

Getting your Promotion Dossier ready

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Department of Medicine
June 5, 2024



A bit of an exaggeration

Learning objective

- At the end of the presentation, you will be able to submit a comprehensive promotion dossier

Resource material can be found on the Department website

Queen's UNIVERSITY

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Department of Medicine

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Department of Medicine Medical Grand Rounds

ANAPHYLAXIS AND INSECT STING ALLERGY

PRESENTED BY GUEST SPEAKER: DR. DAVID GOLDEN (JOHNS HOPKINS UNIVERSITY)

THURSDAY JUNE 6, 2024
7:45AM - 8:45AM

- Faculty & Department Administration
- Divisional Administration
- CTU Schedule
- COVID-19 CTU Coverage
- CTU Resources
- Physician Wellness
- Intranet / External Login
- Reappointment, Tenure and Promotion**

⊕ Reappointment and Promotion Manual

⊕ Sample CV's

Sample CV's have been provided below (with permission) for those who have successfully been promoted. Please click on the links to view.

[Promotion to Associate Professor - Clinician Scholar](#)

[Promotion to Associate Professor - Quality Improvement and Patient Safety](#)




[Promotion to Professor - Clinician Scholar](#)

[Promotion to Professor - Clinician Scholar](#)







[Promotion to Professor - Professional and/or Administrative Service](#)

⊕ Files to be Submitted with Reappointment Application

Additional resources are available from the FHS Staffing office (available at <https://healthsci.queensu.ca/faculty-staff/resources>)


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Health Sciences


Academics  Research  Faculty & Staff  Administration  Strategic Plan  Giving  Contact Us


[Home](#) / [Faculty Resources](#)


Faculty Resources

 Appointment Policies

 Promotion & Tenure Policies

 Leave

 Collective Agreement between QUFA & Queen's

 Recruitment / Appointment Process

Faculty Resources

Staff Resources

Information Technology

Professional Development & Educational Scholarship (OPDES)

Timelines in a nutshell



By August 1st

- Inform Department Head of your intent to apply

Between August 1st and Sept 1st

- Submit names of referees and students and former students
- **DO NOT CONTACT THESE PEOPLE YOURSELF**
- Chair of Promotions Committee will contact them

Timelines in a nutshell



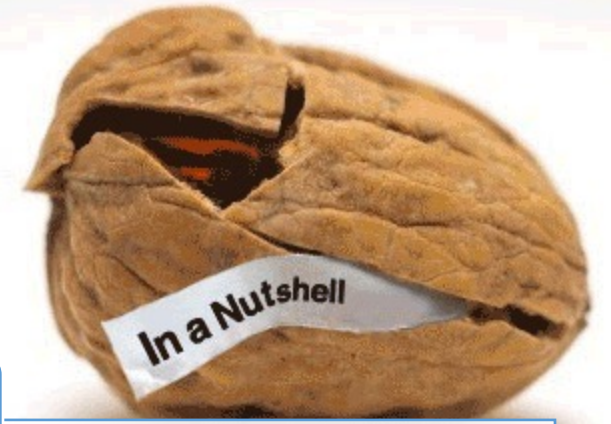
By September 1st

- Submit complete promotion dossier

By September 15th

- List of applicants and their documentation are made available, upon request, to all Department members for review (who have until October 25th to submit written opinions)

Timelines in a nutshell



By October 25th

- Promotions Committee reviews material and submits recommendations to Department Head

By December 15th

- Department Head reviews promotion file and, before arriving at a recommendation, provides applicant with a written summary of any deficiencies that might lead to a negative recommendation.
- Applicant has 10 working days to submit written statement to Department Head providing clarification

Timelines in a nutshell



By February 15th

- Vice-Dean, Clinical reviews promotion file and submits recommendation and promotion file to Provost & VP (Academic)

