



School of Rehabilitation Science  
Institute for Applied Health Sciences  
1400 Main Street West  
Hamilton, ON L8S 1C7  
Telephone: (905) 525-9140, x22666  
Email: roketta@mcmaster.ca

## **SCHOOL OF REHABILITATION SCIENCE**

### **Guidelines for Clinical Non-funded Appointments**

**June 2010**

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## Educational Roles

Opportunities for clinical non-funded faculty to participate include:

### **OT/PT Programs:**

Tutor in Problem-Based Learning: Work with 6-7 students for 6-12 weeks, meeting once or twice a week for 2 ½ hour, sessions to develop and address learning issues from health care problems; receive training, sponsored by SRS, through workshops offered by the Program for Faculty Development (see below). SRS pays a stipend for tutoring.

Clinical Lab Tutor: Teach and/or evaluate assessment and management skills (may vary from one or two sessions weekly for 6-12 weeks). SRS pays a stipend for tutoring.

Clinical Preceptor: Supervise students in the clinical setting for 5-8 weeks and evaluate their performance; receive training, sponsored by SRS, through workshops offered by the Program for Faculty Development. Also, SRS pays a stipend for being a preceptor.

Guest Lecturer: Lecture on a topic in your area of clinical expertise.

Committee Member: Admissions; board; ad-hoc working groups and sub-committees.

Education Resource: Assist with the development of health care problems; design clinical learning experiences; assist with student evaluation, e.g. practical exams, marking exams and assignments; be available to students for consultation in your area of professional practice;

### **Rehabilitation Science Program:**

Thesis Supervisor or Committee Member: Provide supervision and guidance to MSc and PhD students as they plan, conduct and write their thesis.

Facilitator: For on-line courses.

Guest Lecturer: Lecture on a topic in your area of clinical expertise.

## **Criteria for School Of Rehabilitation Science Clinical Non-Funded Appointments**

Two types of non-funded appointments are available in the School of Rehabilitation Science (SRS) for individuals who are employed elsewhere: 1) Professional Associate; and 2) Clinical Faculty Member. The purpose of these appointments is to recognize the significant contributions to the ongoing academic activities of the School and/or

University. Typically, an individual is nominated for an initial clinical appointment on the basis of his or her past contributions in education, research and/or service to the university and/or clinical community. Recommendations for appointment can be forwarded by any faculty member to Liliana Coman, Department Education Coordinator, at (905) 525-9140, ext. 27832 or email at [comanl@mcmaster.ca](mailto:comanl@mcmaster.ca).

### **Benefits for Both Clinical Faculty and Professional Associates:**

- SRS communications with regard to meetings and special events;
- Library privileges with on-line library access;
- Opportunity to apply for financial support to present at conferences through SRS Basmajian Travel Awards.

### **Professional Associates**

Professional Associate appointments are approved by the School of Rehabilitation Science and require an updated resume which does not have to follow McMaster guidelines.

#### *Criteria:*

- Practicing as a clinician, community expert/resource, client/consumer and/or family member;
- Made a prior contribution (approximately 50 hours per year) to the SRS, typically in an educational role in any of the SRS educational programs and is committed to continue for the following three years;
- Receive positive student feedback.

### **Clinical Non-funded Faculty**

Clinical non-funded faculty appointments are approved by the Faculty of Health Sciences, McMaster University and require an updated curriculum vitae (according to McMaster guidelines - see Appendix I) and the names of three referees who can comment on your skills in at least one of the three areas: education, research and/or clinical service.

#### **Criteria (by program):**

##### **Professional MSc OT/PT Program**

- Typically practicing as a health professional (OT, PT, other);

- Master's degree preferably;
- Have secured employer's support (if applicable) for continued involvement in SRS activities;
- Made a prior contribution (approximately 100 hours in the past year) to the SRS programs (education, research and or committee work) or have related teaching experience elsewhere;
- Made a commitment to contribute to the SRS approximately 100 hours per year for the time of the appointment;
- Typically 2/3 of these hours should be in the area of educational contributions;
- Received positive formal student evaluations;
- Has demonstrated some evidence of involvement in scholarly activity.

