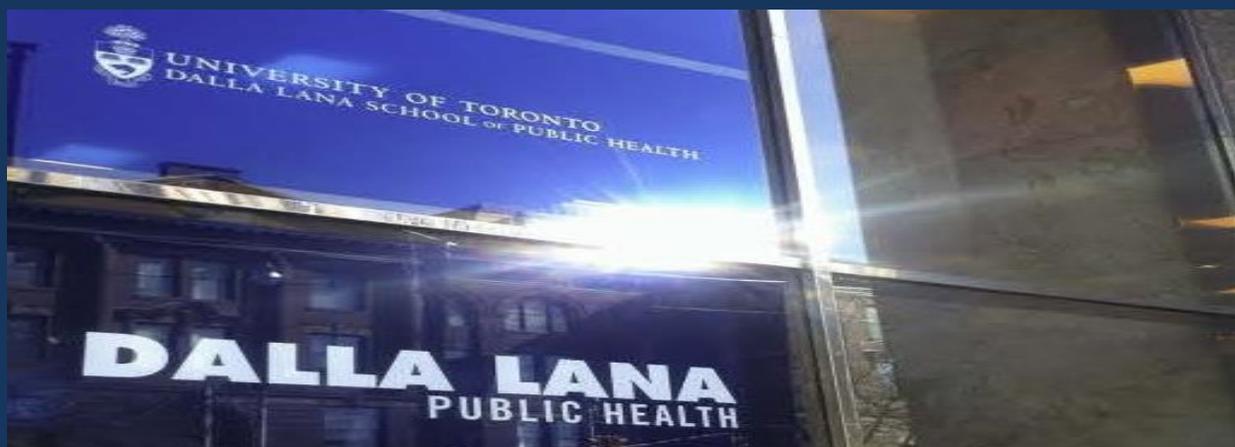




UNIVERSITY OF TORONTO
DALLA LANA SCHOOL OF PUBLIC HEALTH

Manual for Academic Promotion to Associate and Full Professor



2018-19

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NOTE: This Manual is available on the Dalla Lana School of Public Health (<http://www.dlsph.utoronto.ca/page/manuals-faculty>) and the Institute of Health Policy Management and Evaluation (<http://ihpme.utoronto.ca/community/faculty/academic-appointments/>) websites.

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DEAN'S MESSAGE

The Dalla Lana School of Public Health (DLSPH), University of Toronto is a local and global leader in public health and health systems education, research and service, with the largest concentrations of faculty and students in Canada. Having been re-established as a School in 2008, endowed by the Dalla Lana family, and advanced to stand-alone Faculty status in 2013, the DLSPH continues on a steep trajectory of growth and development to meet the challenges to public and global health of the 21st century.

One of our greatest assets, of course, is our faculty members and the excellence with which they pursue scholarship, teaching, knowledge translation and service.

This manual addresses a critical step in evaluating and recognizing such excellence: promotion.

It could be argued that assessing excellence with respect to academic public health can be a particularly challenging exercise. Many of our scholars are engaged in multi- and trans-disciplinary activities that can be difficult for any single individual reviewer or discipline to evaluate. Some of our scholars are having their greatest impact through Creative Professional Activities (CPA) that have enormous influence on public health and health systems. The impact may be through changes in policies that improve morbidity or mortality, industrial production, the delivery of health care services, transportation, housing, zoning, innovation, human rights and other broad facets of how society functions to promote health and sustainability.

For this reason, we embrace our responsibility as a stand-alone Faculty to provide specificity to the University of Toronto's policies and procedures regarding promotion. Our Decanal Promotion Committee (DPC) is composed of faculty from Divisions in the DLSPH and from the Institute of Health Policy, Management and Evaluation (IHPME), an EDU-A within the School.

Thanks also to all who assist in the organizational, mentoring and promotion review processes which help ensure that the high quality of our faculty's efforts continue.

Adalsteinn Brown
Dean
Dalla Lana Chair in Public Health Policy
Dalla Lana School of Public Health

1.0 PREAMBLE

1.1 Background

On July 1, 2013, The Dalla Lana School of Public Health became a single-department Faculty within the University of Toronto. At its inauguration, the DLSPH organized its faculty and delivered its educational programs through a Divisional Structure. While originally there were seven Divisions, currently there are five: Biostatistics, Clinical Public Health, Epidemiology, Occupational and Environmental Health and Social and Behavioural Health Sciences. On July 1, 2014 the Institute of Health Policy, Management and Evaluation joined the School as an EDU-A.

In general, promotions are seldom recommended until 3-5 years from the last promotion. Normally, tenure-stream faculty will not be promoted prior to their tenure review (NB: this manual does NOT address tenure review).

Academic promotion in the DLSPH recognizes the notable achievements of faculty members in their discipline and contributions to the University of Toronto. This manual describes the process by which the DLSPH Divisions, IHPME and the School's DPC consider individual faculty member files. It provides detailed information on how academic performance can be demonstrated in the four areas of Research, Creative Professional Activity, Teaching & Education and Leadership/Administration. Candidates should document achievements in each applicable area.

Those familiar with previous promotion procedures should note that the concept of academic activity "planks" is no longer emphasized in considering promotion files. The request that each candidate declare achievements in all relevant areas provides clarity and reflects the total contribution expected of a faculty member to academic activities.

The preparation of a promotion Dossier requires close attention. The Division Heads, the Director of IHPME, DPC, the Administrator in charge of promotion, the Associate Dean, Faculty Affairs and the Dean may provide further guidance to candidates in preparing the Promotion Dossier. Where possible additional senior faculty members should help mentor and advise individuals moving toward promotion.

The School's DPC has the critical responsibility of reviewing candidates who have actively requested consideration of promotion to the ranks of Associate Professor and Professor (tenure or teaching stream). The exception is the promotion of tenure-stream faculty to a tenured Associate position, for whom the University of Toronto has separate policy and procedures (<http://www.aapm.utoronto.ca/tenure-review-0>), or a promotion of a teaching-stream faculty to a continuing status Associate position, for whom the University of Toronto has a separate policy and procedures (<http://aapm.utoronto.ca/continuing-status-review-teaching-stream>) Promotion to Full Professor requires faculty members to go through the promotion as outlined within this manual.

The PACs and the School's Decanal Promotions Committee are expected to maintain high promotion standards for the DLSPH.

1.2 General University Policies Relevant to Promotion

Conferring a University rank is a means of acknowledging notable contributions of faculty members to the university and to their disciplines. Promotion is not granted as a reward for long-term service but rather to recognize those who have excelled in specific aspects of the academic mission.

The University's policy on academic promotion is set out in the *Policy and Procedures Governing Promotions*

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>), and is applicable to the Dalla Lana School of Public Health. Colleagues holding full-time and part-time University appointments are additionally governed by the principles and procedures set out in the University's *Policy and Procedures on Academic Appointments* (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct302003.pdf>).

For those in a tenure-track position, the decision to grant tenure is usually accompanied by promotion to Associate Professor. It is possible to promote a candidate to Associate Professor prior to the tenure decision but this is unusual. Faculty preparing for tenure consideration should consult the *University of Toronto Policy and Procedures Governing Promotions*

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>, paragraph 8), the University's *Policy and Procedures on Academic Appointments* (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct302003.pdf>) and any other relevant University documents.

For those in a teaching-stream position, the decision to grant continuing status is usually accompanied by a promotion to Associate Professor, Teaching Stream. Faculty preparing for a Continuing Status Review should consult the *University of Toronto Policy and Procedures Governing Promotions*

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>, paragraph 8), the University's *Policy and Procedures on Academic Appointments* (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct302003.pdf>) and any other relevant University documents.

1.3 The Dalla Lana School of Public Health Promotion Manual

This manual for Academic Promotion to Associate and Full Professor provides information on attributes and assessment of academic performance for promotion from the perspective of the DLSPH. This manual is necessary since the University Policy on Promotion gives disciplines some leeway to set out what they believe are relevant additional attributes for academic performance. Specifically, the University Policy on Promotion states that it provides “sufficiently broad criteria to allow a discipline to bring into play, in the assessment of its faculty, attributes which it considers particularly relevant for performance of its own academic role” (*Policy and Procedures Governing Promotions*, Introduction, paragraph 2).