By March 15th

- Provost forms a decision for promotion to Associate Professor

By April 15th

- Provost forms a decision for promotion to Professor

Department of Medicine

Promotion to Associate Professor or Professor

Summary

Name:	
Current Rank:	
Division:	
Appointment Start Date:	
Cross Appointed (if applicable):	
Promotion Track: Clinician Scholar Clinician Educator Clinician Scientist Clinician Scholar – Quality Improvement and Patient Safety	
Division Chair consulted	Yes ____ No: ____
Date of previous promotion (if applicable):	
Brief rationale for promotion (3 to 5 points that highlight promotability)	

Promotion tracks



Clinician Scholar – the activities of these individuals focus on a specific area of clinical expertise



Clinician Educator – these individuals spend a high proportion of their time on teaching and education. They typically have $\geq 20\%$ protected time. Many are Program Directors. Many have a Masters of Medical Education.



Clinician Scientist – these individuals spend a high proportion of their time performing research. They typically have protected time and additional training in research.



Clinician Scholar in Quality Improvement and Patient Safety – the activities of these individuals focus on applying QIPS science to implement change and evaluate improvement in healthcare. Many have a Masters of Quality Improvement.

Checklist for promotion

Curriculum Vitae	
Teaching Dossier	
Summary of Contributions	
Role Description	
Summary of Clinical Activities	
Summary of Referred Publications	
Scholarly work samples	
Research Award Data Summary Report	
Additional relevant material	
Short Biographical profile (full professor only)	
List of Potential Referees	
List of Undergraduate/Postgraduate Students and Trainee Letters	

Recommended format

CURRICULUM VITAE

Name

Personal information

Address:

Telephone:

Fax:

E-mail:

Citizenship:

Education and Professionals Qualifications

Degrees

Year	Degree (e.g., PhD, MD), Institution
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Postgraduate, Research and Specialty Training

Time interval (year/month to year/month)	Description (e.g. Residency Program, Subspecialty Training Program, PhD, Post-doctoral fellow), location, supervisor(s) if applicable
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Qualifications/Certifications and Licenses

Year	Type, conferring body
------	-----------------------

Employment

Time interval (year/month to year/month)	List ranks, Rank, Institutions; Cross-appointments; Date of award of tenure (if applicable)
	Current Appointments
	Previous Appointments

Honours and Career Awards

Distinctions and Research Awards

NATIONAL	
Year/month received	Type, conferring body
LOCAL	
Year/month received	Type, conferring body

Teaching Awards

NATIONAL	
Year/month received	Type, conferring body
LOCAL	
Year/month received	Type, conferring body

Student/Trainee Awards

NATIONAL	
Year/month received	Type, conferring body

Professional Memberships

Time interval (year/month to year/month)	Professional Organization
--	---------------------------

Committees

International

National

Provincial

University

Faculty

Departmental

Hospital

Research Grants and Funding

GRANTS, CONTRACTS AND CLINICAL TRIALS

PEER-REVIEWED GRANTS:

NON-PEER REVIEWED GRANTS:

Publications

List under the following categories with the most recent publication last.

Highlight your name in bold text

- Peer-Reviewed Publications
- Non Peer-Reviewed Publications
- Submitted Publications
- Abstracts
- Books, edited books and book chapters
- Applicants should include a paper count, count first and senior authored papers, have an H-index and I 10 index as these metrics are highlighted for both reviewers and referees.

- 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 publications.
- 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.
 - The **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.

