

Queen's Health Sciences-RCP Session for Faculty Members and Department Heads

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2026-2027 Updates

- References are no longer required for clinical reappointment applications.
- There is now a mandatory cover letter sent to File Reviewers to confirm they are arm's length from the Candidate.
- There will be a Mandatory promotion recommendation template for Heads, Chairs, and the Vice-Dean, Clinical (Provost's Office will circulate this in the coming weeks).
- We have provided mandatory letter templates to solicit feedback from Students and Colleagues.
 - A blank template per each application will no longer be required.
- Referees will now be called File Reviewers.
- Confirmation that the applicant has met with the Department Head is required before the promotion application can proceed.

Key Resources for Your Department

1

Promotion Timeline

Key dates for the 2026–2027 promotion cycle

2

Reappointment & Continuing Appointment Timeline

Key dates for reappointment and continuing appointment applications

3

Submission Checklists

Completed by the manager/administrator submitting the package to QHS Staffing

4

Colleague & Student Feedback Letter

Mandatory template for soliciting applicant feedback

5

File Reviewer Cover Letter

Mandatory template accompanying promotion files

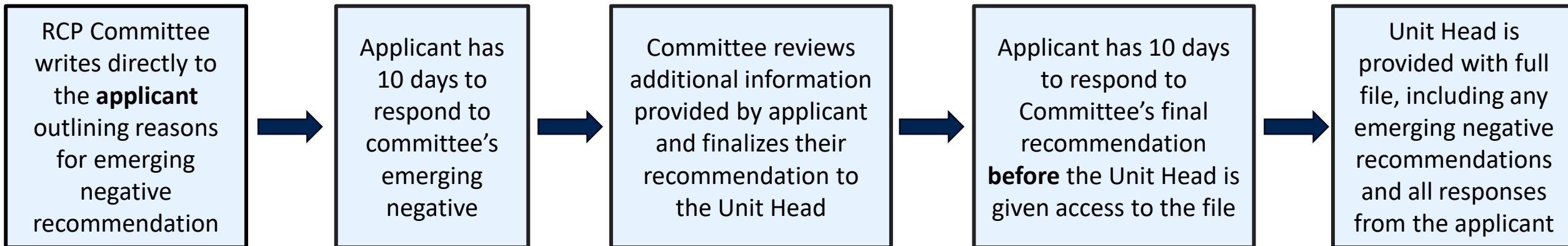
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Role Description Template

Mandatory template for the applicant's role description

New Resource - Steps for Emerging Negative

- If at any stage, the committee, the Head or the Vice-Dean are considering an emerging negative recommendation, that is, that the applicant has not met the requirements of renewal/promotion, then the evaluator will first need to write directly to the applicant, outlining the reasons for the emerging negative recommendation and **give the applicant an opportunity to respond and/or provide additional information.**



Repeat these steps if there is an emerging negative at the Unit Head or Vice-Dean level

When responding to an emerging negative:

- Provide clear rationale to respond to questions/concerns raised by the evaluator



New Faculty Development Series – 2025-26

Career Development Sessions/Workshops:

- Career Progression and Navigating Institutional Supports
- Faculty Supervision Series
- Renewal, Tenure and Promotion (RTP) Process and Applications (QUFA + Clinical sessions)

Coffee Chat Series

Informal meetings held at Ban Righ Centre Lounge, to discuss a variety of topics, such as:

- Queen's HR: Employee Resources and Facilitating Wellness
- The First Year: The transition from graduate student to faculty member
- The Student Experience: Keeping students motivated and supports available
- Queen's & Kingston Community: Creating community and connecting with people
- Setting the Stage for Research Success

Time, dates and topics will be updated for the 2026-27 Academic Year and posted on the Provost's Office website:
<https://www.queensu.ca/provost/orientation>



Career Development Sessions

Centre for Teaching and Learning

Learn more about upcoming events through our [Events Calendar](#)

School of Graduate Studies and Postdoctoral Affairs: Supervision Course and Workshop

- **Online Supervision Course:** [Foundations for Effective Graduate Supervision](#). [Self-register](#) for our online, self-paced course on the foundations for effective graduate supervision.
- In-person Fall Supervision Retreat Workshop: *Success Strategies in Graduate Supervision Workshop - October* . See [Supervision Webpage](#).

