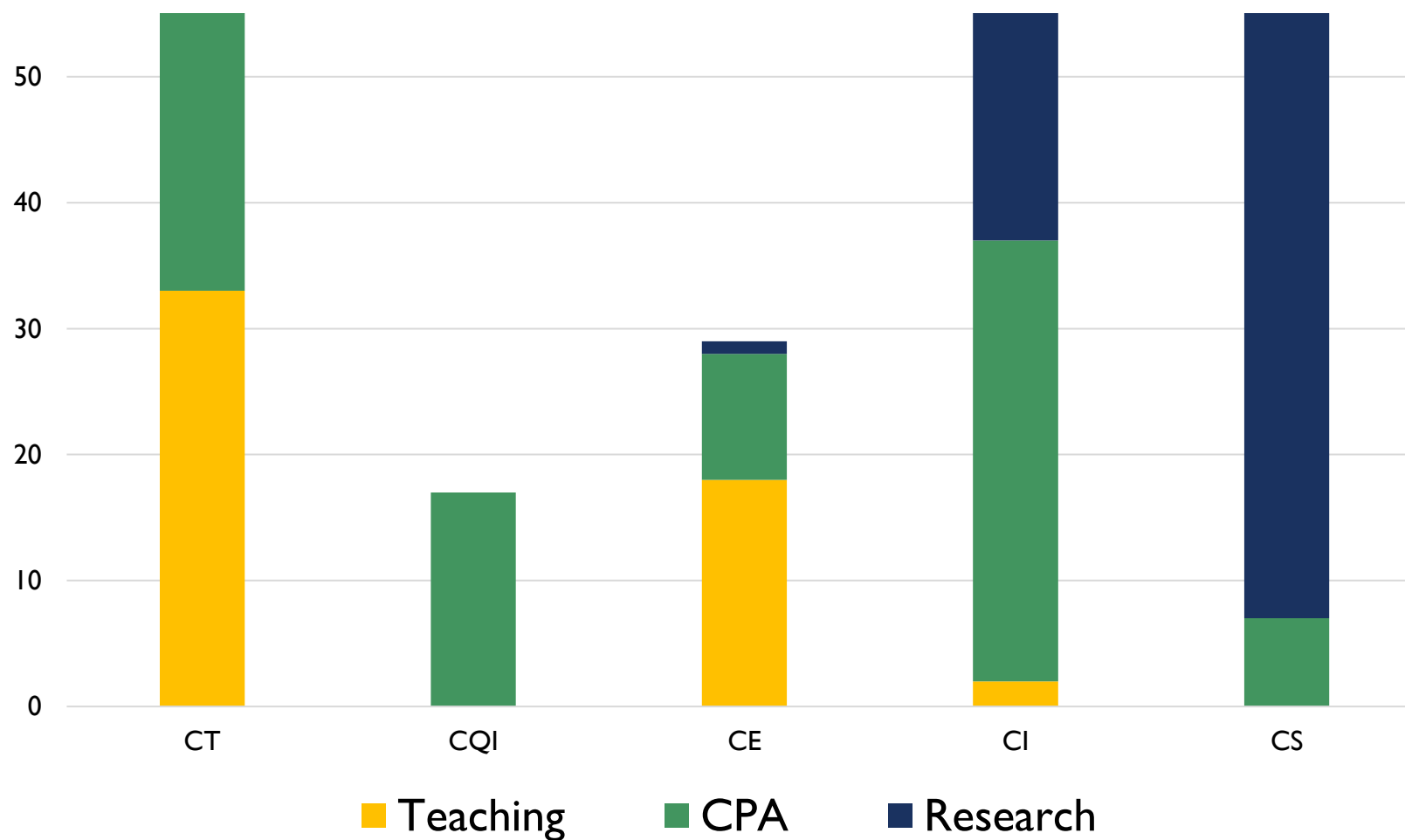
CE: 9

CI: 9

CS: 7

MINIMUM : 5-7 years

# CRITERIA FOR SENIOR PROMOTION BY POSITION DESCRIPTION (N=315)



2023-01-18

# TO BE COVERED TODAY



- Senior Promotion:
  - Assistant to Associate
  - Associate to Full Professor

# TODAY

- Criteria for Promotion
- Writing your candidate's statement
- Preparing your CV (Web CV)
- Identifying referees
- Timeline (deadlines)

<http://www.deptmedicine.utoronto.ca/senior-promotion>



## Manual for Academic Promotion to Associate Professor and Professor



July 2019

NOTE: This manual is not intended to be used for:

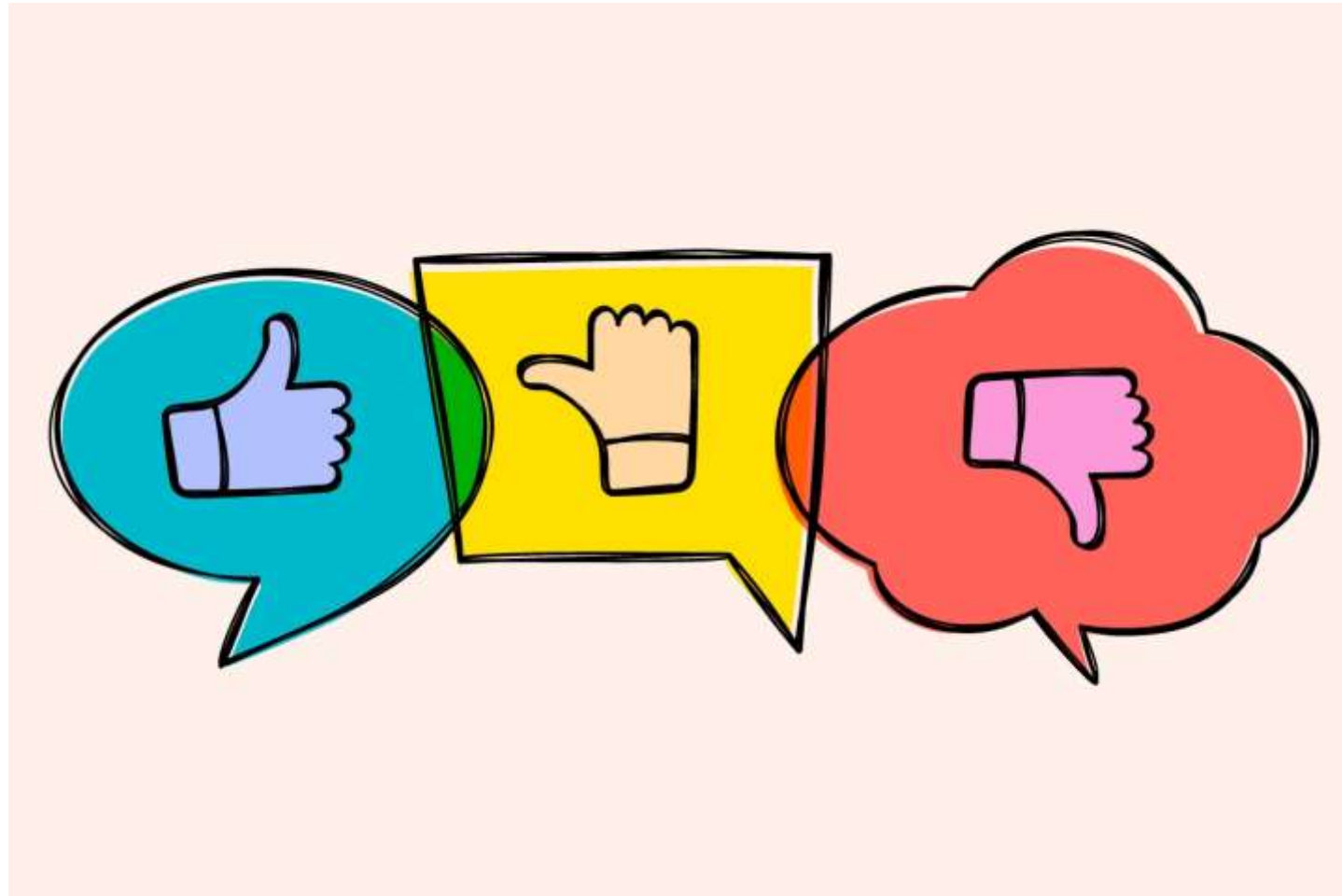
- the process of applying for tenure at the University of Toronto
- the process of applying for continuing status, teaching stream appointments to the Faculty of Medicine
- transfer of rank on appointment from another academic institution
- promotion of clinical(MD) faculty from Lecturer to Assistant Professor

# TIMELINE FOR 2023-2024

Date	Tasks
NOW	<ul style="list-style-type: none"> <li>Hospitals provide list of candidates – workshops</li> </ul>
Feb 11, 2023	<ul style="list-style-type: none"> <li>All candidates – list of students for testimonials</li> <li>Research/CPA – list of <math>\geq 6</math> external referees</li> <li>SET – list of 6 internal reviewers; waiver of external review</li> </ul>
April 1, 2023	<ul style="list-style-type: none"> <li>All – CV, Candidate Statement, most sig pubs, teaching summary, TER, TES</li> <li>Research – H-index, Data sheets (Awards, supervision, pubs.)</li> <li>CPA – Dossier</li> <li>Optional – colleague letters</li> </ul>
Aug 5, 2023	PIC and DDD reporting letters Cross-appointed Dept chair letters (review - is this appt. helping me?)
Oct-Nov 2023	Feedback to candidates from DoM Senior Promotions Committee (~ one month to update materials) Recommendations to Chair from DoM SPC
January 2024	Chair submits recommendation letters & dossiers for Decanal Committee review

<https://deptmedicine.utoronto.ca/submission-deadlines>

# ADVICE





# PROMOTION CRITERIA

- **Excellence** in at least ONE of:
  - Research
  - Creative Professional Activity
  - Teaching (sustained excellence in teaching)

+ demonstrated **competence** as a teacher (if excellent in research or CPA)  
+ **administrative service** to the University (citizenship)

# HOW IS EXCELLENCE DEFINED?

- Research & CPA
  - Evidence of a national (Assoc Prof) or international (Full Prof) **REPUTATION**
    - External referee letters
    - Leadership roles nationally/internationally
    - Invited presentations
- Sustained Excellence in Teaching
  - Evidence of sustained (years) of EXCELLENCE as a teacher
    - Teaching awards & honours
    - Student testimonials
    - TES scores & comments mostly at or above “average”
    - Internal referee letters

Innovations in education, leadership in education, scholarship in education is CPA or Research... not teaching!

# WHAT IS CREATIVE PROFESSIONAL ACTIVITY?

- **Activities that advance your profession / professional practice**, e.g., clinical practice guidelines, advances in clinical practice, new therapies, curriculum design and implementation, clinical practice innovations, etc. etc.