Example:

Houlden RL, Thayalan N, Shi S, Kukaswadia A, Mau G, Liu A. Identifying Ontarians with type 2 diabetes mellitus in administrative data: a comparison of two case definitions. Diabetes Ther 2024;15:677-68.
<https://doi.org/10.1007/s13300-024-01535-4> (**PA**)

Patents Awarded and Applied for

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
- Media appearances

Geographic Scope

- Local
- Provincial/Regional
- National
- International

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
- Postdoctoral students
- Postgraduate students
- Project students
- Summer Students

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The Teaching Dossier

- ***Executive Summary:*** A summary of the dossier may be helpful if the dossier is extensive. The summary should provide a quick overview of the particularly important aspects of the dossier and provide the reader with a general view of the faculty member's contribution to education.
- ***Reflection on Personal Approach to Teaching and Education:*** A description of how the faculty member acquired skills as a teacher/educator, their approach to teaching and education, and primary area of interest in medical education.
- ***Teaching Responsibilities:*** An outline of the department member's teaching activities by level of learner (undergraduate, graduate students, postgraduate trainees (including residents/fellow and postdoctoral fellows), as well as continuing professional development and the level of the audience (e.g. local, provincial, national, international).

The Teaching Dossier

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

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

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

The Teaching Dossier

- ***Evidence of Quality/Quantity of Teaching:*** A summary of the results of evaluations provided by different levels of learners, including a list of any teaching awards and nominations. Sample teaching evaluations must be provided with the teaching dossier.
- Additional information on how to prepare a Teaching Dossier is available at <https://healthsci.queensu.ca/faculty-staff/opdes/about-us/faculty-development>

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Summary of Contributions

- under titles of
 - **Research**
 - **Teaching and Education**
 - **Professional Service**
 - **Administrative Service**

This narrative statement is your opportunity to highlight and explain the academic contributions throughout your career that you think are significant for the committees and individuals considering your application.

More about the Summary of Contributions

- **State your role description** (i.e. Clinician Scholar, Clinician Scholar in Quality Improvement and Patient Safety (QIPS), Clinician Educator, and Clinician Scientist)
- Describe your **focus of excellence and scholarship** (i.e. Research; Teaching and Education; Clinical/Professional Service)
- Highlight and give more detail on certain **items from your CV or teaching dossier**, explaining the impact (e.g., administrative leadership or educational initiatives which have enhanced teaching and/or research within your department)

More about the Summary of Contributions

- Describe **accomplishments not included in CV or teaching dossier** and evaluate their impact (e.g., innovative laboratory technique, attracting elective fellows to spend time learning with you, currently being written up for publication)
- Provide a perspective on **initiatives underway presently or in near future** and results you anticipate (e.g., future directions of research, enrolment in faculty development, future leadership role)

More about the Summary of Contributions

- If applicable, mention any significant special circumstances that have affected your performance (e.g., periods of absence or reduced responsibility, unsuccessful research initiatives, geographic relocation)



What is the Department of
Medicine Promotions Committee
Looking for?

The 4 Fundamental Principles for Promotion

1. **EXCELLENCE** in an area of focus

- Recognition by one's peers within and outside the University community for achievement, excellence and distinguished contribution in specific aspects of the academic mission of Queen's University and Affiliated Hospitals

The 4 Fundamental Principles for Promotion

2. **SCHOLARSHIP**

- Evidence of expertise must be demonstrated. This could consist of publications (first or senior author, high quality journals), or creation of new educational or quality improvement tools, or methods of healthcare delivery

The 4 Fundamental Principles for Promotion

3. Peer RECOGNITION

- Extent of reputation extends beyond Queen's University
- For promotion to Associate Professor, this may to be a larger regional or national level
- For promotion to Professor, this should be of national or even international reputation

The 4 Fundamental Principles for Promotion

4. TEACHING activities

- All department members, regardless of their academic focus, will be evaluated for contributions to teaching and education activities
- Submission of a teaching dossier is a requirement for promotion

There is no “normal” timeline for promotion

- Promotion is based on merit (not longevity). A division member may request promotion at any time but promotion prior to 5 years since the last promotion or first appointment is considered to be “***accelerated promotion***”. This must be justified clearly in the promotion dossier
- ***Contributions since the last*** change in rank are weighed in each request for promotion