#### Master's in Rehabilitation Science (course based)

- Typically practicing as a health professional (OT, PT, other);
- Master's degree (post-professional preferred);
- Have secured employers support (if applicable) for continued involvement in SRS activities;
- Ideally have some experience supervising or teaching graduate students and/or e-learning experience;
- Received positive formal student evaluations;
- Made a commitment to contribute to the SRS approximately 100 hours per year for the time of the appointment.

#### Master's in Rehabilitation Science (thesis based)

- Master's degree (post-professional preferred);
- Have secured employer's support (if applicable) for continued involvement in SRS activities;
- Made a significant contribution to the SRS research graduate programs (education, research and or committee work) or have related experience elsewhere;

- Have experience supervising or teaching graduate students (preferably);
- Received positive formal student evaluations (if applicable);
- Developed research collaborations with SRS faculty members;
- Made a commitment to contribute to the SRS approximately 100 hours per year for the time of the appointment.

#### PhD in Rehabilitation Science

- PhD degree or equivalent;
- Have secured employer's support (if applicable) for continued involvement in SRS activities;
- Made a significant contribution to the SRS research graduate programs (education, research and or committee work) or have related experience elsewhere;
- Have experience supervising or teaching graduate students (preferably);
- Received positive formal student evaluations (if applicable);
- Developed research collaborations with SRS faculty members;
- Made a commitment to contribute to the SRS approximately 100 hours per year for the time of the appointment.

### **Criteria for Reappointment and Promotion of Clinical Non-Funded and Professional Associate Appointments**

#### Academic Assessment

The following measures of excellence describe customary expectations in these areas:

1. In teaching, contributions may be made to any of the following programs:  
Undergraduate (including medicine, nursing, OT, PT, and other departments in the University), Postgraduate, Graduate and Continuing Education. Evidence of excellence includes:
  - a) Positive formal student evaluation of courses;
  - b) Positive formal student evaluation of instructors;

- c) Positive peer-review of teaching as incorporated in documented reports of colleagues and chairs;
  - d) Teaching awards and grants;
  - e) Good repute and record as a thesis supervisor or supervisor of independent studies;
  - f) Development of new curricula, useful learning resources, materials and texts;
  - g) Sustained research for pedagogical purposes and its successful application in one's teaching;
  - h) Scholarly command of subject;
  - i) Willingness and ability to assist students in understanding the topic.
2. In scholarly research, evidence of excellence includes having established expertise in one or more areas of the discipline and making this expertise known in the public domain where it is available for peer review. This is demonstrated through:
- a) Development and publication of original research in journals with acceptable peer-review systems where the publication makes an original contribution to the advancement of critical understanding of the topic;
  - b) Peer-reviewed presentations on scholarly research or ideas;
  - c) The receipt of significant research grants and scholarly awards;
  - e) Publication of scholarly books or monographs or other non-traditional educational materials (together with available published or solicited reviews of these works);
  - f) Invited lectures where the invitation reflects public recognition of expertise;
  - g) Membership on editorial boards, granting agencies;
  - h) Other testimony of scholarly influence.
3. In the category of academic citizenship, contributions to the University, to the Faculty of Health Sciences (recognizing its matrix and community structure), and to the community are considered. Evidence of excellence includes:

- a) Dedication in the fulfilment of the normal obligations of membership in an academic community (e.g., University, Faculty of Health Sciences and School of Rehabilitation Science administrative roles or committee membership involving leadership and extensive time commitment);
  - b) Participation in the activities of professional societies;
  - c) Participation in external committees (i.e. Ministry of Health committees, District Health Council, Hospital);
  - d) Refereeing of fellowship and grant applications and the like;
  - e) Consultancies and related activities.
4. In clinical service, evidence of excellence includes:
- a) Quality of contributions to patient care;
  - b) The development of measures or techniques that advance the delivery of service;
  - c) Evidence of leadership;
  - d) The receipt of significant awards.

#### Guidelines for Promotions in Academic Rank

1. For Promotion from Clinical Lecturer to Assistant Clinical Non-Funded Professor:

In OT and PT where professional training is a prerequisite for employment, completion of that training, a Master's degree and satisfactory evidence of continuing professional development and scholarly involvement, together with evidence of teaching ability, is sought. These criteria, rather than years at this rank, are considered necessary.