Vice-Principal Research (VPR) portfolio:

- Research Funding and Awards; Compliance and Ethics; Animal Care Services; Safeguarding Research; Research Data Management; Advanced Computing Support; Inclusive Research; Innovation and Partnerships; Intellectual Property; Research Legal Services; Research Promotion and Outreach

Visit queensu.ca/research or contact us at research@queensu.ca



Promotion Criteria: Clinical Faculty

- **Source**

- Two documents on the Faculty Resources website:
 - [Clinical Faculty Promotion Requirements](#) (core requirements by rank)
 - [Clinical Faculty Promotion Criteria Tables](#) (detailed rubric with evidence/examples by level)

- **Three domains assessed at every rank**

- Teaching/Education
- Research & Scholarly Work
- Professional & Administrative Service

- **Expectations rise by rank**

- **Assistant Professor:** good teaching; successful initiation of research; good service contribution
- **Associate Professor:** very good teaching; established/emerging national or international research program with external funding; very good service, recognized locally/provincially
- **Professor:** distinguished scholarship or exceptional teaching; sustained external funding as PI; national/international leadership in service



Assistant Professor: Expectations by Domain

	Assistant Professor
Teaching/Education	Good
Research/Scholarly Work	Evidence of Initiation
Professional and/or Administrative Service	Good

- MD or MD/PhD and relevant specialty certification
- good teaching
- successful initiation of research/scholarly work
- good service contribution

Teaching/Education

Good	Very Good	Exceptional
Core Requirements: Evidence of good teaching in undergraduate, graduate and/or residency programs, from evaluations/assessments by students, residents, and peers.	Core Requirements: 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.	Core Requirements: Evidence of sustained exceptional teaching and commitment to academic and pedagogical excellence from evaluations/assessments by students, residents and peers.
Evidence/Examples of Core Requirements: - 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.	Evidence/Examples of Core Requirements: - 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.	Evidence/Examples of Core Requirements: - 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).



Promotion to Associate Professor: Expectations by Domain

	Assistant Professor	Associate Professor
Teaching/Education	Good	Very Good
Research/Scholarly Work	Evidence of Initiation	High Quality
Professional and/or Administrative Service	Good	Very Good

- **very good teaching**
- high quality research/scholarship with **established/emerging national or international research program** with external funding (may include medical education, quality, traditional CIHR pillars), invited presentations, publications
- **very good professional/administrative service**, recognized locally/provincially by peers as an exemplary clinician, mentor and role model



Promotion to Full Professor: Expectations by Domain

	Assistant Professor	Associate Professor	Professor *
Teaching/Education	Good	Very Good	Exceptional
Research/Scholarly Work	Evidence of Initiation	High Quality	Distinguished
Professional and/or Administrative Service	Good	Very Good	Exceptional

*Note: Promotion to Professor may be granted with **Exceptional Professional and/or Administrative Service** and EITHER:

- **Distinguished scholarly work with very good teaching, OR**
- **Continuing high quality scholarly work with exceptional teaching.**



Promotion Criteria – Professor

Two options – one with a stronger focus on research and scholarship, one with a stronger focus on teaching and pedagogy

Distinguished Scholarly Work + Very Good Teaching + Exceptional Professional / Administrative Service	Exceptional Teaching + Continuing High Quality Scholarly Work + Exceptional Professional / Administrative Service
Established as an independent investigator, recognized nationally/internationally, with external peer-reviewed funding	Established national or emerging international research projects or program (which may include medical education, quality, traditional CIHR pillars).
Receipt of major external peer-reviewed research grants as a Principal Investigator, including leading team grants and/or clinical trials.	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
Receipt of major external peer-reviewed research grants as a Principal Investigator, including leading team grants and/or clinical trials.	Visiting professorships/invited presentations external to Queen's (provincial/national).
Holds leadership role in national/international specialty societies or research networks; and/or chair/co-chair of national/international research meetings and symposia	Publications (including clinical observations, reviews or analytic studies) in refereed journals, monographs, book chapters, books.



Evidence of Teaching/Education and Scholarly Contributions

Clear examples of evidence of teaching/education, research/scholarly work and professional/administrative service can be found on the promotion criteria tables:

[Clinical Promotion Tables](#)

Evidence of meeting these criteria should be **clearly outlined in an application file**, and assessment of these criteria and evidence should be **clearly outlined in recommendation letters** from the file reviewers, Committees and Heads



RCP Committee Composition

- **Reappointment Committee**

- No formal composition requirement for clinical departments.
- Recommended: follow the Promotion Committee requirements below

- **Promotion Committee**

- At least 1 student (undergraduate, graduate, or postgraduate), appointed by the Department Head
- At least 3 GFT (or Clinical Academic) members of the Department
- At least 1 GFT (or Clinical Academic) member from another QHS Department
 - If 3 members from the home Department isn't possible: 2 members from the home Department + at least 2 members from another Department
- All members, including the Chair, must be arm's length from the applicant
- At least 2 members must be at the rank of Professor