# TYPES OF CREATIVE PROFESSIONAL ACTIVITIES

- **Contributions to the *Development* of Professional Practices**
  - *Leadership* in profession or professional societies, associations, or organizations *that influences* standards / effectiveness of discipline (not simply admin role)
- **Exemplary Professional Practice**
  - Practice has been *recognized by peers* as exemplary AND been *emulated or otherwise impacted practice*
- **Professional *Innovation* & Creative Excellence**
  - Inventions, new techniques, conceptual innovations, educational programs (all target audiences)





# TEACHING AND EDUCATION

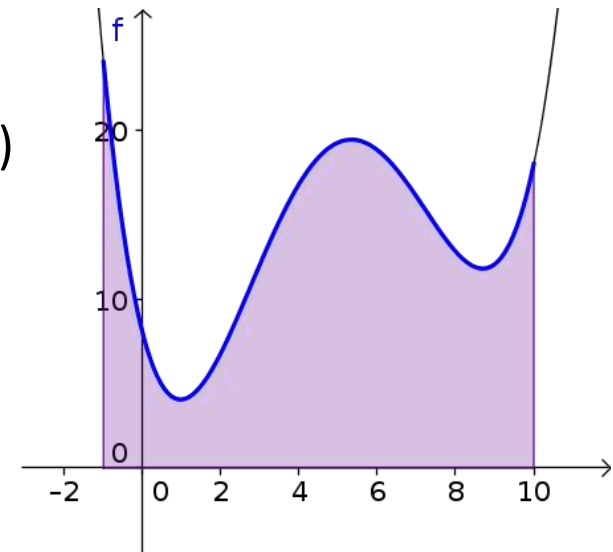
2023-01-18

# COMPETENCE IN TEACHING

- EVERYONE must demonstrate *competence* as a teacher
- Formal & informal teaching
- Quality (evaluations; testimonials) & quantity (meets expectations of position description)
- Teaching philosophy/statement

# Sustained *Excellence* in Teaching

- Academic achievement in *teaching alone*, *sustained* over many years
- Quality & quantity of teaching across learner levels
  - Student testimonials
  - Consistently positive comments / TES (at or above peers)
  - Teaching awards (received *and* nominations)
  - Power, MEDSIS
  - CME
  - MyTE supplemental



The free web app is <https://myte.org/>



# DOCUMENTATION OF TEACHING

- Teaching report – generated from Web CV
  - Demonstrate quantity of teaching over learner levels, types
  - Include evidence of quality through evaluations received
- Teaching evaluations
- Teaching Philosophy/Statement

# TEACHING AND EDUCATION REPORT

- Introduction and Teaching Statement
- Teaching Landmarks: pulls data from WebCV
  - Education/teaching awards
  - Innovations and developments in T & E
  - Leadership and administrative service in education
- Breakdown of education by LEVEL (multi-level, undergrad, post-grad, graduate, CPD, FD, etc)
  - Within each level activities are listed by ACADEMIC YEAR (most recent year first)
  - Within each Academic Year activities are listed by TYPE (e.g., seminars, lectures, clinical supervision, innovations/development, admin service, presentations, etc)

Keep it simple re categories

**DIVISION OF ONCOLOGY (MEDICAL)**  
**DEPARTMENT OF MEDICINE, UNIVERSITY OF TORONTO**  
*Teaching Data Summary: 2008 January - 2019 December*

**Dr. Ebru Kaya**

Year	Level	Program	Type of Teaching	Total Hours	Total Number of Students	Teaching Evaluation Score (if applicable)
2018 - 2020	Multilevel Education (includes clerks, PGY1/2 and clinical fellows)	Faculty of Medicine, Dept of Family & Community Medicine, Division of Palliative Care	Workshops	6.0	27	
	Postgraduate MD	Faculty of Medicine, Dept of Medicine, Palliative Medicine	Workshops	1.5	16	
		Postgraduate MD Faculty of Medicine, Dept of Medicine, Gastroenterology	Formal Teaching Rounds (Scheduled Centrally)	1.0	14	
2018 - 2019	Postgraduate MD	Faculty of Medicine, Dept of Medicine, Oncology (Medical)	Workshops	4.0	8	
	Patient and Public Education	Faculty of Medicine, Dept of Psychiatry, Adult Psychiatry and Health Systems	Videos	1.0		
2018 - 2019	Multilevel Education	Faculty of Medicine, Dept of Family & Community Medicine, Division of Palliative Care	Simulations	9.0	50	
	Postgraduate MD	Faculty of Medicine, Dept	Workshops	1.5	16	

**DIVISION OF ONCOLOGY (MEDICAL)**  
**DEPARTMENT OF MEDICINE, UNIVERSITY OF TORONTO**  
*Teaching Data Summary: 2012 July - 2020 June*

**Dr. Hannaneh Faghfoury**

Year	Level	Program	Type of Teaching	Total Hours	Total Number of Students	Teaching Evaluation Score (if applicable)
2019 - 2020	Graduate Education	Faculty of Medicine, Dept of Pediatrics, Clinical and Metabolic Genetics	Lectures	2.0	6	
	Undergraduate MD	Faculty of Medicine, Dept of Medicine	Lectures	5.5	420	
	Postgraduate MD	Faculty of Medicine, Dept of Pediatrics	Formal Teaching Rounds (Scheduled Centrally)	3.0	53	
		Faculty of Medicine, Dept of Pediatrics, Clinical and Metabolic Genetics	Lectures	3.0	23	
			Examinations	15.0	10	
		Other Teaching Activities	1.5	15		
2018 - 2019	Multilevel Education		Invited Lectures and Presentations			
	Undergraduate Education	Faculty of Medicine, Dept of Medicine	Seminars	2.0	20	
			Presented Abstracts			
	Graduate Education	Faculty of Medicine, Dept of Pediatrics, Clinical and Metabolic Genetics	Lectures	4.0	12	
	Undergraduate MD	Faculty of Medicine, Dept of Medicine	Lectures	7.0	426	
			Workshops			
Postgraduate MD	Faculty of Medicine, Dept of Medicine	Formal Teaching Rounds (Scheduled Centrally)	2.0	30		