2. For Promotion from Assistant Clinical Non-Funded Professor to Associate Clinical Non-Funded Professor:

The McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion (1998) prescribes five years (normally) in service, evidence of effective teaching, and scholarly publications and/or creative work and/or professional service representing "a significant contribution to the field". The Faculty Committee evaluates all aspects of professional activity. Evidence of excellence in teaching, scholarship, clinical

service and academic citizenship are described under A: Criteria of Professional Merit.

The Faculty Committee customarily insists that evidence of the candidate's growth and maturity as a scholar should include materials in print. These must be subject to peer-adjudication in order to establish that the candidate is a seriously recognized scholar in his/her field and be subject to external review by other scholars in the field. Other evidence of scholarly achievement, such as the development of new instruments of clinical measurement in the field, should have been scrutinized in a similar fashion.

Peer-review includes external verification that the quality of scholarship demonstrated is in keeping with that required for promotion to this rank in another university.

3. For Promotion from Associate Clinical Non-Funded Professor to Clinical Non-Funded Professor:

The Senate document prescribes six years (normally) at the Associate rank; a high degree of intellectual maturity; widely established reputation based on peer-evaluation, as a scholar; and a long-standing record as a good teacher. The Faculty Committee evaluates all aspects of professional activity. Evidence of excellence in teaching, scholarship, academic citizenship and clinical service are as described under A: Criteria of Professional Merit.

In addition to the evidence of good teaching outlined in those criteria for promotion, the Committee may consider as well, or in particular, the candidate's thesis supervisory skills, the importance of his/her role in the department's undergraduate or graduate program, and the candidate's ability, over the long term, to interest and motivate students in his/her field of interest.

The candidate's record of scholarship must clearly establish him/her as an individual known widely on the basis of scholarship which has been evaluated by established scholars in the appropriate field. Thus, the Committee normally seeks assurances that:

- a) The candidate's scholarship has moved significantly beyond the concerns of the doctoral thesis;
- b) The candidate's scholarship has been of consistently high quality according to the standards of the field;
- c) The candidate contributes consistently and substantially to scholarship in his/her field;

- d) The candidate, since being promoted to Associate Professor, has demonstrated the ability to work through a major piece of original scholarship which has made an important contribution to and has had a significant impact on knowledge in that field.

These assurances are sought in a variety of sources. Central to the process of verification are the opinions of a minimum of three external referees, senior experts in the field, who are asked to rank the candidate among his/her peers, to judge his/her suitability for promotion at McMaster University, and to judge whether the candidate would be similarly promoted in the referee's department. Candidates should not expect promotion to the rank of professor on the basis of work that has not been subjected to considerable critical scrutiny by their peers.

Approved by the Senate Committee on Appointments on June 1, 1993  
Revised March, 2000

### Program for Faculty Development Workshops

To help new faculty prepare for their educational roles, the OT and PT Programs cover tuition fees to sponsor individuals to attend workshops offered by the Program for Faculty Development (PFD), e.g.: Problem-Based Learning, Role of the Tutor and Students, and Teaching in the Clinical Setting. These workshops are offered twice annually, in spring and fall. For more information, visit PFD's website at <http://www.fhs.mcmaster.ca/facdev/>, or contact Liliana Coman in the SRS at ext. 27832.

## Appendix I

### McMaster Curriculum Vitae Guidelines for Clinical Non-Funded Faculty

Faculty members being considered for appointment, tenure, and/or promotion should have an up-to-date curriculum vitae prepared for consideration in the "McMaster Format" (<http://www.mcmaster.ca/mufa/handbook/sps15a.htm>). It is the faculty member's own responsibility to prepare and keep the curriculum vitae up-to-date and it is the responsibility of the SRS Associate Dean to see that it is accurate for cases of tenure and promotion.

The following is intended to help prepare an informative curriculum vitae. Not all signposts will be appropriate for everyone.