This Manual applies to all Tenured, Contractually Limited Term Appointments (both full-time and part-time) and Status-Only appointed faculty members. It should be widely disseminated and discussed in appropriate fora such as DLSPH Divisional and IHPME meetings. The manual provides dates for important deadlines that apply to promotion within the DLSPH. It is advisable that all

faculty members, upon appointment to the School, familiarize themselves with the content of this manual so as to begin the documentation of their activities in anticipation of applying for promotion at some future time. It is expected that most faculty will progress through the ranks.

The University of Toronto Policy and Procedures Governing Promotions

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>) outlines procedural matters (paragraphs 17 to 27 inclusive), grounds for appeal and review procedures for appeals (paragraphs 28 and 29). These are not repeated in this manual.

1.4 Criteria for Promotion

According to the *University of Toronto Policy and Procedures Governing Promotions*,

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>) promotion is based on accomplishments in scholarship (research and/or CPA), teaching, and service to the University. Each of these is described in detail in this manual.

The greatest weight will be given to excellence in scholarly achievement, which may be expressed in research or CPA, and to excellence in teaching.

“The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to show him or herself to be an effective teacher. These are the main criteria. However, either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor. Administrative or other service to the University and related activities will be taken into account in assessing candidates for promotion, but given less weight than the main criteria: promotion will not be based primarily on such service.” (*Policy and Procedures Governing Promotions*, 1980, paragraph 7)

The term ‘wide reputation’ is typically interpreted as the achievement of national recognition for promotion to Associate Professor and international recognition for promotion to Full Professor.

Most successful candidates will demonstrate excellence in scholarship or teaching, accompanied by competence in the other area. Some candidates may claim and demonstrate an excellent level of achievement in both areas.

Some candidates may achieve promotion based on excellence in scholarship (research and/or CPA) alone or teaching alone, sustained over many years. Administrative service can be taken into account but should be given less weight than the main criteria. This is uncommon in the University as a whole. Promotion based on one criterion anticipates sustained performance and will be necessarily slower than promotion based on combined criteria. Although the length of time is not specified, recent Decanal Promotions Committees view the term ‘sustained’ to normally mean at least ten years.

2.0 PROMOTION PROCEDURES IN THE DALLA LANA SCHOOL OF PUBLIC HEALTH

2.1 Steps in Promotion

NOTE: The Dalla Lana School of Public Health has deadlines that are important for faculty seeking promotion to be aware of.

Step	Suggested Timing (Hard DEADLINES are indicated)	Description
1	July	<p>The membership of the DPC is established for the next promotion cycle and the membership is made known to the School's faculty. The Dean will be the chair of the DPC.</p> <p>The list of candidates for promotion is derived through several mechanism:</p> <ul style="list-style-type: none"> • The Dean assembles a list of Assistant and Associate Professors for preliminary consideration by the DPC based on the information received from the Division Heads, IHPME or self-nomination • The length of time to promotion is not specified but normally the DPC views at least five years at a given rank to be sufficient to assess performance at that rank • Faculty who have been advised against promotion by the PAC but who still wish to proceed with a promotion should notify the Dean or Director of IHPME.
2	Late July/August	<p>The Candidates submit a Promotion Dossier with detailed statements along with a CV as described in this manual to the Dean for review by the DPC. The Promotion Dossier should be as complete as possible following guidelines in this manual (Detailed appendices, i.e. teaching evaluations, 5 publications are not required at this stage).</p>
3	Mid-August to Early September	<p>The Promotion Dossier is reviewed by the DPC. The candidates are informed as to whether the DPC supports promotion.</p> <ul style="list-style-type: none"> • Candidates recommended for full review are then asked to submit a complete Promotion Dossier and will receive information on how to proceed • The DPC suggests alterations to the Promotion Dossier if required • It is expected that candidates will have access to the Division Head, Director of IHPME, Associate Dean for Faculty Affairs, the Dean and Administrative Assistant in charge of promotions and/or DPC members to provide further guidance in preparing the Promotion Dossier

Step	Suggested Timing (Hard DEADLINES are indicated)	Description
		If promotion is supported, shortly after the candidate should provide names of potential internal & external referees and students
4	Mid-September	<p>The candidates submit names of referees to the Associate Dean for Faculty Affairs and Administrative Assistant in charge of promotions in DLSPH and in the case of IHPME to the Director of IHPME.</p> <ul style="list-style-type: none"> • The Dean, Associate Dean for Faculty Affairs and the DPC with the Assistance of the Division Heads and IHPME add referee names to the lists submitted by the candidate • It should be ensured that referees have no direct relationship with the candidate • The Dean sends out requests for letters of reference (see Sections 2.2.5 and 4.3) <p>NOTE: For IHPME, letters are prepared for the Dean's Signature, and responses are to be sent directly to IHPME, to compile the complete file for upload to a secure cloud. This manual has appended template letters for review requests</p>
5	October 1	The candidates submit the complete revised Dossier ¹
6	October 15	Deadline to ask for detailed promotion consideration
7	January	<ul style="list-style-type: none"> • The DPC meets to review the final Promotion Dossier, including letters of reference, and makes final recommendations on each candidate to the Dean • Successful candidates are informed by letter that their Promotion Dossier will be submitted to the Office of the Provost • The Dean informs candidates not recommended for promotion in writing, including reasons for the decision and suggestions for future reapplication <p>For candidates not recommended for promotion see note below on Appeals</p>
8	February 28 th DEADLINE	<p>Submission of materials to the Office of the Provost:</p> <ul style="list-style-type: none"> • For each candidate put forward for promotion, the Dean writes a separate letter of recommendation to the Provost providing details of the basis for the recommendation (<i>See Section 4.5 of this manual for requirements for this letter</i>) <p>The Dean's letter and the Promotion Dossier for each candidate should be submitted to the Office of the Provost by February</p>

¹ **NOTE:** Final deadline for Associate Professors to request consideration for promotion in writing to the Dean or the Director of IHPME is October 15th. This is a University deadline but is past the deadlines set by the DLSPH. Candidates in the DLSPH are strongly urged to adhere to School's timetable for promotion submissions. Nonetheless, faculty members who request detailed consideration for promotion by October 15th will receive full consideration for promotion by the DPC.

Step	Suggested Timing (Hard DEADLINES are indicated)	Description
9		Provostial Review: The Provost reviews the Dean's report and informs Academic Board of the names of those promoted. The Dean will be informed of the results by the Office of the Provost and will inform the candidate.
10	July 1 st	Approved promotions are effective

Note on Appeals

The DPC and the Dean should be familiar with the appeals process to advise candidates. Tenure-stream and other Core faculty who are members of the Faculty Association may apply to the Office of the Provost for consideration. The Dean should forward the Promotion Dossier with a statement describing the DPC's decision and a summary of the evidence considered. There are two possible grounds for appeal:

- That procedures have not been properly followed, or
- That the scholarship, teaching and service of the candidate have not been evaluated fully or fairly (As there is no form of appeal for Status-Only faculty, if they have been denied promotion it is necessary for them to reapply for consideration in a subsequent year.)

The process is outlined in Section 29 of the *University of Toronto Policy and Procedures Governing Promotions* 1980

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>) and more fully in the Grievance Procedure, Article 7 of the *Memorandum of Agreement Between the Governing Council and the University of Toronto Faculty Association*, 2006 (http://www.utfa.org/sites/default/files/webfiles/pdf_files/memoagr12_31_06.pdf).