Timelines – Reappointment and Continuing

- By July 1 – Eligible members notified, in writing, by the Head
- By August 1 – Committee Membership Summary Table submitted to QHS Staffing for review
- **September 15 – Member submits required documentation to Committee Chair**
- **October 1 – Head and/or Committee Chair meets with member to review process requirements and confirm list of former students/trainees for feedback**
- Prior to Committee Review – Documentation made available to colleagues for review/comment
- By November 1 – Departmental Committee reviews file and submits application package to the Head
- By November 15 – Head reviews file and submits complete file to the Faculty Office
- **By December 15 – Member's informed, in writing, of the decision**



Timelines - Promotion

- By May 1 – Department Head informs members, in writing, that the promotion process is commencing
- By August 1 – All applicants to meet with the Head before applying for promotion. To be documented and take place before external file reviewers are solicited
- **By August 1 – Member informs Department of intent to apply**
- By August 15 – Promotion Committee Membership Summary Table submitted to QHS Staffing for review
- **August - Head meets with member to review process requirements and confirm list of former students/trainees for feedback**
- **By September 1 - Member submits required documentation to Committee Chair**
- By September 15 - Documentation made available to colleagues for review/comment
- By October 30 - Committee reviews file and submits application package to the Head
- By December 15 - Head reviews file and submits complete file to the Faculty Office
- By February 15 – Review by the Dean and submission to Provost & VP (Academic)
- **By March 15 – Provost and VP forms recommendation on promotion to Assistant Professor and Associate Professor. Faculty Office informs member of decision**
- **By April 15 - Provost and VP forms recommendation on promotion to Professor. Faculty Office informs member of decision**



File Reviewers

How many are needed?

- Renewal Applications: **0**
- Promotion to Associate Professor Applications: **4** (at least 3 external)
- Promotion to Professor Applications: **5** (at least 4 external)

Who is an appropriate File Reviewer?

- Have expertise in the applicant's discipline (usually an academic at another University)
- Impartial, appropriate and capable of making an assessment
- Be at or above the rank the member is applying for
- Where appropriate, the file reviewer should have international stature (*i.e. an internationally-recognized expert in the field*)
- Be arm's length from the candidate and able to provide an objective assessment of your work

Appropriate referees should be part of the discussion with your Unit Head. If you are unsure who would be a suitable file reviewer, consult with your Unit Head, senior colleagues and/or the QHS Staffing Office

What about internal File Reviewer?

When using a file reviewer from within Queen's, as is permitted, it is important to be cognizant of any potential bias they could have. Particularly, we strongly recommend avoiding using internal file reviewers from within the same department, and stress that the committee should be confident that the file reviewer is able to form an unbiased assessment, and to be attentive to the ways in which intra-unit relationships can compromise this.



File Reviewers

Applicants must indicate the **nature of their relationship with each file reviewer*** who is put forward for consideration, and the committee must select file reviewers that are arm's length from the applicant.

In general, an arm's length file reviewer means:

- No personal connections (family member, spouse, close friend, etc.)
- No conflict of interest (financial, other commitments, etc.)
- Not the applicants current or former supervisor
- Have not collaborated/co-published within the last 5 years, and no future plans to collaborate

**applicants should go beyond just stating the file reviewer is arm's length. They should disclose what type of interactions they have had with the file reviewer and when, and if there have been no interactions, they can state they have never met or had any contact with the proposed file reviewer*

Not every situation is clear, and in some cases the RCP Committee may have to ask for more information to determine if the file reviewer is genuinely arm's length (i.e. can make an unbiased assessment of the candidate's file). If the committee has any questions when determining arm's length status, they can reach out to the QHS Staffing Office.



Process for File Reviewer Selection

- The Member shall provide a list of prospective file reviewers to the Committee **no later than August 31**. The total number of file reviewers proposed by the Member must be **greater than the number of letters** from file reviewers required.
- The Committee shall also suggest names of prospective file reviewers who are at arm's length from members of the Committee
- The Member shall inform the Committee in writing of the nature of the relationship they have with all individuals nominated to be file reviewers.
- The Department will reach out to each file reviewer selected with the mandatory cover letter requesting confirmation of arm's length status. Only once this is confirmed and they agree, would the application be shared with them.