- a. Name in full, with common designate underlined;
- b. Home address (including postal code), telephone and fax number (including area code), email address;
- c. Business address (including postal code), telephone number and extension, fax number (including area code), email address;
- d. Other Personal Data (e.g. citizenship);
- e. Educational Background (since high school):
  - degrees, fellowships, diplomas, certificates including designation (BSc, PhD, FRCP(C), etc.); institution, department, location, year received;
- f. Current Status at McMaster:
  - rank and title, joint appointments, associate memberships
  - status (tenured, continuing appointment without annual review, term, contract, etc.);
- g. Professional Organizations:
  - name (note those that are elected positions);
- h. Employment History (include starting and ending [if appropriate] dates, ranks, departments, institutions, locations):
  - i) academic
  - ii) consultations
  - iii) other, e.g. clinical
- i. Scholarly and Professional Activities (include starting and ending [if appropriate] dates, and number of reviews if appropriate):
  - i) editorial boards
  - ii) executive positions

- iii) grant & personnel committees
  - iv) journal referee
  - v) external grant reviews;
- j. Areas of Interest (research, teaching, consulting);
- k. Honours:
  - list any honours or awards, e.g. FRSC, Governor General's Award, Honorary Degrees, fellowships, scholarships, scientific awards (including title, agency as well as starting and ending [if appropriate] dates);
- l. Courses Taught (last five years) (include department/program, course number, title, dates):
  - i) undergraduate
  - ii) graduate course
  - iii) postgraduate
  - iv) other;
- m. Supervisorships (include numbers completed, in progress, inactive and dates):
  - i) Master
  - ii) Doctoral
  - iii) Post-doctoral
  - iv) Professional
  - v) Supervisory committees
  - vi) Other;
- n. Research Funding (last five years):
  - include investigator names, dates, funding source/agency, amount, title of grant;
- o. Lifetime Publications\*:
  - i) Peer Reviewed:
    - a) books
    - b) contributions to books
    - c) journal articles
    - d) journal abstracts
    - e) other, including Proceedings of Meetings
  - ii) Not Peer Reviewed:
    - a) books
    - b) contributions to books
    - c) journal articles
    - d) journal abstracts
    - e) other, including Proceedings of Meetings

- iii) Accepted for Publication (in final form)
- iv) Submitted for Publication
- v) Unpublished Documents
  - a) technical report series
  - b) other;
- p. Presentations at Meetings\*:
  - i) Invited
  - ii) Contributed
    - a) peer reviewed
    - b) not peer reviewed;
- q. Administrative Responsibilities (include name, role: member or chair, starting and ending [if appropriate] date)
  - i) department:
  - ii) faculty
  - iii) university;
- r. Other Responsibilities

\* Publications and presentations attributable to multiple authors should adopt some sensible standard that should include all author names and initials, the order of listing the authors in the publication or presentation, journal (standard abbreviations may be used) or book title and editor; volume and number (if appropriate), starting and ending page numbers, date. Various formats and categories may be appropriate provided they agree in spirit with these guidelines.

## Sample Curriculum Vitae for Clinical Non-Funded Faculty

### CURRICULUM VITAE

**NAME** Jane Doe

**HOME ADDRESS** 123 Any Road  
Dundas ON L9H 5E3  
Phone: (905) 123-7699  
Fax: (905) 123-6577

**BUSINESS ADDRESS** Piccadily Homes  
90 Dundurn  
Hamilton Ontario L8S 2H6  
Phone: (905) 678-4311 X 11

**OTHER PERSONAL DATA** Birthdate: February 20, 1962  
Citizenship: Canadian  
Place of Birth: Hamilton ON Canada

#### EDUCATIONAL BACKGROUND

1965 McMaster University, Hamilton, Canada  
M.H.Sc. (Health Care Practice)

1963 Diploma in Physical and Occupational Therapy (Dip. P & OT)  
Department of Rehabilitation Medicine University of Toronto  
(Honours)

#### Other (i.e. Additional Courses Attended; Continuing Education)

1996 Management Leadership Course, Niagara Falls

#### CURRENT STATUS AT MCMASTER

1992 - 1995 Clinical Lecturer (part-time), School of Rehabilitation Science  
1995 - present Clinical Lecturer (reappointment), School of Rehabilitation  
Science

#### ACADEMIC HONOURS AND AWARDS

1997 SSHRC Fellowship

1995 Graduate Scholarship, \$1000.00 Canadian Association of  
Occupational Therapists

1947 Gamma Fraternity Academic Award, University of Toronto

## PROFESSIONAL ORGANIZATIONS

1993-present College of Occupational Therapists of Ontario  
1977-present Ontario Society of Occupational Therapists  
1977-present Canadian Association of Occupational Therapists  
1977-1993 Ontario College of Occupational Therapists