2.2 Information for Decanal Promotions Committee and Faculty

2.2.1 Applicable Policies and Documentation

The Dean ensures that faculty members and the DPC are aware of the following documents:

University:

- University of Toronto Policy and Procedures Governing Promotion, April 20, 1980*
(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>)
- Memorandum of Agreement between The Governing Council of the University of Toronto and The University of Toronto Faculty Association, 2006
(http://www.utfa.org/sites/default/files/webfiles/pdf_files/memoagr12_31_06.pdf)
- University of Toronto Final Report Working Group on CPA, Hollenberg Report, 1984
(<http://www.aapm.utoronto.ca/sites/default/files/attachments/reviews/The%20Hollenberg%20Report%20web%20version.pdf>)

The Dean and the Director of IHPME should remind all faculty members to update their curricula vitae annually. (See Section 4.1)

2.2.2 Establishment of a Teaching Evaluation Committee

Two Teaching Evaluation Committees (TEC) will be established (one within PHS and one within IHPME) to assess teaching for the DPC. These Committees will have more than one member and shall be responsible for providing a written report on the candidate's teaching effectiveness (See Section 4.4). A senior member from PHS and IHPME will be selected to chair their TEC. They are responsible for selecting other members to assist. The Dean and DPC members should not be a member of the TEC.

2.2.3 Establishment of the School's DPC

The Dean establishes the DPC in July. No fewer than five members of senior rank (Associate or Full Professor) are required for a quorum. The Dean will be the chair of the DPC and will advise the School's faculty of the DPC membership. The DPC also will include a Provostial Assessor, who is a non-voting member.

2.2.4 Meeting with the Candidate

The Associate Dean, Faculty Affairs or the Dean, or as appropriate the Director of IHPME, should be available to meet with each candidate to review and discuss promotion issues and documentation. The candidate is responsible for submitting a complete Promotion Dossier.

2.2.5 External Assessments

It is the responsibility of the Dean to solicit and assemble letters of reference. For candidates with primary appointments in IHPME this responsibility is delegated to the Director of IHPME. Requests for letters should be signed by the Dean. A minimum of three external referee letters should be sought from specialists in the candidate's field, three from internal referees and three from students. (See Section 4.3)

2.2.6 Faculty with Budgetary, Non-budgetary Cross-Appointment and Status-Only Professors

When a candidate for promotion has a budgetary or non-budgetary Cross-Appointment within the University of Toronto, the unit where they hold their primary appointment will process the promotion file. The primary department will request a letter of reference from the Head of the academic unit (required). If a candidate holds an academic appointment at another university, a letter of reference must be solicited from an appropriate person at the candidate's other university.

3.0 CRITERIA FOR PROMOTION

3.1 *Research*

3.1.1 Attributes

Successful research leads to the advancement of knowledge through contributions of an original nature. Promotion to Associate or Full Professor based on research requires that the candidate has a record of sustained and current productivity in research and research-related activities. For the criterion of excellent achievement in research to be met, the research should result in significant changes in the understanding of public health issues, public health services delivery or public health policy, the social sciences and humanities, biostatistics and epidemiology as applied to public health. The researcher's work should present creative insights, ideas or concepts and must have yielded a significant quantity of information leading to new understanding. The new information may derive from the invention and/or application of new techniques, novel experimental approaches and/or the identification and formulation of new questions or concepts. It is expected that research advances will be communicated through the publication of papers, reviews, books and other scholarly works. The quality of the scholarship in research will be judged in comparison to peers in the DLSPH and to others in the same field at peer institutions. Requirements for documentation in each of the areas are described below and are outlined in further detail in Sections 3.1.3, 4.1 and 4.2.

3.1.1.1 Research Funding

Sources of funding may vary depending on the area of research. Not all research requires external funding. However, as a general rule, an individual seeking promotion on the basis of achievement in research should have a strong and continuing record of external funding commensurate with the type and area of research. Although usually recognition will be given to funding in the form of peer-reviewed grants, other sources may be appropriate. For instance, funding from industry may be a major source available. Funding from other agencies may be an appropriate source of support for population-based or health services researchers. Funding is expected to comply with the conflict of interest guidelines in the DLSPH. Regardless of the source of funding, the investigator must demonstrate that they have played a significant intellectual and administrative role in the research as evidenced by the investigator having a role in the design, analysis or publication of the study, or being part of a Steering Committee (see further comments in section 4.1, "D. Research Funding").

3.1.1.2 Publications

There must be a sustained record of scientific publications demonstrating that the research has been a significant source of new information in the field. Publications should appear as articles in major peer-reviewed journals, as books and as book chapters published by academic presses. Published abstracts accepted for presentation at major national and international scientific conferences also provide evidence that the research in progress is being disseminated to the scientific community.

3.1.1.3 Scientific Presentations

Presentations made at national and international meetings recognized as the significant academic venues for presenting research in an area will be considered. Invited presentations and named lectureships are an indicator of the individual's reputation outside the university. Invited

presentations at other venues such as academic institutions, industry settings and outreach lectures to the lay community also should be included.

3.1.1.4 Participation, Leadership and Mentorship in the Research Community

This category may include a range of additional research-related activities that contribute significantly to the relevant field of study in the scientific community. Examples of such activities include organization of international research meetings or symposia, leadership in research committees at national or international levels, leadership in development or promotion of research infrastructure and support at university, national or international levels, leadership in group grants, participation on peer review grant panels, membership on research ethics or animal care committees, membership on editorial boards of scientific publications, participation in the peer review of scientific manuscripts, membership on consensus conferences, scientific advisory boards and councils, and support and mentorship of young investigators.

3.1.2 Assessment

According to the University of Toronto Policy and Procedures Governing Promotions (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>, Paragraph 11b), to assess the candidate's scholarly research activity, publications and other evidence must be evaluated. The evidence of scholarship will be contained in the candidate's curriculum vitae (Section 4.1) and related documents. The candidate also is responsible for providing copies of selected published works, and giving information about non-written work in an appropriate form to the Dean or Director in the case of IHPME, who should arrange for its assessment by specialists in the candidate's field. The candidate may choose to provide unpublished work and work in progress for consideration but such work will not be communicated outside the University without the candidate's permission. Confidential written assessments of the candidate's work should be obtained from specialists in the candidate's field from outside the University and whenever possible from inside the University. Where a faculty member is cross-appointed to another department within the University, assessments of scholarship should be sought from that department.

Assessments will be performed on the basis of the originality and importance of the research, its impact on the discipline, and a judgement of the candidate's stature in the field relative to their peers locally, nationally and internationally.

3.1.3 Documentation of Research

In general, documentation of the candidate's research activities is provided within the curriculum vitae. Those elements of the curriculum vitae that are of particular relevance to the assessment of scholarship in research are discussed in general terms below, in order of their appearance in the curriculum vitae. A more detailed description of the required format of the curriculum vitae is provided in Section 4.1.

3.1.3.1 Professional Affiliations and Activities

In this section the candidate is asked to provide relevant information about additional participation, leadership and mentorship activities in the research community. A brief elaboration of the

candidate's role in each activity listed should be provided as appropriate. Examples of relevant activities include but are not restricted to:

- Organization of national and/or international research meetings or symposia
- Leadership role in research committees at national or international levels
- Leadership in the development or promotion of research infrastructure and support at university, national or international levels
- Leadership in group grants
- Participation on peer review grant panels
- Chairing or participating on a research ethics or animal care committee
- Membership on editorial boards
- Membership in scientific societies
- Record of participation in the peer review of scientific manuscripts
- Membership on consensus conferences
- Record of support and mentorship of younger investigators

3.1.3.2 Research Statement

The candidate should prepare a one to two page statement of research activities, summarizing the research program(s) and providing a narrative describing the importance and impact of the research. This Research Statement should be inserted in the curriculum vitae.

3.1.3.3 Research Funding

The candidate should list and provide the value of all sources of funding since the last promotion including peer-reviewed and industrial grants and contracts, as well as paid fellowship, scientist and research chair awards. The candidate's status on grants and contracts should be specified, such as Principal Investigator (PI), Co-Principal Investigator (Co-PI), Co- Investigator (Co-I) or Collaborator (COLL). In some grants the abbreviations may not clearly identify the candidate's role. In such cases further explanations of activities and role is advised.

3.1.3.4 Patents Awarded

Provisional and full patents applied for, pending or held since the last promotion should be listed. These should be cross-referenced in the CPA section of the document, if one exists.