RCP Process Overview - Soliciting Letters and Your File

- File reviewer letters are requested and sent directly to the administrator supporting the process
- If a file reviewer requests it, their letter will be masked (signature block and letterhead removed) before it's added to your file
- The administrator supporting the process will reach out to colleagues for feedback on your file by **September 15 (Promotion)** or **October 31 (Reappointment/Continuing)** - this includes your Application File plus any additional material you choose to submit
- If you hold a cross- or joint-appointment, colleagues in those units will be included in this outreach as well
- Any student letters or evaluations in your file will be fully masked - name, email, and other identifying details removed - before being shared further



Members Application File

By September 1 (Promotion) or By September 15 (Reappointment and Continuing), the Member shall provide the following materials to the Committee:

- An up-to-date curriculum vitae;
- A separate summary of teaching experience for faculty Members (which may be in the form of a teaching dossier and which may include surveys);
- Copies (if feasible) of all relevant scholarly or creative work (or at least citations for such work) and a description of any work in progress;
- A summary of the Member's administrative service responsibilities and professional service;
- A signed Role Description (using the QHS template) including percentage of time;
- The Member at their discretion may also provide a letter of introduction to their materials and may address any career interruptions.



Application File – Cover letter

- Use your cover letter to build a frame of reference for your file, highlight specific achievements and your plans for the future
- Address any career interruptions/slow downs
- Describe the publication conventions relevant to your discipline for those who may be unfamiliar
- For promotion to Professor applications, you can use your cover letter to declare which set of criteria you are applying under (i.e. distinguished research with very good teaching, OR exceptional teaching with high-quality scholarship), and illustrate how your record of achievements meets this criteria



Application File - CV

- Make it clear and easy for your reviewers to read
- **Ensure grant funding is clearly outlined**, including dates, amounts and differentiating between grants applied for and those received
- Make it easy to differentiate **peer-reviewed scholarly work** from other, non-peer reviewed scholarly work, and what stage the publications are at (works in progress, submitted (revise & resubmit), published, etc.)
- Get advice from senior colleagues

Application File – Teaching Dossier

- The Centre for Teaching and Learning has resources and workshops on developing a teaching dossier
- Include your teaching philosophy, areas of growth, development and reflection, and address any challenges

Elements of a Teaching Dossier

The document gives you the basics of what is needed for a complete Dossier including a breakdown of how much of the dossier should focus on each individual section.

A teaching dossier is ever-evolving like a curriculum vitae or resume, however it is distinct as it focuses on current goals and relevant experiences and examples in teaching and learning within its typical 6-12 pages length.

 [Teaching Dossier Template \(Word, 34KB\)](#)

[Elements of a Teaching Dossier \(PDF, 747KB\) →](#)

Teaching Philosophy Statements

“A teaching philosophy statement is a systematic and critical rationale that focuses on the important components defining effective teaching and learning in a particular discipline and/or institutional context” - Schönwetter, D.J., Sokal, L., Friesen, M & Taylor, K.L.

This document reviews what questions could be considered in crafting your own teaching philosophy statement.

[Teaching Philosophy Statements \(PDF, 265KB\) →](#)

Positionality Statement

Positionality refers to where one is located in relation to their various social identities (gender, race, class, ethnicity, ability, geographical location etc.); the combination of these identities and their intersections shape how we understand and engage with the world, including our knowledges, perspectives, and teaching practices. As individuals and as instructors, we occupy multiple identities that are fluid and dialogical in nature, contextually situated, and continuously amended and reproduced (Alcoff, 1988).

[Positionality Statement →](#)

<https://www.queensu.ca/ctl/resources/instructors/teaching-dossier>



Tips for your application – Research and Scholarly Work

- Include copies or links/citations of your scholarly work
- Outline how your research program has developed, highlight key accomplishments and plans for your future research vision
- Ensure that the diverse forms of scholarship you are engaged in are clearly articulated in the file, highlighting the impact that this work has in the field.
- For any collaborative research projects, grant applications and publications, clearly define your role and contributions to these collaborations.



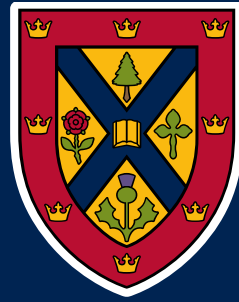
Tips for your application – Administrative and Professional Service

- Include service to the University – at the department, faculty and institutional level
- Include professional service to your discipline – highlight contributions at the provincial, national and international level
- Include any contributions to I-EDIAA both within Queen's and externally



Recommendations

- All recommendations shall be made only on the basis of information in the Promotion File and the applicable criteria.
- The recommendation shall **clearly indicate** whether the Committee supports or is opposed to the granting of Promotion, and for promotion to Professor, clearly indicate which set of criteria the applicant meets
- Template letter coming soon... should be used at all levels (Committee, Head, Dean)



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