Clinician Scientist track

For Promotion to Associate Professor

- Activities: the individual has a major responsibility for an independent research program and/or a leadership role in a collaborate research effort; they have a successful funding record appropriate for the area of research; they can provide evidence of supporting learners and trainees pursuing research
- Scholarship: the individual has record of independent scholarship (first and senior authorship on high quality publications)

For Promotion to Professor

- Activities: the individual is a leader of a research program and/or has a key leadership role in collaborative studies
- Scholarship: the individual has a longstanding record of scholarship (first or senior authorship on high impact publications)

Clinician Scholar track

For Promotion to Associate Professor

- Activities: the individual has shown innovation in areas such as approaches to diagnosis, treatment or prevention of disease, development/application of technology for clinical care, or development of novel models of care delivery that influence care at a broader regional and/or national level
- Scholarship: first and senior author publications in high quality journals in their area of clinical expertise

For Promotion to Professor

- Activities: the individual has had significant influence on clinical practice in their clinical field nationally, and possibly internationally
- Scholarship: the individual has a longstanding record of scholarship (first or senior authorship on high impact publications)

Clinician Educator track

For Promotion to Associate Professor

- Activities: the individual has developed innovative teaching methods in areas such as curricular, educational policy or educational assessment tools, with dissemination and peer acceptance; or have performed influential research related to education
- Scholarship: the individual has a record of first or senior author publications related to education in high quality journals; or educational materials adopted for use in the broader regional and/or national level

For Promotion to Professor

- Activities: the individual has developed innovative teaching methods or has performed influential research related to education; they have been an outstanding mentor for other educators
- Scholarship: the individual has a longstanding record of scholarship (first or senior authorship on high impact publications)

Quality Improvement and Patient Safety track

For Promotion to Associate Professor

- Activities: the individual has developed and had a leadership role in healthcare related to QIPS; they have been involved in under and postgraduate QIPS education; they have participated in QI related hospital and/or provincial/national committees or worked with groups performed QIPS work
- Scholarship: the individual has a record of first or senior author publications related to education in high quality journals

For Promotion to Professor

- Activities: the individual has held leadership roles in national/international professional organizations related to QIPS; they have served as a consultant on issues related to QIPS; they have served on national/international committees developing guidelines and policies for management or evaluating programs in QIPS; they may have been an editor of a journal in the area of QIPS; they have peer-reviewed funding to support innovations that influence QIPS
- Scholarship: the individual has a longstanding record of scholarship (first or senior authorship on high impact publications)

What is the FHS looking for

Teaching/Education		
Good	Very Good	Exceptional
<p>Core Requirements:</p> <ul style="list-style-type: none"> Evidence of good teaching in undergraduate, graduate and/or residency programs, from evaluations/assessments by students, residents, and peers. <p>Evidence/Examples of Core Requirements:</p> <ul style="list-style-type: none"> Consistent academic contribution to clinical education sessions (e.g. grand rounds, mortality rounds, departmental committees, local CPD, etc.). Contribution to curriculum development and/or learning resource development (including clinical skills, simulation and small group learning). Demonstrates principles of enquiry, critical appraisal and utilization of evidence in clinical decision-making and teaching as indicated in evaluations. Demonstrates commitment to creating an inclusive learning environment that respects and values diversity as indicated in evaluations. 	<p>Core Requirements:</p> <ul style="list-style-type: none"> Evidence of very good teaching and commitment to academic and pedagogical excellence in undergraduate, graduate and/or residency programs, from evaluations/assessments by students, residents and peers. <p>Evidence/Examples of Core Requirements:</p> <ul style="list-style-type: none"> Leadership role in education at Queen's, including CPD. Leadership role in design and organization of educational programs. Active role in implementing and promoting Indigenization, equity, diversity, inclusion, accessibility and anti-racism (I-EDIAA) in educational programs as indicated in evaluations. Recognition as a very good role model/mentor for students/residents. Receipt of teaching award(s) (departmental/university). Participation in CPD (provincial and/or national). Invited speaker at meetings (provincial and/or national). Examiner/accreditor of national accrediting/certifying body. 	<p>Core Requirements:</p> <ul style="list-style-type: none"> Evidence of sustained exceptional teaching and commitment to academic and pedagogical excellence from evaluations/assessments by students, residents and peers. <p>Evidence/Examples of Core Requirements:</p> <ul style="list-style-type: none"> Leadership role in education programs, including CPD (national and/or international). National recognition as a leader in education and/or supervision of students/residents in educational programs or projects. Leadership role in advancement of Indigenization, equity, diversity, inclusion, accessibility and anti-racism (I-EDIAA) in educational programs as indicated in evaluations. Leadership role in curriculum design with innovative use of teaching methods. Receipt of teaching award(s) (provincial and/or national). Invited professorships and presentations at meetings (national and/or international).