3.1.3.5 Publications

To prepare the publication list, the following points should be kept in mind:

- Refereed and non-refereed publications should be listed separately
- Published papers and papers in press should be listed separately from submitted papers
- Abstracts should be listed separately from other publications
- Books, edited books and book chapters should be listed separately
- For each publication, the candidate must clearly indicate their 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). Further definitions of

these distinctions are provided in Section 4.1. As with funding, in some publications the abbreviations may not clearly identify the candidate's role. In multi authored publications the candidate also is advised to annotate the publications by providing explanations of activities and role such as conceptualized study, conceptualized paper, synthesized literature, collected data, developed research instrument, developed study method, analysis, analyzed data or drafted, developed conclusions and recommendations

- Where authorship includes trainees, the candidate should indicate the supervisory role (e.g., primary supervisor, co-supervisor, member of graduate committee, etc.)
- Because of variability in journal impact factors and citation indices across fields, such information is **not** required or expected. However, where useful and with particular respect to specialty journals, the candidate should consider providing a brief description of the journal to assist reviewers who may not be familiar with the specialty area. This may clarify, for example, the typical readership, adoption by a professional society, etc.
- Unpublished work and work in progress may be also submitted for consideration
- The candidate should list and submit his or her five most important publications since the last promotion, with a brief explanation of the impact of each of these publications on the field. Copies of these publications should be attached to the Promotions Dossier

3.1.3.6 Presentations and Special Lectures

In documenting presentations and lectures, the candidate should specify the nature of the presentation and the audience, making 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, the candidate should also indicate whether they were the presenter or whether the presenter was a trainee directly supervised by the candidate.

3.2 Creative Professional Activity

3.2.1 Attributes

According to the University Policy (Staff Policy Number 3.01.05, paragraph 11a) CPA is included in scholarly activities to be considered in promotion decisions. The DLSPH recognizes CPA under the following three broad categories: *a) professional Innovation – new techniques, concepts, educational program; b) Professional Practice Guidelines with leadership in profession, professional organizations, government or regularly agencies; and c) demonstration of Exemplary Professional Practice.* Guidance may also be found in the Council of Health Sciences (CHS) Report of the Working Group on Promotion and CPA (this document will be send upon request).

3.2.1.1 Professional Innovation and Creative Excellence

Professional innovation may include the making or developing of an invention, development of new techniques, conceptual innovations, or educational programs inside or outside the University (e.g., continuing education or community education). To demonstrate professional innovation, the candidate must show an instrumental role in the development, introduction and dissemination of an invention, a new technique, a conceptual innovation or an educational program.

Creative excellence, in forms such as art, communications media and video presentations may be targeted to various audiences from the lay public to public health professionals.

3.2.1.2 Contributions to the Development of Professional Practices

In this category, demonstration of innovation and exemplary practice will be in the form of leadership in the profession, or in professional societies, associations, or organizations that has influenced standards or enhanced the effectiveness of the discipline. Membership or the holding of office in professional associations is not itself considered evidence of creative professional activity. Sustained leadership and setting of standards for the profession are the principal criteria to be evaluated. Both internal and external assessment should be sought. (Modified from the Hollenberg Report, 1984) ²

The candidate must demonstrate leadership in the profession, professional organizations, government or regulatory agencies that has influenced standards and/or enhanced the effectiveness of the discipline. Membership and holding office in itself is not considered evidence of CPA.

Examples of contributions to the development of professional practice may include but are not limited to: guideline development, public health policy development, government policy, community programme development, international health and public health development, consensus conference statements, regulatory committees and setting of standards.

3.2.1.3 Exemplary Professional Practice

Exemplary practice is that which is fit to be emulated; is illustrative to students and peers; establishes the professional as an exemplar or role-model for the profession; or shows the individual to be a professional whose behaviour, style, ethics, standards, and method of practice are such that students and peers should be exposed to them and encouraged to emulate them. (Modified from the Hollenberg Report, 1984)

To demonstrate exemplary professional practice, the candidate must show that his or her practice is recognized as exemplary by peers and has been emulated or otherwise had an impact on practice. In assessing CPA in the DLSPH, the following should be kept in mind:

- Being a *competent* public health practitioner, while valuable to the public and profession, and for educational role-modelling, is not sufficient to meet the criterion of excellence in CPA
- The School expects that most candidates for promotion will be engaged to some degree in CPA as part of their scholarly life. Such baseline activity does not constitute grounds for promotion
- CPA in Education can include:
 - instructional innovation/creative excellence: teaching techniques, educational innovations, curriculum development, course planning, evaluation development
 - leadership in the development of professional practice in health professional education

² <http://www.aapm.utoronto.ca/sites/default/files/attachments/reviews/The%20Hollenberg%20Report%20web%20version.pdf>

3.2.2 Assessment

- CPA may be linked to Research to provide an overall assessment of scholarly activity
- Contributions must be related to the candidate's discipline and relevant to their appointment at the University of Toronto
- There should be evidence of sustained and current activity
- The focus should be on creativity, innovation, excellence and impact on the profession, not on the quantity of achievement
- There must be evidence that the activity has changed policy-making, organizational decision-making, or clinical practice beyond the candidate's own institution or practice setting, including when the target audience is the general public
- Contributions will not be discounted because they have led to commercial gain but there must be evidence of scholarship and impact on public health
- Due to the variable activities included under CPA, there may be diverse, and sometimes innovative markers used to indicate the impact of CPA. Evidence upon which CPA will be evaluated may include:
 - scholarly publications: papers, books, chapters, monographs
 - non peer-reviewed and lay publications
 - invitations to scholarly meetings or workshops
 - invitations to lay meetings or talks/interviews with media and lay publications
 - invitations as a visiting professor or scholar
 - guidelines and consensus conference proceedings
 - development of public health policies (including policies that are in other disciplines, but that have been explicitly developed or modified based on impact on public health)
 - presentations to regulatory bodies, governments, etc.
 - evaluation reports of scholarly programs
 - evidence of dissemination of 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
 - creation of media (e.g., websites, CDs)
 - roles in professional organizations (there must be documentation of the role as to whether the candidate is a leader or a participant)
 - contributions to editorial boards of peer-reviewed journals (including Editor-in-Chief, Associate Editor, and board member)
 - documentation from an external review
 - unsolicited letters
 - awards or recognition for CPA role by the profession or by groups outside of the profession
 - media reports documenting achievement or demonstrating the importance of the role played
 - grant and contract record, including evidence of impact on activity of industry clients
 - innovation and entrepreneurial activity, as evidenced by new products or new ventures launched or assisted, licensed patents
 - technology transfer
 - knowledge transfer

3.2.3 Documentation of Creative Professional Activity

3.2.3.1 Candidate's Statement

The candidate should document Creative Professional Activity in three sections:

1. A brief outline of CPA: Use of bullet points is encouraged. For each, indicate which of the three categories of section 3.2.1 best describes the activity (professional innovation/creative excellence; development of professional practice; exemplary professional practice).
2. A statement of the importance of the achievements in CPA: Comment on how the contributions of the candidate have affected her/his discipline, or the health of individuals and populations, or otherwise affected knowledge, attitudes, beliefs or practices in defined target audiences.
3. Supporting detailed documentation: Provide copies of relevant documents, detailed descriptions of techniques or devices (including photos or videos if appropriate,) outlines of programs, etc.

NOTE: When there are overlaps between activity in Creative Professional Activity and Research or Teaching & Education, list the relevant activities in all sections and cross-reference.
ONLY ONE SET OF ATTACHMENTS OR DOCUMENTS IS NEEDED.

3.2.3.2 Documentation from Others

Emphasis will be given to documentation or evidence of the impact of CPA including, but not limited to, evaluations, documentation from external reviews, internal and external letters of reference indicating the creativity and the impact of innovation, evidence of emulation and adoption by peers, press clippings, dates of invitations to speak and reviews by media. Letters of reference from national and international leaders in the candidate's field of activity will be an important part of the documentation for CPA. These letters are requested by the Dean. The candidate provides a list of names of those who could appropriately adjudicate their accomplishments, the Dean and the DPC add additional names, and letters are solicited as per Section 4.3.1.