# TEACHING EVALUATIONS

- POWER & Clerkship evaluations will be obtained by DoM and sent to you, your PIC/Chief & DDD
- **Pre-clerkship** (MEDSIS) evaluations & any evaluations from non-U of T activities must be obtained by YOU
  - If you have a lot of internal evaluations, you don't need to go searching for extra
- Carefully review ALL evaluations for “red flags”
  - Appeal if appropriate
  - Reflect on seriously negative comments, if any, in your teaching philosophy

# TEACHING STATEMENT (PHILOSOPHY)

- Identify your aims, values, and beliefs about teaching
- Highlight key aspects of your approach to teaching (e.g., specific teaching methods, assessment approaches)
- Specific contextual factors that affect or modify your approach (e.g., audience, discipline, purpose)
- Create an authentic, coherent story of who you are as a teacher
- Be reflective – include areas in which you want/need to improve



# TEACHING PHILOSOPHY

- My **philosophy of teaching** recognizes the importance of imparting attitudes, professional behaviours and leadership through mentoring or role modeling (in addition to knowledge and clinical skills). Learning about, and seeing these leadership skills in action, are essential components to becoming both effective leaders and effective team members. I developed teaching materials and interactive sessions with these goals in mind and regularly include actionable feedback on learners demonstrated professional and leadership behaviours. I feel that I can most help learners by teaching how to think more than what to think. Clinical learners have many sources of information including interviewing patients and consulting resources in books, journals and online resources. Junior learners (e.g., Medical Students and Paramedics) need help to organize the vast amount of material in order to make sense of clinical syndromes and to communicate with colleagues effectively. More senior learners (Residents and Fellows) need to use the information to develop a sensible plan of care, test it with the patient's expectations and the available resources. It is this synthesis level thinking where I feel I can contribute more during our learning interactions. When learners are also training to be a team leader (such as leading an inter-professional trauma resuscitation team), they need modeling and feedback on important skills of team leadership; this is what I strive to give to them.

# TIPS FOR TRACKING & DOCUMENTING TEACHING

- Keeping track of your teaching is a lot like keeping track of billings or expenses for income tax purposes
- Every time you TEACH, record it (folder in Notes, on your cellphone, in **OUTLOOK calendar** (even include your slide deck, the audience type and size, and feedback if any)
  - Include 'administrative' teaching activities that broadly support teaching mission, e.g., admissions committee, being a preceptor, hosting an elective student, running morning report on team, etc. etc.
  - **It all counts and doesn't necessarily need a score on 1-5 rating scale to be meaningful.**
- Keep formal thank you letters for teaching, especially if the letter contains a score and/or a comment, like "excellent session" (student testimonials!)

## DO NOT INCLUDE

- Schedules of rounds with your name on it
- Emails/messages confirming times/dates of talks
- Copies of talks, presentations, papers



## MORE HELP TO COME...

- January 11<sup>th</sup> and 12<sup>th</sup> @ 8 am:
  - Teaching Effectiveness (for CPA/Research candidates)
  - Documenting Sustained Excellence in Teaching



**Dr. Lori Albert**

**Chair, Teaching Effectiveness Committee (TEC), DOM Senior Promotion Committee**



# THE CANDIDATE STATEMENT

SENIOR PROMOTION WORKSHOP 2022



# CANDIDATE STATEMENT

- Brief academic career history (how did you get here?)
- Career progress since last promotion
- Research
- CPA
- Teaching & Education
- Administrative Service (citizenship)

# CANDIDATE'S STATEMENT

- What do you do?
- Why is it important?
  - *Don't assume they know*
- What have you done?
  - *Succinct, simple language*
- What **impact** has it had?
  - *Provide hard evidence*
  - *What would NOT have happened without your contribution?*



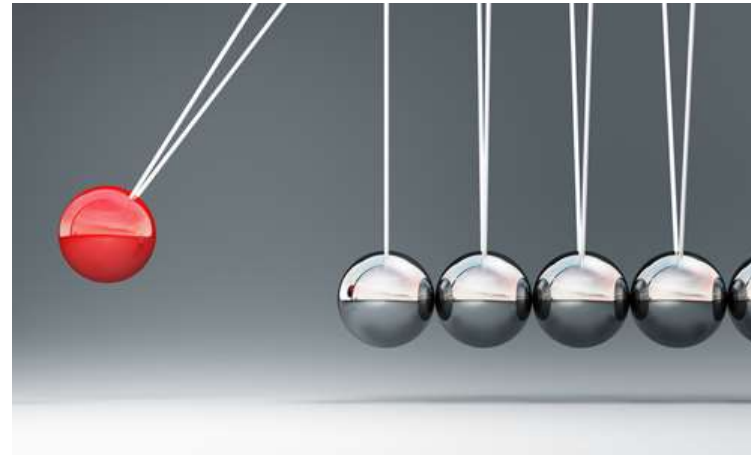
# WHAT IS YOUR FOCUS?