Research/Scholarly Work		
Evidence of Initiation	High Quality	Distinguished
<p>Core Requirements:</p> <ul style="list-style-type: none"> Successful initiation of research/scholarly work. <p>Evidence/Examples of Core Requirements:</p> <ul style="list-style-type: none"> Applicant, co-investigator and/or co-applicant on applications for internal or external grants/clinical trials (which may include medical education, quality, traditional CIHR pillars). Active collaboration in research projects Invited presentations at meetings (local or regional). Author and/or co-author of manuscripts submitted for peer-reviewed publication. Poster or podium presentation and publication of scholarly abstracts Supervision of undergraduate student, medical student and/or resident research Invited as an expert journal or grant reviewer. Conceptual understanding of the importance of I-EDIAA in research. 	<p>Core Requirements:</p> <ul style="list-style-type: none"> Established national or emerging international research projects or program (which may include medical education, quality, traditional CIHR pillars). Receipt of external peer-reviewed research grants and/or industry supported research as Principal Investigator/co-Principal Investigator and/or Site Lead of clinical trials. Visiting professorships/invited presentations external to Queen's (provincial/national). Publications (including clinical observations, reviews or analytic studies) in refereed journals, monographs, book chapters, books. <p>Evidence/Examples of Core Requirements:</p> <ul style="list-style-type: none"> Supervision of postdoctoral/clinical fellows, graduate students in research. Membership on provincial grant/specialty panels or research bodies. Membership on national/international societies or specialty societies' expert panel or committee. Member or Associate Editor of peer-reviewed journal editorial boards. Participates in initiatives to enhance clinical systems and services and improve operational efficiencies locally regionally. Applies or develops new techniques related to area of clinical expertise and/or patient care. 	<p>Core Requirements:</p> <ul style="list-style-type: none"> Established as an independent investigator, recognized nationally/internationally, with external peer-reviewed funding. Receipt of major external peer-reviewed research grants as a Principal Investigator, including leading team grants and/or clinical trials (which may include medical education, quality, traditional CIHR pillars). Holds leadership role in national/international specialty societies or research networks; and/or chair/co-chair of national/international research meetings and symposia. <p>Evidence/Examples of Core Requirements:</p> <ul style="list-style-type: none"> Supervision of postdoctoral/clinical fellows, graduate students in research. Chair/co-chair of national grant/specialty panels or research bodies; or a member of international grant/specialty panels or research bodies. Recipient of personnel awards from recognized agencies awarded by peer review for research/education. Leader of major strategic development and evaluation of clinical improvements impacting at organizational, national or international levels. Leader of initiatives to enhance patient care, clinical improvements in systems, services and operational efficiencies provincially/nationally.
	<ul style="list-style-type: none"> Leader in application of clinical evaluative methods to activities of division/department. Participation in initiatives, collaborations and/or partnerships that support and promote the integration of I-EDIAA in research. Engagement in topic based I-EDIAA research. 	<ul style="list-style-type: none"> Leadership role in the development of national clinical standards. Editor in Chief/Deputy Editor of peer-reviewed journal. Leadership role in research committees at national/ international levels. Invited plenary presentations at meetings (national/international). Development and/or leadership of initiatives, collaborations and/or partnerships that support and promote the integration of I-EDIAA in research. Leadership role in integrating I-EDIAA research concepts and/or engaging in sustained exceptional topic based I-EDIAA research.