3.3 Teaching and Education

The evaluation of teaching constitutes a fundamental part of every faculty member's career, through annual review, tenure/continuing status, and promotion decisions. For full and complete details on the DLSPH's guideline for the assessment of effectiveness in teaching and corresponding requirements, carefully review the [Guidelines for the Assessment of Effectiveness in Teaching in Tenure, Continuing Status and Promotion](#).

3.4 Administrative Service

3.4.1 Attributes

According to the *University of Toronto Policy and Procedures Governing Promotions* (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>, paragraph 13a):

Service to the University means primarily administrative or committee work within the University. Consideration will also be given to activities outside the University, which further the scholarly and educational goals of the University. Such activities might include service to professional societies directly related to the candidate's discipline, continuing-education activities, work with professional, technical or scholarly organizations or scholarly publications, and membership on or service to governmental committees and commissions. Outside activities are not meant to include general service to the community unrelated to the candidate's scholarly or teaching activities, however praiseworthy such service may be (paragraph 13a).

Service within the University and to external agencies forms an important and often time-consuming aspect of many faculty members' academic careers. In providing this service, they contribute to the continued excellence of the academic environment and allow the University a voice and visibility in external agencies. Although service in itself cannot be the main criteria for promotion, Promotions Committees may consider service as defined above in support of achievements in Teaching and Education or Scholarship (Research and/or CPA). It is the responsibility of the candidate to clearly establish the link between such service and his or her academic mandate and responsibilities. The candidate may choose to include documentation of Service Activities in their dossier in one of two ways: as part of the sections on Creative Professional Activities and/or Teaching and Education, or as a separate section. In either case, the documentation should include a detailed description of the service activities as well as an assessment of the impact of these activities on academic, professional, government or other communities.

Significant service contributions may include but are not limited to:

- Service that goes beyond what is normally expected of a faculty member
- Service in terms of leadership such as committee chair, lead coordinator of a special project, lead developer of policies
- Service to the University (committee chair, lead coordinator of a special project, significant role in developing university policies or initiatives)
- Service to the professional, clinical or research discipline (president of national or international organizations, committee chair, conference organizer, policy development)
- Service to municipal, provincial or federal governments or non-government organizations

3.4.2 Assessment

According to *University of Toronto Policy and Procedures Governing Promotion*:

“When appropriate, written assessments of the candidate’s service to the University and to learned societies or professional associations which relate to the candidate’s academic discipline and scholarly or professional activities will be prepared and presented to the Promotions committee. When a candidate for promotion is or has been cross-appointed, assessments will be sought from all of the divisions in which the candidate has served and should be taken fully into account by the Promotions Committee.

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>, paragraph 13b)

- Contributions must be related to the candidate’s discipline or profession and relevant to their appointment at the University of Toronto
- There should be evidence of sustained and current activity
- The focus should be on the impact of the service activities and not only the quantity of activities
- There must be evidence that the service activities have had a significant impact within the university community or within the wider community, which may be discipline or profession specific
- Due to the variable activities included under Service, there may be diverse and sometimes innovative markers used to indicate the impact of Service. Such evidence may include:
 - establishment of new programs within the School or University
 - successful fundraising activities that benefit the School or University
 - development of new or revised School or university policies and procedures
 - innovative initiatives as Head of a Division or program
 - invitations to serve a leadership function in the School or University
 - representation and active involvement on Boards and other organizational committees
 - significant contributions while serving in a leadership role in discipline or professional organizations
 - significant contributions to the development of policies or procedures within a discipline, profession or relevant organization

3.4.3 Documentation of Administrative Service

1. Candidate’s statement
 - a. a brief outline of the service activities: use of bullet points is encouraged
 - b. a statement of the impact of the service achievements: comment on how your contributions have affected the DLSPH, the University, your discipline, the professional community or other targeted communities
 - c. supporting detailed documentation: provide copies of relevant documents or other documentation that demonstrate the nature and impact of your service achievements

2. Documentation from others

- a. documentation or evidence of the impact of the service achievements including, but not limited to, evaluations, documentation from external reviews, internal and external letters of reference, etc.
- b. letters of reference from national and international leaders in the discipline, professional or policy organization will be an important part of the documentation

4.0 PREPARATION OF THE PROMOTION DOSSIER

The University of Toronto Policy and Procedures Governing Promotions

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>, paragraph 15) stresses that the fullest possible documentation should be made available to the Decanal Promotions Committee.

The preparation of the curriculum vitae (*University of Toronto Policy and Procedures Governing Promotion*,

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>, paragraph 16) is the responsibility of the candidate. The documents should be sent to the Promotions Committee, through the Dean at acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME).

4.1 Curriculum Vitae

It is the responsibility of the candidate to prepare their curriculum vitae in accordance with University's *Policy Manual of Staff Policies Academics/Librarians*, Number 3.01.05, paragraph 16: <http://dlrissywz8ozqw.cloudfront.net/wp-content/uploads/sites/34/2016/04/Manual-of-Staff-Policies-for-Academics-and-Librarians.pdf>. The format of the curriculum vitae is described below.

Promotional materials prepared by candidates

It is requested that when submitting materials that they be separated in four pdfs to assist in the handling of the review. Suggested division of this Dossier is:

1. Cover letter – providing a summary of your record and achievements. This will provide an overview of your contribution in all areas and will give a convincing story of why you consider you should be promoted
2. CV with detailed statements interspersed on the four areas on which you will be considered for promotion
3. Attached material:
 - a. Research – a cover, contributions with five exemplary articles. If Creative Professional activity is a major focus of your submission, it should also be included as a separate section
 - b. Teaching and Education – [the teaching dossier](#).

A more detailed CV format can be found at <http://www.medicine.utoronto.ca/faculty-staff/faculty-appointments-and-promotions>.

Specific information to be included in the CV:

A. Date of Preparation

B. Biographical Information

1. Education

- Degree/year/institution/specialty
- Postgraduate, Research and Specialty Training
- Qualifications, Certifications and Licenses

2. Employment: List ranks and year appointed; all cross-appointments and number of years in each appointment; date of award of tenure (if applicable); all research and teaching appointments held and other relevant experiences giving dates and institutions

- Current Appointments
- Previous Appointments

3. Honours and Career Awards

- Distinctions and Research Awards
- Teaching Awards
- Student/Trainee Awards

4. Professional Affiliations and Activities

- Professional Associations
- Administrative Activities
- Peer Review Activities
- Other Research and Professional Activities

C. Academic Profile

- Research Statement (see Section 3.1.3.2)
- Teaching Philosophy: (see 3.3.3.1)
- Creative Professional Activities Statement (see section 3.2.3.1)

D. Research Funding: Grants, contracts, fellowships held or awarded including: name of agency; date and duration of award; project title; total amount of funding awarded; list principal investigator; co-investigators and collaborators as they are cited on the grant, and indicate your role in the grant (principal investigator, co-investigator, or collaborator). On research projects with multiple team members where candidate had a specific role or function, this should be stated (e.g., designed and oversaw sampling frame and recruitment, designed analysis, conducted analysis, etc.).

- Grants and Contacts
 - PEER-REVIEWED GRANTS
 - NON-PEER-REVIEWED GRANTS
- Salary Support and Other Funding
 - PERSONAL SALARY SUPPORT
 - TRAINEE SALARY SUPPORT
 - OTHER FUNDING

E. Publications

- Most Significant Publications
- Peer-Reviewed Publications
- Non Peer-Reviewed Publications
- Submitted Publications

Each list of publications should be subdivided into works published or accepted for publication, and works submitted for publication.

All authors should be indicated in the order in which they appear in the publication, followed by Title, Journal, Volume #, inclusive page #(s) and year. For books and book chapters, include editors, publisher and place of publication.