- Critical to be able to clearly articulate the main focus of your scholarly work
- In general, less is more (i.e., try to have no more than 1-2 main themes)
- Make sure that people *who are not in your field* can understand the importance of your work



# WHAT IS YOUR IMPACT?

- Impact means that your work has *improved thinking/research, care or education in some tangible way*
- Often requires demonstration of *leadership* (you made it happen)
- Work recognized as exemplary by peers or emulated by others
- Impact should have a thematic connection (i.e., focus!!)



## EVIDENCE OF YOUR NATIONAL / INTERNATIONAL REPUTATION

- Scholarly publications: papers, books, chapters, monographs
- Non-peer-reviewed and lay publications
- Invitations as a visiting professor or scholar
- Guidelines and consensus conference proceedings
- Development of health policies
- Evidence of dissemination of QI/educational innovation through adoption or incorporation either within or outside the university
- Evidence of leadership that has influenced standards and /or enhanced the effectiveness of health professional education
- Leadership roles in professional organizations
- Contributions to editorial boards of peer-reviewed journals
- Unsolicited letters
- Awards or recognition for CPA role by the profession or by groups outside of the profession
- Invitations to consult/advise (e.g., with a quality improvement project or educational curriculum at another institution)
- Appointment to decision making bodies, advisory committees, or task forces related to the focus of one's CPA

See the  
handbook for  
full list



# TELLING YOUR STORY

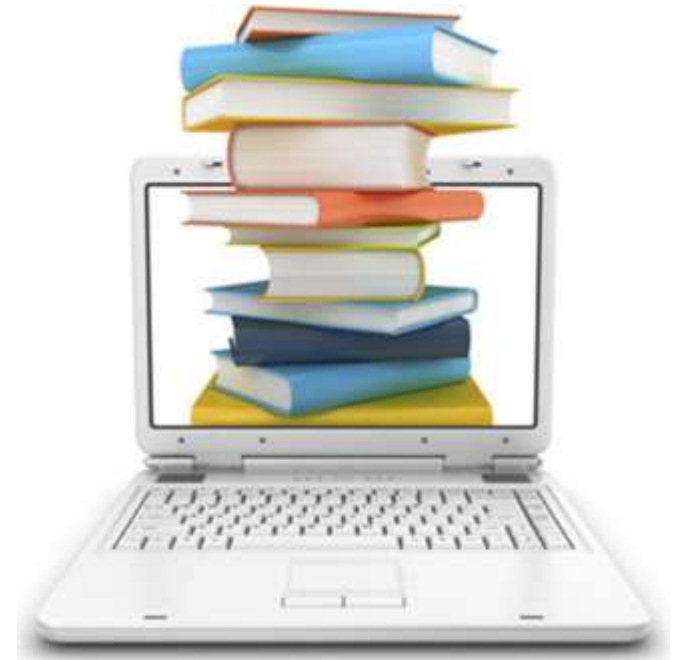
DR. ED ETCHELLS, STORY-TELLER EXTRAORDINAIRE (FORMER DECANAL PROMOTIONS COMMITTEE)



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# PREPARING YOUR CURRICULUM VITAE

SENIOR PROMOTIONS WORKSHOP 2022



# APPOINTMENTS

- Don't forget your u of t faculty appointment

# HONOURS & AWARDS

- Your awards
  - **International**
  - **National**
  - Provincial
  - Local
- Your *trainees'* awards
  - **International**
  - **National**
  - Provincial
  - Local

## PROFESSIONAL AFFILIATIONS AND ACTIVITIES

- Ensure all national / international leadership roles documented
- Ensure your role is clear, e.g., Chair, Co-Chair, Member...
  - **Clarify your role if unclear**

Would the work have happened without you?  
Is this role an indication of your reputation in your field?

## RESEARCH, CPA & TEACHING STATEMENTS

- ~1/2 page each
- Includes *full career not just since last promotion/initial appointment*

## RESEARCH FUNDING

- Peer-review separate from non-peer-review and industry

2016 - 2019      **Co-Investigator.** Using Knowledge Translation Theory to Inform the Development of Interventions to Improve management of Early Osteoarthritis. **Canadian Institutes of Health Research (CIHR).** PI: Mackay, CJ. 156,667 CAD.

I was the primary supervisor for CJ MacKay on this project, which comprised her post-doctoral work.



Added AFTER exporting WebCV

# TEAM WORK

- Provide details re your contribution & independence if large team (or working with former supervisor, or industry sponsored etc.) e.g., role in design, conduct, analysis, publication
  - Would the work have happened without you? If not, why not?



# SALARY SUPPORT & OTHER FUNDING

- Personal Salary Awards
- Trainee Salary Awards



# PUBLICATIONS

- List separately:
  - Refereed and non-refereed publications
  - Published papers and papers in press
  - Abstracts
  - Books, edited books and book chapters
- For each publication, clearly indicate:
  - Level of contribution for each publication – as the Senior Responsible Author (SRA), the Principal Author (PA), the Co-Principal Author (Co-PA), or a Collaborator (COLL)/Co-Author(CA)
  - Where authorship includes trainees, indicate the supervisory role, e.g. primary supervisor, co-supervisor, member of graduate committee, etc.