Professional and/or Administrative Service

Good	Very Good	Exceptional
<ul style="list-style-type: none"> • Consistent positive contribution to departmental activities. • Active member of professional organizations (national and/or international). • Active participation on internal committees (departmental/faculty/university/affiliated teaching hospitals). • Active participation in practices supporting Indigenization, equity, diversity, inclusion, accessibility and anti-racism (I-EDIAA). • Conducts critical reviews of personal practices and demonstrates impact on practice. 	<ul style="list-style-type: none"> • Acknowledged locally/provincially by peers as an exemplary clinician, mentor and role model. • Leadership role in the administration and/or service activities of the university and/or affiliated teaching hospitals. • Serves a significant role in major clinical administrative activities. • Active role in implementing and promoting practices supporting Indigenization, equity, diversity, inclusion, accessibility and anti-racism (I-EDIAA). • Serves an active, prominent role in external organizations (provincial and/or national). • Leadership role in department, faculty, university and/or affiliated hospitals (on basis of research standing). 	<ul style="list-style-type: none"> • Acknowledged nationally/internationally by peers as an exemplary clinician, mentor and role model. • Demonstrates exceptional service and/or related leadership in committee, administrative or policy making decisions in the university/affiliated teaching hospitals. • Executive leadership role in professional organization(s) at a national or international level. • Leadership role in university/affiliated teaching hospital committees and professional organizations. • Leadership role in the developing, implementing and promoting practices supporting Indigenization, equity, diversity, inclusion, accessibility and anti-racism (I-EDIAA).

Associate Professor

- **Evidence of very good teaching** and commitment to academic and pedagogical excellence in undergraduate, graduate and/or residency programs, from evaluations/assessments by students, residents, and peers.
- **Established national or emerging international** research projects or program (which may include medical education, quality, traditional CIHR pillars).
- Receipt of external peer-reviewed research grants and/or industry supported research as Principal Investigator/co-Principal Investigator and/or Site Lead of clinical trials.
- Visiting professorships/invited presentations external to Queen's (provincial/national).
- Publications (including clinical observations, reviews or analytic studies) in refereed journals, monographs, book chapters, books.
- Demonstrates **very good Professional and/or Administration Service**, including being acknowledged locally/provincially by peers as an exemplary clinician, mentor, and role model.

Professor

-
- | | | |
|--|----|---|
| <ul style="list-style-type: none">• Distinguished scholarly work with very good teaching and exceptional contributions to Professional and/or Administrative Service | OR | <ul style="list-style-type: none">• Evidence of sustained exceptional teaching with continuing high quality scholarly work and exceptional contributions to Professional and/or Administrative Service. |
| <ul style="list-style-type: none">• Established as an independent investigator, recognized nationally/internationally, with external peer-reviewed funding.• Receipt of major external peer-reviewed research grants as a Principal Investigator, including | | <ul style="list-style-type: none">• Established national or emerging international research projects or program (which may include medical education, quality, traditional CIHR pillars).• Receipt of external peer-reviewed research grants and/or industry supported research as Principal |

2

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- | | |
|--|---|
| <p>leading team grants and/or clinical trials.</p> <ul style="list-style-type: none">• Holds leadership role in national/international specialty societies or research networks; and/or chair/co-chair of national/international research meetings and symposia. | <p>Investigator/co-Principal Investigator and/or Site Lead of clinical trials.</p> <ul style="list-style-type: none">• Visiting professorships/invited presentations external to Queen's (provincial/national).• Publications (including clinical observations, reviews or analytic studies) in refereed journals, monographs, book chapters, books. |
|--|---|