For each peer-reviewed publication, indicate the level of contribution of the candidate, according to the following categories:

- The Senior Responsible Author (SRA): initiates the direction of investigation, establishes the laboratory or setting in which the project is conducted, obtains the funding for the study, plays a major role in the data analysis and preparation of the manuscript, and assumes overall responsibility for publication of the manuscript in its final form. In large multi-site collaborations, a case may be made that there is more than one Senior Responsible Author. However, this will be rare and each person must meet the definition provided here
- The Principal Author (PA): carries out the actual research and undertakes the data analysis and preparation of the manuscript
- The Co-principal Author (Co-PA): has a role in experimental design, and an active role in carrying out the research, is involved in data analysis and preparation of the manuscript. The project would be compromised seriously without the co-principal author.
- A Collaborator (COLL) or Co-Author (CA): contributes experimental material or assays to the study, but does not have a major conceptual role in the study or the publication

In addition to the information provided in terms of authorship, on multi-authored papers in particular, it is important for the candidate to indicate specifically their role in the publications (e.g., conceptualized study, conceptualized paper, collected data, developed research instrument, developed study method, analysis, analyzed data or drafted paper). If a student is an author, this is important to specifically note. Such publications could be distinguished a number of ways, either having a separate section of the publications or adding notation.

List the **FIVE** most significant publications since last promotion, providing a brief description of the significance of each publication to the field.

NOTE: The list and a brief description should also be placed in front of the Research material in part 3 of the Dossier.

F. Patents Awarded and Applied for since date of last promotion (see Section 3.1.3.4)

G. Presentations and Lectures

List category and geographic scope based on definitions below.

Category

- Papers/Posters/Abstracts presented at meetings and symposia, list date and location
- Invited Lectures, see section 3.1.3.6 for further detail
- Media appearances

Geographic Scope

- **Local:** during the time of appointment at University of Toronto this category includes activities (e.g. meetings, conferences) at or arranged by University of Toronto and its affiliated institutions and organizations
- **Provincial/Regional:** during the time of appointment at University of Toronto this category includes activities (e.g. meetings, conferences) based on invitations by Ontario institutions apart from University of Toronto and its affiliates
- **National:** during the time of appointment at U of T this category includes activities (e.g. meetings, conferences) in Canada based on invitations from institutions outside Ontario. If a national activity happens to be held in Toronto (or other city where you were appointed), include it as a national not a local activity
- **International:** during the time of appointment at University of Toronto this category includes activities (e.g. meetings, conferences) in Canada based on invitations from institutions

H. Teaching and Design

- Summary of Teaching & Education: A brief summary of teaching and education accomplishments
- Innovations and Development in Teaching and Education

I. Research Supervision

List student name, thesis or research project title, dates of supervision and your role (e.g. supervisor, co-supervisor or committee member):

- Masters Students
- Doctoral Students
- Undergraduate Students
- Professional Masters Students
- Postdoctoral Students
- Postgraduate Students
- Practicum Student Placements

4.2 Documentation of Activities

Candidates will document all relevant activities in each of the following four areas. Not all candidates will have activity in each area:

- **Documentation of Research** is detailed in Section 3.1.3 of this manual. Candidates must submit a research statement.
NOTE: Most research activity will be covered in the curriculum vitae.
- **Documentation of Creative Professional Activity** is detailed in Section 3.2.3 of this manual

- **Documentation of Teaching and Education** is detailed [the Guidelines of the Assessment of Effectiveness in Teaching in Tenure, Continuing Status and Promotion](#).
- **Documentation of Administrative Service** is detailed in Section 3.4.3 of this manual

4.3 Letters of Reference

4.3.1 Choosing Referees and Students

The candidate will be invited to nominate three external referees. The Dean, Director of IHPME, Associate Dean for Faculty Affairs and the DPC will add additional names. The Dean will solicit letters from up to six external referees, including at least one suggested by the candidate and one suggested by the DPC, as well as from internal reviewers or colleagues. The rank, or equivalent, of the external and internal referees **MUST** be equal to or greater than the rank sought by the candidate being considered for promotion. The candidate will also be invited to provide a list of five or more current and former students and trainees. The Dean, Director of IHPME and the DPC may add to the student/trainee list as appropriate.

Internal referees are individuals at the University of Toronto who provide a DLSPH /University of Toronto context to their review. Internal referees should be drawn from the School or from individuals within the University who are familiar with the individuals work. Letters should not be solicited from persons who are not familiar with the candidate's work. Division Heads or the Director of IHPME should not be asked to be an internal referee for any candidate. Members of the DPC are not to provide internal referee assessments. Neither should the candidate's former thesis supervisor, co-authors and former students be assessors, although letters of support from such individuals are often valuable.

External and internal referees should not be former students, supervisors or collaborators (within the last five years) of the candidate. However, a letter from a close collaborator or mentor, specifically addressing the creative independence of the candidate, is useful. Letters from referees who are active or recent collaborators, though acceptable, should be clearly identified as such and should not be counted as contributing to the minimum three required letters. These are considered to be "colleague" letters and are intended to provide an additional assessment of the candidate.

Student and trainee letters should be obtained from current or former students taught, trained, supervised and/or mentored by the candidate since the last promotion.

The Dean or Director of IHPME ensures that:

- Referees are provided with the candidate's curriculum vitae, including the candidate's five most significant publications, relevant documentation, and with a copy of the *University of Toronto Policy and Procedures Governing Promotions*, <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppapr201980.pdf>
- External referees are requested specifically to comment on and evaluate the five most significant publications in terms of impact on the discipline
- Referees are requested to provide a clear statements regarding creativity and independence

- Referees will receive an email with instructions submitting their review. They must send a copy by email of their letter to acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME) where letters will be compiled and added to the dossier. Letters should be signed and dated.
- External referees are individuals external to the University of Toronto and its affiliated/partner organizations. External referees should be individuals of appropriate stature who are able to judge the quality and impact of the candidate's work

All reviewers proposed by the candidate, the Decanal Promotions Committee, the Director of IHPME and the Dean should be indicated on the checklist.

4.3.2 Instructions to Referees and Students

The Dean, the Director of IHPME and the DPC will provide referees with the specific criteria for promotion. Refer to the sample letters on the following pages when writing to referees and soliciting written opinions from students.

In the assessment of the CPA with community involvement, letters should be solicited from community agencies as well, specifically requesting: a description of the role of the candidate in the CPA, an assessment of the impact of the CPA commenting on local, provincial, national and international impact and comments on the novelty of the CPA.

Referees are instructed to submit their responses with an email attachment to acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME) noting confidentiality in the subject line. The letter should be addressed to the Dean. All letters should be on letterhead, dated and signed electronically.

Students who provide a written opinion are instructed to submit their responses with an email attachment to acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME) noting confidentiality in the subject line. The letter should be addressed to the Dean.

4.3.3 Inclusion in the Dossier

The Dean, the Director of IHPME and the DPC shall not select the letters to be included in the Promotion Dossiers. All letters of request for review and all letters received must be included in the Promotion Dossier.

4.3.4 Sample Letter to External Referees Requesting Written Assessment

Dear:

I am writing to request your written assessment of Professor -----, of the DLSPH (or IHPME, DLSPH) who is being considered for promotion to ----- at the University of Toronto. Your assessment will form part of the dossier upon which a decision will be made to grant or deny promotion. While a summary of your comments will be shared with the candidate, your identity will be held in strict confidence. Please also comment on any collaboration or other interactions you may have currently or have had in the past five years with the candidate.

The University of Toronto Policy and Procedures on Promotions requests referees to comment solely on the achievements of Professor ----- against the criteria as set out in the Policy. A copy of the Policy is enclosed. **The University of Toronto asks you not for a recommendation for or against promotion but rather for your judgment as to whether or not Professor -----’s scholarly and professional work meets the criteria for promotion.**

The Criteria for promotion are specified in the *Policy and Procedures Governing Promotions*, Section 7: “The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to have shown himself or herself to be an effective teacher. These are the main criteria.”

In reaching a decision regarding promotion, the committee will consider the candidate’s accomplishments in research and/or creative professional activities, and in teaching and education. In addition, the committee may consider the candidate’s accomplishments in administration and service.

Specific appraisal of significant items, in addition to an overall judgment of the quantity and quality of the body of work in relation to the discipline’s norms, would greatly assist the committee. In particular, the committee would appreciate your comments on the main contributions of the candidate and your comments on the originality and importance of her/his *research* and/or *creative professional activity* effort and its impact on the discipline. The committee also would like to read your frank judgment of the candidate’s stature in the field, nationally and internationally. Although external referees normally are not expected to comment upon teaching competence, you may wish to include comments based on your observation of the candidate in other settings. Similarly, if appropriate, you may wish to include comments on the extent and quality of the candidate’s administrative or service contributions to scientific and/or professional organizations.