## EMPLOYMENT HISTORY

- i) Academic  
1997 McMaster University  
Coordinator, Master of Health Sciences Program  
1996 Sessional Instructor, BHSc Occupational Therapy Program
- ii) Consultations  
1997 Hamilton Wentworth Home Care Program - Hamilton, Ontario  
OT Consultant for access to VON/Home Care Program
- iii) Other (Clinical)  
1994 Piccadilly Homes - Guelph, Ontario  
Occupational Therapist

## SCHOLARLY AND PROFESSIONAL ACTIVITIES

*(can list editorial boards, grant & personnel committees, executive positions, journal referee, external grant reviews)*

1996 Coordinator, Ontario Society for Amputee Care Annual Conference,  
Hamilton, Ontario  
1994 President, Ontario Society for Amputee Care Conference (elected),  
Hamilton, Ontario

## AREAS OF INTEREST

*(can list research, teaching, consulting)*  
-Aging, disabilities

## COURSES TAUGHT (last five years)

*(can list undergraduate, graduate, postgraduate, other)*

- i) Undergraduate  
McMaster University  
Bachelor of Health Sciences Occupational Therapy Program  
1996 - 1997 IS Study Supervisor, Unit VI  
1996 - 1997 Clinical Skills Lab, Unit IV  
1996-1997 Tutor, Unit VI PBT  
1994-1995 Tutor, Unit III PBT
- Mohawk College  
1988-1990 Tutor, OC914, Principles of Management

- ii) Graduate  
1994 McMaster University  
Master of Health Science

### SUPERVISORSHIPS

*(can list master, doctoral, post-doctoral, professional, supervisory committees, other: include number completed, in progress, inactive and pertinent dates)*

- 1989 - 1990 McMaster University  
Preceptor, 3 Occupational Therapy Students, Vocational Rehabilitation Unit

### LIFETIME RESEARCH FUNDING

- Funding Agency: The Bankers Association  
Amount: \$66,000.00 (current fiscal year: 1997)  
Funding Period: 1994-1998  
Dept where funds held: School of Rehabilitation Science  
Project Title: "Development of a Wheelchair Accessible Banking System"  
Investigator(s): Jane Doe, Geoff Burman

### LIFETIME PUBLICATIONS

- i) Peer Reviewed  
*(Can list books, contributions to books, journal articles, journal abstracts and other, including proceedings of meetings)*
1. Doe, J., (1984). A model for implementing wheelchair access in the community. The American Journal of Occupational Therapy, 39 (4), 253-56.
  2. Doe, J., Ward, K. (1983). The relationship of person and environment. The Canadian Journal of Occupational Therapy, 59 (3), 23
- ii) Not Peer Reviewed  
Doe, J., (1990). A handbook of Environmental Control Systems for the Aged. Aging Council of Canada, 34 (2), 19
- iii) Accepted for Publication  
*(In final form)*
- iv) Submitted for Publication  
Doe, J., Exploring the Use of Wheelchair Access.
- v) Unpublished Documents  
Doe, J., (1995) A Discussion Paper on A Curriculum Model Teaching Environmental Access.

## LIFETIME PRESENTATIONS

- i) Invited
  - 1. Doe, J., "Back Problems". Panel, Canadian Physiotherapy Association, Annual conference, Hamilton, 1997
  - 2. Doe, J., "Sclerosis". Canadian Physiotherapy Association, Annual conference, Hamilton, 1997
  
- ii) Contributed
  - a) Peer -reviewed  
Doe, J., Black E., "Balance Issues with Seniors". Gerontology and Rehab Conference, Ottawa, 1996
  
  - b) Not peer-reviewed  
Doe, J., Bish J., "The Role of the Consumer in Preventing Falls". Senior's Interest Group, Hamilton, 1995

## ADMINISTRATIVE RESPONSIBILITIES

*(include name, role: member or chairman, start & end dates)*

- i) School/Department  
School of Rehabilitation Science, McMaster University  
1996-present          Chair, Executive Committee
  
- ii) Faculty of Health Sciences  
1996 - 1995          Member, Primary Care Steering Committee
  
- iii) University  
1995 - 1996          Member, Senate Committee

## OTHER RESPONSIBILITIES

Bachelor of Health Sciences Program, McMaster University  
1996 - 1995    Interviewer, Admissions Committee