# PUBLICATIONS – YOUR ROLE

- Senior Responsible Author (SRA) generally last author
  - Initiates & obtains study funding
  - Establishes setting in which the project is conducted
  - Plays major role in analysis and manuscript preparation
  - Is the Corresponding Author for publication of the manuscript
- Principal Author (PA) generally first author
  - Carries out the research, data analysis, manuscript preparation (e.g., trainee)
- Co-principal Author (Co-PA)
  - Has role in experimental design & conducting the research, analysis of data & manuscript preparation
  - Project would be compromised seriously without the Co-PA
- Collaborator (COLL) or Co-Author (CA)
  - Contributes experimental material, assays, patients, existing data (e.g. registry or database) to the study, but no major conceptual role

# PUBLICATIONS

- **Follow the format in Handbook p33**
- Document your role on *each publication* as per Promotions Handbook
- **Proofread carefully**
  - **Ensure publications under correct headings**
    - Original research vs Others
- AFTER the data is uploaded & BEFORE clicking 'save', add the PMID to the "**Rest of citation**" on the publication input page
- Include journal impact factor
- Note widely cited papers & papers accompanied by editorials (insert text post webcv export)
- Calculate your h-index (career, since last promotion)

Kendzerska T, King L, Lipscombe L, Croxford R, Stanaitis I, **Hawker G**. The Impact of Hip and Knee Osteoarthritis on the Subsequent Risk of Incident Diabetes: A Population-Based Cohort Study. *Diabetologia* 61(11):2290-2299; 2018  
**Coauthor or Collaborator. (IF 6.2)**

# AUTHORSHIP

- Clark, JP., Hudak, PL., **Hawker, GA.**, Coyte, PC., Mahomed, NN., Kreder, HJ., Wright, JG. The moving target: A qualitative study of elderly patients' decision-making regarding total joint replacement surgery. J Bone Joint Surg 2004; 86-A(7): 1366-74. **Coauthor or Collaborator.**
- **Hawker, GA.**, Wright, JG., Badley, EM., Coyte, PC., for the Toronto Arthroplasty Health Services Research Consortium. Perceptions of, and willingness to consider, total joint arthroplasty in a population-based cohort of individuals with disabling hip and knee arthritis. Arthritis Rheum 2004; 51(4): 635-41. **Principal Author.**
- Cadarette, SM., Beaton, DE., **Hawker, GA.** Osteoporosis Health Belief Scale: Minor changes were required after telephone administration among women. J Clin Epidemiol 2004; 57:154-66. **Senior Responsible Author.**

What does the online journal say?

# H INDEX

- Web of Science
- SCOPUS

~~Google Scholar~~

## TOP FIVE PAPERS

- Should be recent (**within time period of promotion... calendar year**)
- Senior author, first author – YOUR original contribution
  - *Don't pick a paper based on the journal if it is not work you were critical for...*
- You can update .... Big paper under review gets accepted

# PRESENTATIONS & SPECIAL LECTURES

- Specify the nature of the presentation & audience
- Make a distinction between *invited lectures* – including keynote lectures, plenary lectures and concurrent sessions at scientific meetings – and *presentations of accepted abstracts of original research*
- In instances of multi-authored abstract presentations, indicate whether the candidate was the presenter or whether the presentation was provided by a trainee directly supervised by the candidate.

International meetings held in Toronto....

# COMMON FEEDBACK TO CANDIDATES

## FROM DOM PROMOTIONS COMMITTEE

- Curriculum vitae
  - Numbers and categories of publications, grants
    - Inconsistency across documents
  - Most significant publications for researchers should be *original research*
    - Describe the importance of the work & your contribution clearly
  - Provide *H-index* from Scopus or Web of Science *not* Google Scholar
  - *Categories of authorship* - Describing oneself as “co-senior-responsible author” or “co-principal author” when the publication does not indicate this
  - Typos, missing data (page numbers, dates, etc.), missing role of candidate
  - Research funding – specify if peer-reviewed or not





# COMMON FEEDBACK TO CANDIDATES

## FROM DOM PROMOTIONS COMMITTEE

- Candidate statement
  - Tell us proposed basis for promotion
    - If basis is CPA, please tell us about CPA (use the three categories to describe activities in language the decanal committee understands)
  - Be specific about the *impact of the work*
  - What was the role of the *candidate* as opposed to the *team* or *institution*
  - Write for a lay audience
  - Use themes to divide up activities, and provide explicit headings

# CREATING A CPA DOSSIER





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Cover page

Introduction

Details on  
each CPA  
theme

The LONG version of your Candidate Statement!

# COVER PAGE

Application for Promotion to Professor 2020  
CPA Dossier

Rachel M. Wald  
August 1, 2019

## CPA DOSSIER CONTENTS- Dr Rachel Wald

**INTRODUCTION** \_\_\_\_\_ **Pages 2-3**

**THEME 1. Multi-centre and multinational networks to advance care in complex congenital heart disease: tetralogy of Fallot (TOF) and hypoplastic left heart syndrome (HLHS)\_Pages 4-9**

**THEME 2. New Frontiers for Advanced Cardiovascular Imaging: Expanding Applications for Cardiovascular Magnetic Resonance Imaging (CMR)\_\_\_\_\_Pages 10-14**

## DETAILED PRESENTATION OF EACH CPA THEME

- Brief outline of the CPA
- Importance of the achievements in this CPA theme (impact)

Make sure you have fully completed the CPA Checklist (Appendix 5 of Handbook) for each CPA theme

Ensure consistency of Candidate Statement & CPA Dossier

- Documentation to support your role & the impact of the work

Go through Web CV and identify everything related to the CPA theme & since the last promotion – identify as CPA – CPA report