Please respond to acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME) if you are able to act as a referee. We will then send you instructions by email with candidate’s documentation and how to submit your assessment.

Thank you for taking the time to contribute to the promotions process at the University of Toronto.

Yours sincerely,

Adalsteinn Brown
Interim Dean
Dalla Lana Chair in Public Health Policy Dalla Lana School of Public Health

Enclosure: University of Toronto Policy and Procedures Governing Promotions

4.3.5 Sample Letter to Internal Referees Requesting Written Assessment

Dear:

I am writing to request your written assessment of Professor -----, of the DLSPH (or IHPME, DLSPH) who is being considered for promotion to ----- at the University of Toronto. Your assessment will form part of the dossier upon which a decision will be made to grant or deny

promotion. While a summary of your comments will be shared with the candidate, your identity will be held in strict confidence. Please comment also on any collaboration or other interactions you may have currently or have had in the past five years with the candidate.

The University Policy and Procedures on Promotions requests referees to comment solely on the achievements of Professor ----- against the criteria as set out in the Policy. A copy of the Policy is enclosed. **The University asks you not for a recommendation for or against promotion but rather for your judgment as to whether or not Professor -----’s scholarly and professional work meets the promotion criteria.**

In reaching a decision regarding promotion, the committee will consider the candidate’s accomplishments in research and/or creative professional activities, and in teaching and education. In addition, the committee may consider the candidate’s accomplishments in administration/service. Specific appraisal of significant items, in addition to an overall judgment of the quantity and quality of the body of work in relation to the discipline’s norms, would greatly assist the committee. In particular, the committee would appreciate your comments on the main contributions of the candidate and your comments on the originality and importance of her/his research effort and its impact on the discipline. The committee also would like to read your frank judgment of the candidate’s stature in the field, nationally and internationally. Although referees normally are not expected to comment upon teaching competence, you may wish to include comments based on your observation of the candidate in other settings. Similarly, if appropriate, you may wish to include comments on the extent and quality of the candidate’s administrative or service contributions to scientific and/or professional organizations.

Please respond to acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME) if you are able to act as a referee. The letter is required by December 18, 2017 We will then send you instructions by email with candidate’s documentation and how to submit your assessment.

Thank you for taking the time to contribute to the promotions process at the University of Toronto.

Yours sincerely,

Adalsteinn Brown
Interim Dean

Dalla Lana Chair in Public Health Policy Dalla Lana School of Public Health
Enclosure: University of Toronto Policy and Procedures Governing Promotions

4.3.6 Sample Letter to Confirmed Referees with instructions on how to view the candidate documents and submit the letter of reference

Dear:

You have agreed to be a referee for [name of candidate], who is being considered for academic promotion at the Dalla Lana School of Public Health, University of Toronto (or IHPME, DLSPH).

Current Rank: [current rank]

Proposed Rank: [proposed rank]

A separate e-mail will contain a link to a secure file with the candidate's material.

Referee letters should specifically comment on and evaluate the candidate's CV and five significant publications. You should also comment on the candidate's impact on the discipline and include a clear statement on creativity, in addition to an overall judgment of the quantity and quality of the body of work in relation to the discipline's norms. The committee also would like to have your frank judgment of the candidate's stature in the field, nationally and internationally. Although referees normally are not expected to comment upon teaching competence, you may wish to include comments based on your observation of the candidate in other settings. Similarly, if appropriate, you may wish to include comments on the extent and quality of the candidate's administrative or service contributions to scientific and/or professional organizations.

Once you have reviewed the materials please email your letter of reference, on letterhead as an attachment via email to: acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME) noting in the subject line that it is confidential. Your letter should be in PDF or Word format. It must be signed and dated. It should include your title, your institution name, and be electronically signed. The letter is due no later than December 18, 2017, **XXXX**.

We very much appreciate you taking the time out of your busy schedule to prepare a letter of reference. Please feel free to contact the Decanal Promotions Committee administrator at acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME) if you have any questions or concerns.

Thank you.

4.3.7 Sample Letter for Student Written Opinion

Dear:

Re:

Professor _____ currently an _____ in the DLSPH (or IHPME, DLSPH) is being considered for promotion to the rank of _____ at the University of Toronto. I am writing to ask you to provide a written opinion concerning Professor _____'s teaching.

In particular, please comment on her/his mastery of the subject area, skill at communication, ability to stimulate and challenge your intellectual capacity and to influence the development of your intellectual and critical skills.

Your letter will be held in strict confidence. In order that we may meet internal deadlines on this matter, I would be most grateful if we could have your response no later than January 6, **XXXX**.

If you are able to provide a written opinion, please submit a PDF or Word document by email attachment to acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME). Please ensure that your letter is signed and dated.

Thank you for taking the time to contribute to the promotions process at The University of Toronto

Sincerely,

Adalsteinn Brown
Interim Dean
Dalla Lana Chair in Public Health Policy
Dalla Lana School of Public Health

4.4 Sample Letter of Report of Teaching Evaluation Committee

Date

Address

Dear Dr. Brown,

Re: Professor [First & Last Name]

This is a report from the Teaching Evaluation Committee (TEC) established to assess teaching for the Dalla Lana School of Public Health (DLSPH) Decanal Promotions Committee. The TEC was chaired by Associate Dean for Academic Affairs, **[First and Last Name]**, and included Professors **[List all]**. The committee members were provided with all the materials related to teaching and education submitted by the candidate and testimonial letters received from students and former students. The TEC met on **[Date]**, to review and discuss their findings and, where possible, arrived at a consensus regarding the report below.

[Name of Professor] was appointed **[Rank, e.g., Tenure-Stream]** in **[Year]**, and granted **Appointment/Tenure** in **[Year - Additional history overview of appointment]**. He/she has been **[xxx]** in teaching activities **[where]** – **[list all courses and give brief description of involvement]**.

[Name of Professor] has an **[xxx]** track record as a supervisor of trainees. As outlined on pages **[insert page numbers]** of **his/her** CV, since **[Year]**, he/she has supervised **[List number of students supervised in Master’s, PhD, Post-Doctoral Fellows, etc.]**

[Name of Professor] is a highly skilled and dedicated educator. **His/her** Teaching Statement (CV, p.?) clearly reflects the **[xxx]** of **his/her** significant contributions, **[xxx]**. **[Give brief description of achievement; include quote(s) from student if appropriate]**.

Testimonial letters from former students/trainees are **[xxx]** on **[Name of Professor]** influence on students and on the field of education. For example: **[Give extracts of students’ statements]**.

The TEC found that:

1) **Teaching Activity:** Professor **XXX**’s contributions have been **[xxx]** and **[xxx]** expected norms of ... **[correct in terms of quantity, quality and breadth]**. **(Perhaps end with student quote)**.

2) **Quality of Teaching Contribution:** As evidenced from the testimonial letters and student evaluations, Professor **XXX** clearly has **[xxx]** teaching skills. **He/she** is consistently recognized as **[xxx]**.

He/She is [xxx] skilled in [xxx]. **He/she** has received recognition for **his/her** teaching in the form of [Name of the award] in [Year].

3) **Education Innovation and Development:** Professor **XXX** has demonstrated [xxx] ability and insight in the development of new, innovative curricula and new programs. [**Give examples**].

4) **Education Leadership:** Professor **XXX** has held [xxx] education leadership roles, including: [xxx]. In both these roles **he/she** has been instrumental in leading colleagues in [xxx]. **He/she** has been [xxx] in securing funding for [xxx].

5) **Education Scholarship:** Professor **XXX** is a firm believer in [xxx]. **He/she** worked [xxx] [Where...expand as appropriate].

Sincerely,

[First and Last Name]

[Title]

Note: [xxx] - refers to the appropriate description.

