

15. APPLICATIONS FOR PROMOTION TO CLINICAL ASSOCIATE PROFESSOR AND CLINICAL PROFESSOR

If you are a Clinical Lecturer or Clinical Senior Lecturer employed by the University for 0.1FTE or more, you may apply for promotion to Clinical Associate Professor or Clinical Professor. Normally you would be expected to have a University commitment of 0.1 FTE or greater with a minimum teaching load of one half day per week required before your application will be accepted. If you are employed for less than 0.1 FTE and special circumstances apply, you may seek permission to apply from the Deputy Vice-Chancellor (Academic).

To be promoted you will need to show that your academic and professional eminence is such that if you were a permanent University academic staff member you would be likely to be appointed at, or promoted to associate professorial level or professorial level.

You should read this section in conjunction with Section 3: [Preparing your application](#).

The criteria for promotion to Clinical Associate Professor are set out in [Appendix 1, Schedule 5](#) and for promotion to Clinical Professor are set out in [Appendix 1, Schedule 6](#).

Like all other applicants for promotion, you need to provide evidence that you have achieved the required standard in teaching, advancing knowledge and professional practice, and service to the University and community.

Before you start, you are strongly encouraged to seek advice from colleagues who have applied for promotion in the past or from Heads of Departments. They may be able to guide you in the ways to present your evidence in such a way that the Promotion Committee is able to assess your contribution with confidence.

For promotion to Clinical Professor you will need to demonstrate sustained leadership in at least two areas of:

- teaching, assessment and curriculum development; and/or
- research and/or advancing professional practice; and/or
- service to the University and the relevant external community.

You are encouraged to refer to the promotion criteria ([Schedule 5](#) or [Schedule 6](#)) for advice on areas where leadership can be demonstrated.

TEACHING

Clinicians often undertake relatively little organised teaching for the University. However, you need to provide evidence that you have reached the required standard. Failure to provide evidence of teaching competence means that the Promotion Committees will not be able to assess your performance and, as a result, the application for promotion may be declined.

As a clinician you may be teaching small groups. Collecting student feedback data via questionnaire from small groups of students can be problematic as the lack of confidentiality may inhibit students from making full and frank responses and data from small samples has less validity than larger samples. It is important however, that these groups of students are given the opportunity to provide feedback. It is recommended that you use a process of peer review or combine the questionnaire data from a number of similar small groups into a single set of results. Further information on the options can be found on the HEDC website at <http://www.otago.ac.nz/hedc/evaluate/small-groups/index.html>

You may need to distinguish between your university teaching and teaching for professional programmes (such as for the College of Surgeons or other examples). You may use your teaching for professional programmes as part of your evidence but your role in the teaching and the significance of evidence of quality of teaching should be fully summarised and explained in the personal statement or your self-evaluation of teaching which forms part of the Otago Teaching Profile. Any documentary evidence of competence in teaching professional papers should not be included with the application itself. Instead, the evidence should be listed in your on-call documents and be available to the Promotion Committees if required.

For further information on the Otago Teaching Profile, see Section 3.5: [Teaching, assessment and curriculum development](#) and Appendix 3: [The Otago Teaching Profile](#) in this document or go to HEDC website: <http://www.otago.ac.nz/hedc/evaluate/profile/index.html>

ADVANCING KNOWLEDGE AND/OR PROFESSIONAL PRACTICE

Research

You should highlight your achievements in research by drawing attention to publications in scholarly journals or the publications of books, book chapters and so on. Use the criteria in [Appendix 1, Schedule 5](#) (Promotion to Associate Professor) or in [Appendix 1, Schedule 6](#) (Promotion to Professor) as a guide to identify appropriate research outputs to highlight (outputs, peer esteem and contributions to the research environment).

Advancing Professional Practice

Advancing knowledge and professional practice is demonstrated by a sustained academic contribution to your profession/discipline. It is not simply performance as a clinician. Examples of advancing knowledge and professional/clinical practice might include:

- providing evidence that your work has advanced or influenced clinical practice;
- academic and professional contribution in roles on government, and/or requests to run information or training sessions for the government, iwi bodies, professions etc which have influenced or changed clinical practice, policy or advanced or expanded knowledge in the profession, field or discipline;
- professional peer recognition of contributions to work in profession, both nationally and internationally;
- fostering the introduction of new technology.

In your personal statement, you need to make it clear which parts of your work constitute advancing professional practice and which parts are service to your profession.

SERVICE TO THE UNIVERSITY, COMMUNITY AND/OR PROFESSION

Given that your University hours are likely to be modest, your application generally will focus on your service to your profession.

Support or involvement in professional activities or organisations would be considered service unless it can be demonstrated that the involvement contributes to an advance in knowledge or changes in clinical practice.

Examples of service to a profession might include:

- supporting and contributing to the promotion of the profession or discipline (including, for example, the revitalization of te reo Māori);
- performance as a practitioner;
- taking a leadership role in a professional association or chairing a professional consultancy would be considered service unless the role generated changes to the profession because of scholarly activity. Being a chairperson of a professional association and maintaining business as usual would be regarded as service.

Explain your service role. It can sometimes be difficult to demonstrate the significance of an activity but without this explanation Promotion Committees will not be able to assess your contribution.