\*CPA categories (See CPA in Senior Promotion Handbook):

professional innovation; development of professional practice; & exemplary professional practice

## WHAT IS THE IMPORTANCE OF YOUR ACHIEVEMENTS IN THIS THEME (**IMPACT**)?



- From Appendix 5.0
- Senior Promotions Handbook

Description of CPA	Absent	Competent	Excellent	N/A
Clear career statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of a vision statement for the CPA that is related to applicant's position/appointment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear description of creative professional activity/activities, including the process or product(s) that contribute to academic enterprises (intervention programs, manuals, reports, policy documents, curriculum resource materials, film, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear goals for each CPA activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals were based upon community/population identified needs/strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities and/or processes were developed with community partners if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Role of Applicant in CPA</b>				
Clear description and evidence of the applicant's role in CPA (Is applicant the leader of the CPA? Or part of a team? The applicant brought the vision or implemented the idea? What tasks were completed by the applicant and were they distinct from other faculty or participants?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Impact &amp; Significance</b>				
Quantitative and qualitative evaluation of program/activities occurred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of significant impacts or change to community/population/policy/clinical practice to determine excellence in CPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence that outcomes have led to improvements, new approaches or better understanding in service/quality of care/processes/policies/fundamentals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of adoption of approach or use of product by others (National/International)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-conflicted and colleague letters demonstrating impact at community/sector levels (National and International)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of sustained relationships/partnerships with community/organizations/populations (how will CPA be sustained?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Dissemination/Knowledge Translation</b>				
Multiple dissemination strategies applied (articles-peer-reviewed/non-peer-reviewed, rounds, novels, films, newsletters, journals, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissemination to the scholarly/trainee/non-scholarly peer/lay community (evidence of dissemination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# SUPPORTING DOCUMENTATION

- Relevant information from your CV & screen shots/links where relevant
  - Publications – peer-reviewed original research/ non-peer-reviewed, e.g., invited commentary
  - National & International Presentations – keynote address
  - National & International Invitations – to give rounds, serve on a national or international task force, consult, write a review paper or editorial for a big journal, etc.
  - Grants (peer-reviewed, non-peer-reviewed, including AFP innovation grants, etc.)
  - Guidelines & Reports (e.g., white paper; Policy documents)
  - Other forms of dissemination/uptake, e.g., detailed descriptions of techniques or devices (include photos/videos as appropriate), outlines of programs, etc.
  - Related honours & awards
  - Colleague letters – if we think you need them, we'll let you know





# ADMINISTRATIVE SERVICE

- What you've done to be a good citizen, e.g., REB committee, CIHR grant panel, Royal College Examiner, formal mentorship
- Not on its own sufficient for promotion
- NOT the activities that benefit your career advancement e.g., chairing scientific conference (these should be in CPA or Research)

# EXTERNAL REFEREES

- *At least THREE letters required – submit min. 6-8 names*
  - They do NOT need to know you....
  - We need names from you and separately from your PIC/DDD – share!
- What we expect from them
  - Establishes your reputation nationally or internationally
  - Help to frame value add of your work (why is what you do important?)
  - Would you be promoted to Associate/Full Professor at their University
- Eligibility
  - At arm's length - no collaboration in the past 5 years
  - Senior experts in your field (can attest to your accomplishments and reputation)
  - **At or above the rank you aspire to**
  - If going forward to Full Professor, it is expected that your external referees be international

# EXTERNAL REFEREES

- **Carefully review for potential COI**
  - Referees should NOT be former supervisors or mentors even if you haven't published with them in the past five years
- Suggestions for finding eligible referees
  - Speak with DDD and local experts in your field
  - Conduct *PubMed* search
  - Ask your international colleagues for names

# WAIVER OF EXTERNAL REVIEW

- Should be sought when the promotion will be based on
  - *Sustained Excellence in Teaching*
- Submit Letter of Request & Full CV to:
  - The Dean,
  - c/o Dr Gillian Hawker, Chair of Medicine
  - Example letter: <http://www.deptmedicine.utoronto.ca/required-documentation#WaiverExt>

# INTERNAL REFEREES

- *At least THREE letters required – submit min. 6 names*
- What we expect from them
  - – Corroborate your reputation, eligibility for promotion
- Eligibility
  - Faculty in DoM or other U of T departments, e.g., Surgery
  - **Not in your university division or hospital**
  - NOT close colleagues, collaborators, teachers, mentors, supervisors, friends
  - NOT members of the DoM promotion committee
  - No collaboration in the past 5 years



# STUDENT TESTIMONIALS

- EIGHT names required from you
  - Current and former trainees *since your last promotion*
  - Ideally across multiple levels
  - Attest to your attributes as an effective teacher, educational scholar and mentor





# SENIOR PROMOTION PROCESS

- **Department of Medicine Promotions Review Committee**
  - 3 meetings September-November
  - 2 independent reviewers – discuss – consensus recommendation
    - **You may be asked to modify your documents OR clarify details to improve likelihood of success**
  - Meeting 3 – recommendation to Chair (candidate may appeal decision)
  - Chair letter to Dean and final promotion documents submitted by first week of January
- **Decanal Committee**
  - Independent review by 2 reviewers (not Medicine) January-March
  - Letter to Chair re providing additional justification Feb (no news is good news) to present to committee in person in March
  - Final recommendation given to Dean
- Dean reviews & makes recommendation for/against promotion effective July 1