4.5 Sample Letter of Recommendation to the Provost

Date

Office of the Provost
University of Toronto
Simcoe Hall, Room 225
27 King's College Circle
Toronto, ON M5S 1A1

Dear Provost -----:

I am pleased to recommend that ----- be promoted to the rank of Associate/Full Professor, in the DLSPH effective July 1, -----.

The Decanal Promotions Committee (DPC) at the Dalla Lana School of Public Health (DLSPH) had the following composition:

[INSERT MEMBERS]

INSERT SOME NOTE ABOUT THE PROCESS

The DPC met in January with complete attendance, and had an in-depth and robust discussion on all of the evidence before it. The Committee applied the following criteria:

“The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to have shown himself or herself to be an effective teacher. These are the main criteria.”

I, as Chair, noted the distinction between these criteria and those used for tenure.

My recommendation for [INSERT NAME] is based upon the following assessments of her/his scholarly activities.

Research

Based on the evidence, the candidate was seen as being deeply engaged in scholarly work

To support the above statement, it is suggested that the Dean comments on the following issues (this is not an exhaustive list — other issues may be added):

- *The focus of and the quality and productivity of the candidate's research*
 - *the importance of the candidate's work*
 - *publications (peer-reviewed publications and other, role as contributing author)*
 - *conference presentations (national and international meetings, submitted or invited, ...)*
 - *research grants (investigator role in the applications, granting agencies, contracts, total amount of funding, appropriateness of funding for the applicant's research area, ...)*
 - *independence in research particularly when a candidate is involved in a team/collaborative research initiative*
 - *the relative importance of the journals in which the candidate's work is published*
 - *other contributions (patents, technical reports, ...)*
 - *Summary of external reviewers' comments (include a brief description of the qualifications of the reviewers)*

Creative Professional Activity (if appropriate)

To support the above statement, it is suggested that the Dean comments on the following issues (this is not an exhaustive list – other issues may be added):

- *Focus of the applicant's Creative Professional Activity (CPA). Linking CPA to Research to strengthen scholarly activity, if applicable, should be considered and described in the recommendation letter to the Provost*
- *Impact of CPA in the discipline and beyond*
- *Overall productivity related to CPA*
- *If appropriate: summary of comments from external reviewers regarding the applicant's CPA*

Teaching and Education

Based on the evidence, the candidate was deemed as an effective teacher

To support the above statement, it is suggested that the department chair comments on the following issues (this is not an exhaustive list – other issues may be added):

- *Focus and summary of the applicant's teaching and education activities*
- *Comparison of the applicant's teaching activities compared to peers in the department*
- *Course evaluations (including a comparison with peers in the department)*
- *Comments received by current and former students.*

Administrative Service

It is suggested that the Dean comments on the following issues (this is not an exhaustive list — other issues may be added):

- *Extent of the applicant's service contributions*
- *Comparison of the applicant's contributions with peers*
- *The extent to which contributions have added significantly to the activities of the DLSPH/University/scientific community*
- *If appropriate, comments received from colleagues and others about the applicant's service contributions*

In summary, _____ I am pleased to recommend him/her for promotion to the rank of _____.

Sincerely,

Adalsteinn Brown
Interim Dean
Dalla Lana Chair in Public Health Policy
Dalla Lana School of Public Health

4.6 *Assembly of the Promotion Dossier for the Decanal Promotions Committee*

Each case for promotion must be supported by a fully documented promotion dossier. The promotion dossier should be sent electronically in one PDF to acadsearch.dlsph@utoronto.ca (DLSPH) and ihpme.appointments@utoronto.ca (IHPME).



UNIVERSITY OF TORONTO DALLA LANA SCHOOL OF PUBLIC HEALTH

Promotion Candidate Information Form

Candidate's Name: _____ **Personnel #:** _____

Current Rank: _____ as of _____
(day / month / year)

Proposed Rank: _____

DSLPH Primary Division: _____ OR **IHPME**

Cross-Appointment(s): Department _____ Faculty _____
(where applicable)

Research Centre(s): _____
(where applicable)

Candidate's Office Address: _____

Type of Appointment: Tenured Contractually Limited Term (Full-Time)
 Status Only

Appointment Date: _____
(day / month / year)

Basis for Promotion (check all that apply)

- Excellence in Research
- Competence in Research
- Excellence in Teaching/Education
- Competence in Teaching/Education
- Excellence in CPA
- Competence in CPA
- Administrative Service

Promotion Dossier Checklist

Candidate's Name:

Primary Division/ Institute:

Date Submitted:

(day / month / year)

Criteria for Promotion:

The Criteria for promotion are specified in the *Policy and Procedures Governing Promotions*, Section 7: "The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to have shown himself or herself to be an effective teacher. These are the main criteria."

Please Note: These criteria are distinct from those used for tenure.

Reporting Letters

- Recommendation to Provost from Dean/DPC
- Letters from chair(s) or equivalent of cross-appointing departments, faculties or universities (if applicable)
- Letters to candidate advising negative recommendation
(If the candidate is requesting consideration by the Provost despite negative recommendation of DPC: Copy of the letter from the Dean/DPC to the candidate advising of the negative recommendation with reasons)

External Assessments

- External Letters of Reference (minimum of three)
- Colleague Letters (if applicable, section 4.3.1)
- Summary of External Reviewers

Internal Assessments

- Internal Letters of Reference
- Colleague Letters (if applicable, section 4.3.1)

Curriculum Vitae

- Curriculum Vitae (Section 4.1)
- Most significant publications (five)

Research

- Research Statement and Documentation (Section 3.1.3)

- Data Summary Sheet, Research Awards (*Table 3*)
- Data Summary Sheet, Research Supervision (*Table 4*)
- Data Summary Sheet, Refereed Publications (*Table 5*)

Creative Professional Activity

- CPA Statement and Documentation (*Section 3.2.3*)
- Appraisal letters from community and/or other appropriate agencies (*if applicable*)
- CPA- Additional Assessments / Documentation

Teaching and Education

- Teaching and Education Documentation (*Section 3.3.3*)
- Teaching Evaluation Committee Report (*if applicable*)
- Student Testimonials/ Opinions (*minimum of three*)
- Data Summary Sheet, Teaching (*Table 7*)

Administrative Service

- Administrative Service Documentation (*Section 3.4.3*)

**Dalla Lana School of Public Health
Academic Promotion**

Table 1: Data Summary Sheet for Research Awards (since last promotion)

Candidate's Name: _____

Primary Division/ Institute: _____

Date Submitted: _____
(day / month / year)

Year	Peer Reviewed Grants Agency	Awards \$	Status (Principal Investigator, Co- Principal, Co-Investigator)

Year	Non-Peer Reviewed Grants Donors	Awards \$	Status (Principal Investigator, Co-Principal, Co-Investigator)
Total:		\$	

**Dalla Lana School of Public Health
Academic Promotion**

Table 2: Data Summary Sheet for Research Supervision (since last promotion)

Candidate's Name: _____

Primary Division/ Institute: _____

Date Submitted: _____
(day / month / year)

Last Promotion (day / month / year): _____

Dalla Lana School of Public Health Academic Promotion

Table 3: Data Summary Sheet for Refereed Publications (since last promotion)

Candidate's Name: _____

Primary Division/Institute: _____

Date Submitted: _____
(day / month / year)

	Total #	# Completed	# Ongoing
Postdoctoral Fellow			
PhD Supervisor			
Master's Supervisor			
Prof. Master's Supervisor			
PhD Committee Member			
Master's Committee Member			
Prof. Master's Committee Member			
Postgrad Student			
Project or Practicum Student			
Academic Advisee			
Summer Student			
CREMS			
Other			

Year	Total Number as Principal Author	Total Number as Co-Principal Author	Total Number as Collaborator or Co-Author	Total Number	Number as Senior Responsible Author

**Dalla Lana School of Public Health
Academic Promotion**

Table 4: Data Summary Sheet for Teaching (since last promotion)

Candidate's Name: _____

Primary Division/Institute: _____

Date Submitted: _____
(day / month / year)

Course Code & Title	Year	Your Role in the Course	Course Level (Master's, Master's/PhD, PhD, Undergraduate)	Number of In Class Teaching Hours	Number of Students in the Course	Teaching Effectiveness Score (if applicable)