Checklist for promotion

Curriculum Vitae	
Teaching Dossier	
Summary of Contributions	
Role Description	
Summary of Clinical Activities	
Summary of Referred Publications	
Scholarly work samples	
Research Award Data Summary Report	
Additional relevant material	
Short Biographical profile (full professor only)	
List of Potential Referees	
List of Undergraduate/Postgraduate Student and Trainee Letters	



Example of a Role description

- Clinician Scholar in Quality Improvement and Patient Safety
 - 40% clinical
 - 50% administrative/academic
 - 5% education
 - 5% citizenship duties

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Summary of Clinical Activities

A. Ambulatory Clinics

Example

Name of Ambulatory Clinic	Number of clinics/week
Multiple Sclerosis	One ½ day
Stroke Prevention	Three ½ day
General Neurology	One ½ day

Summary of Clinical Activities

B. Consult Service

Name of Consult Service	Number of weeks/year

C. Inpatient Service

Name of Inpatient Service	Number of weeks/year

D. E-consults

E-consults	Approximate number/week

Summary of Clinical Activities

E. Procedures

Name of Procedure	Number per month

F. Other Clinical Activity

Please describe

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Summary of Referred Publications

Year	Total # as Principal Author	Total # As a Co-Principal Author	Total # as Senior Responsible Author	Total # as Collaborator or Co- Author	Total #

- Include your H-index and i10-index if you are applying via the Clinician Scientist track (create a Google Scholar account <http://scholar.google.com> and claim your publications)
- H-index – measures both the number of papers and the number of citations
 - Good: 20
 - Outstanding: 40
 - Exceptional: 60
- I10-index – measures the number of papers with at least 10 citations



+ Add co-authors
We have co-authors suggestions.

ADD



Stephen L. Archer

FOLLOWING

Queen's University

Verified email at queensu.ca - [Homepage](#)

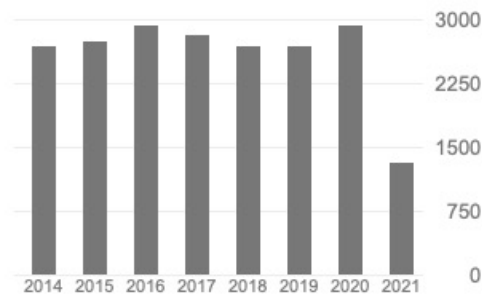
Mitochondrial Dynamics Oxygen Sensing Epigenetic Pulmonary Hypertension a... Cancer

<input type="checkbox"/>	TITLE	CITED BY	YEAR
<input type="checkbox"/>	ACCF/AHA 2009 expert consensus document on pulmonary hypertension: a report of the American College of Cardiology Foundation Task Force on expert consensus documents and the ... VV McLaughlin, SL Archer, DB Badesch, RJ Barst, HW Farber, JR Lindner, ... Journal of the American college of cardiology 53 (17), 1573-1619	3021	2009
<input type="checkbox"/>	Management of massive and submassive pulmonary embolism, iliofemoral deep vein thrombosis, and chronic thromboembolic pulmonary hypertension: a scientific statement from the ... MR Jaff, MS McMurtry, SL Archer, M Cushman, N Goldenberg, ... Circulation 123 (16), 1788-1830	1858	2011
<input type="checkbox"/>	Cellular and molecular pathobiology of pulmonary arterial hypertension M Humbert, NW Morrell, SL Archer, KR Stenmark, MR MacLean, IM Lang, ... Journal of the American College of Cardiology 43 (12S), S13-S24	1801	2004
<input type="checkbox"/>	A mitochondria-K⁺ channel axis is suppressed in cancer and its normalization promotes apoptosis and inhibits cancer growth S Bonnet, SL Archer, J Allalunis-Turner, A Haromy, C Beaulieu, ... Cancer cell 11 (1), 37-51	1599	2007
<input type="checkbox"/>	Measurement of nitric oxide in biological models S Archer The FASEB journal 7 (2), 349-360	1198	1993
<input type="checkbox"/>	Nitric oxide and cGMP cause vasorelaxation by activation of a charybdotoxin-sensitive K channel by cGMP-dependent protein kinase SL Archer, JM Huang, V Hampl, DP Nelson, PJ Shultz, EK Weir Proceedings of the National Academy of Sciences 91 (16), 7583-7587	936	1994

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Co-authors

[EDIT](#)



Edward K. Weir
Professor of Medicine, University...