# NON-MODIFIABLE BARRIERS TO PROMOTION

- Lack of consistent support for promotion from external/internal referees
- Lack of demonstration of teaching effectiveness (if going for promotion on Research or CPA)
- Unprofessional behaviour

# TIMELINE FOR 2023-2024

Date	Tasks
NOW	<ul style="list-style-type: none"> <li>Hospitals provide list of candidates – workshops</li> </ul>
Feb 11, 2023	<ul style="list-style-type: none"> <li>All candidates – list of students for testimonials</li> <li>Research/CPA – list of <math>\geq 6</math> external referees</li> <li>SET – list of 6 internal reviewers; waiver of external review</li> </ul>
April 1, 2023	<ul style="list-style-type: none"> <li>All – CV, Candidate Statement, most sig pubs, teaching summary, TER, TES</li> <li>Research – H-index, Data sheets (Awards, supervision, pubs.)</li> <li>CPA – Dossier</li> <li>Optional – colleague letters</li> </ul>
Aug 5, 2023	<p>PIC and DDD reporting letters            Cross-appointed Dept chair letters (review - is this appt. helping me?)</p>
Oct-Nov 2023	<p>Feedback to candidates from DoM Senior Promotions Committee (~ one month to update materials)            Recommendations to Chair from DoM SPC</p>
January 2024	<p>Chair submits recommendation letters &amp; dossiers for Decanal Committee review</p>

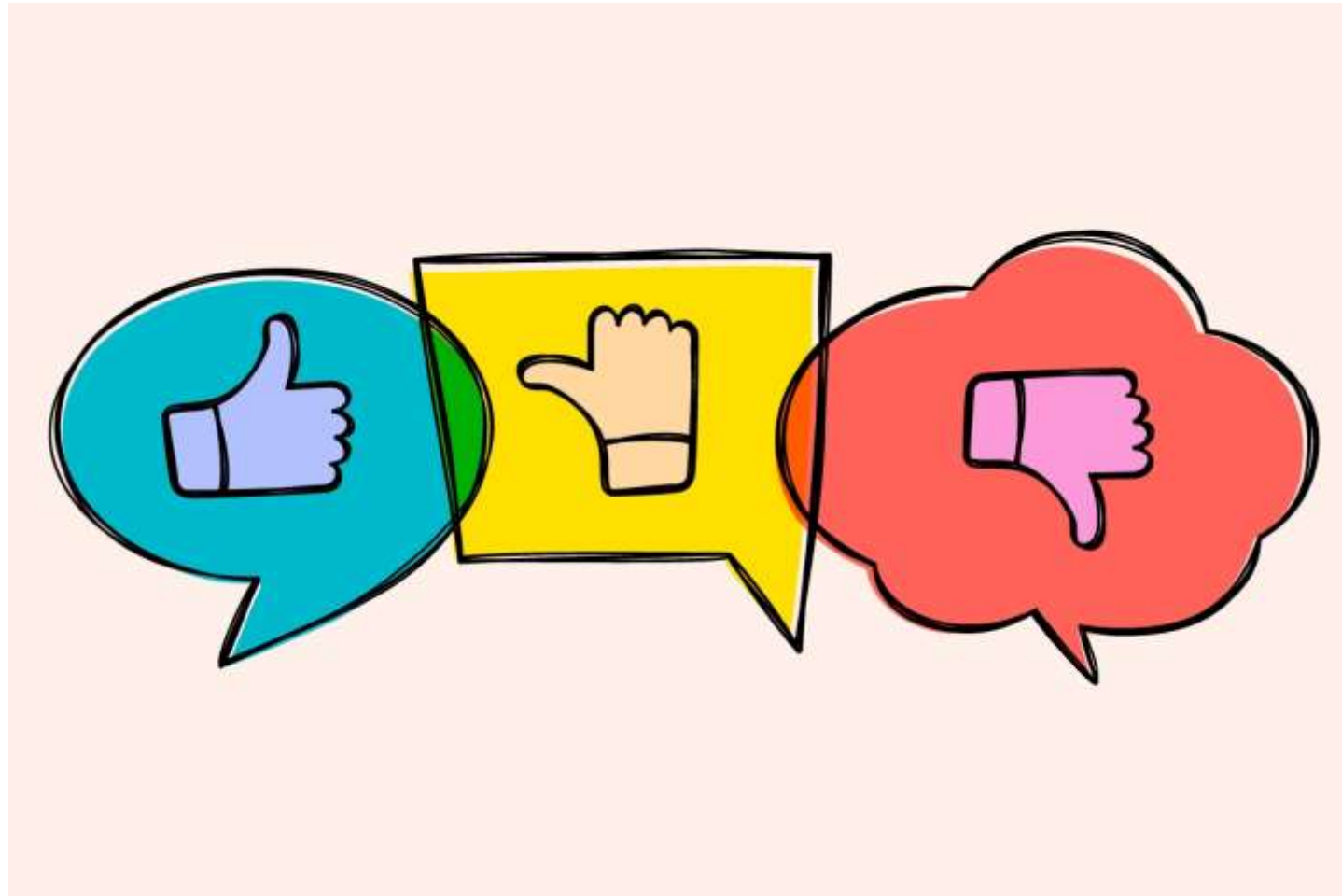
Promotions Timeline:

<http://www.deptmedicine.utoronto.ca/promotion-process>

## TIMELINE AND DEADLINES:

- Submission Deadlines:
  - Contact your Hospital Promotions Administrator!
  - Deadlines vary by hospital and are earlier than those listed on the DoM website.

# ADVICE







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