E.D. Michelakis
University of Alberta



Checklist for promotion

Curriculum Vitae	
Teaching Dossier	
Summary of Contributions	
Role Description	
Summary of Clinical Activities	
Summary of Referred Publications	
Scholarly work samples	
Research Award Data Summary Report	
Additional relevant material	
Short Biographical profile (full professor only)	
List of Potential Referees	
List of Undergraduate/Postgraduate Student and Trainee Letters	



Scholarly Work

- Include copies of your 5 most important scholarly works **since your last promotion**



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Research Awards Data Summary Report (if applicable)

Year	Peer Reviewed Grants Agency	Awards (\$ amount)	Role (e.g., Principal Investigator (PI), Co-Principal Investigator (Co-PI), Co-Investigator (Co-I) or Collaborator (COLL)
Year	Non Peer Reviewed Grants (investigator-initiated)	Awards (\$ amount)	Role
Totals		Total \$ amount	

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Additional Relevant Material

- You can include anything that will provide Committee insight about your contributions and accomplishments

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Referees



Type of Application	Criteria for Referees' Letters
Renewal	<ul style="list-style-type: none">• Minimum of 3 letters (Can be internal or external)• Submit a minimum of 4-6 Referee Names
Promotion to Associate Professor	<ul style="list-style-type: none">• Minimum of 4 letters (at least 3 external).• Referees must hold the rank of Associate Professor, or higher• Submit a minimum of 5-7 Referee Names
Promotion to Professor	<ul style="list-style-type: none">• Minimum of 5 letters (at least 4 external).• Referees must hold the rank of Professor.• Submit a minimum of 6-8 Referee Names

Referee Criteria

- Internal Referees cannot be within the same Division/Unit as the applicant, this includes applicants who are cross appointed
- Referees can request to be anonymous therefore, provide more referee names than the minimum requirement to ensure confidentiality
- Referees cannot be a member of the RTP committee or a previous department head
- For promotion only: Referees must hold the same rank or greater rank than your application
- Referees must be qualified with expertise in the applicant's discipline, they will be requested to objectively review the documents in your application with an un-biased evaluation
- Referees cannot be a student learner or resident

Arm's Length



Referee must not

- have collaborated, published or shared funding with the applicant within the past 5 years, or have plans to do so in the immediate future
- have been the applicant's supervisor or mentor in any capacity
- be a relative or close friend, or have a personal relationship with the applicant
- be in a position to gain or lose financially/materially from the RTP decision
- have had a long-standing scholarly or personal relationship with the applicant
- be a member of the same academic unit/division, including anyone who is cross appointed

- Referee assessments must be solicited by the RTP Committee, so please do not reach out to your referees requesting an assessment. The committee will reach out and share your application along with the evaluation criteria.
- Please submit your list to the Chair of the Department of Medicine Reappointment, Promotions & Tenure Committee (c/o Joel Gillis joel.gillis@queensu.ca and Jillian Garrah jillian.garrah@queensu.ca) by August 1st.

[illegible]

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List of Undergraduate/Postgraduate Student and Trainee Letters

- Need at least 3. Submit a minimum of 5 names in case a student/trainee declines. Students and/or trainees may be current or former

[illegible]

Learning objective

- At the end of the presentation, you will be able to submit a comprehensive promotion dossier



It may not be easy, but it will be worthwhile!