

# Creative Professional Activities (CPA)

This document acting as a guide and a checklist was created by the CPA Committee, Department of Psychiatry, University of Toronto. This is an edited version of the guidelines for CPA used by the Department of Psychiatry as part of their senior promotions process for Associate and Full Professor promotion. Edits were made to conform to the needs of the basic science, rehabilitation science and clinical departments in the Faculty of Medicine. This document has two parts for addressing CPA – Part A “Considerations for Applicant” and Part B “Promotions Committee Reviewer Guide”. It is felt that these two documents are useful to faculty members and departments in presenting and assessing the CPA part of the promotions dossier.

## Considerations for Applicant Part A

It is important that your CPA dossier include specific detail on the CPA(s), information concerning your role (leadership vs. team member) and any information that can support the impact and significance of the CPA.

- Did you provide a clear description of the creative professional or scholarly activity/activities?
- How does the CPA contribute to the academic enterprise? How does it relate to your position or appointment? How did it come about?
- Did you include objectives or goals for the CPA? Are they clearly described?
- Were any goals or objectives based on a clinical issue, a population need or system issue? If so, indicate that. How did you come to know about the issue/population in need, etc.?
- What was your specific role? Indicate whether you were a leader of the CPA or a team member? Did you originate the idea? Did you implement the CPA? It is important to be clear on your role(s), activities, etc. and to indicate how others were involved.
- Briefly describe whether significant mentors contributed and how.
- Did you provide any mentorship to others in relation to the CPA? Were there opportunities for teaching around the CPA experience/learning?
- What is the significance of the CPA? For example, what does it mean? Does it make a difference? If so, how? (Describe the significance and impact in detail and provide evidence to support any impacts).
- Did you include testimonials, letters of support, unsolicited letters or other evidence to demonstrate impacts/significance?

- Did any formal or informal evaluations occur? Were they planned as part of the CPA? What did they demonstrate?
- Can you provide evidence of “excellence”? (i.e. evaluations, letters of support on changes or impacts, pre post evaluations, testimonials, changes of practice, etc., others adopt approach?, invites to present or provide product/process?)
- Can you describe any specific impacts or changes to practice? To a community? To a policy? Did your CPA contribute to new frameworks or theories?
- Can you provide any evidence of national or international impacts? Or significance?
- Will the CPA be sustained? If so, how or what plans are underway to sustain it (them)?
- Did you describe any associated dissemination activities or plans? Did any knowledge translation activities occur that can be included in your description? (i.e. peer reviewed articles, non-peer review, rounds, newspapers, films etc, community etc.)

Modifications  
June 8, 2015

# CREATIVE PROFESSIONAL ACTIVITY (CPA)

## Part B

### Promotions Committee Reviewer Guide

The purpose of this guide is to assist in the evaluation of the creative professional activity (CPA) of applications to the promotions committee. For each of the following items, please consider the dossier components by placing a checkmark in the most appropriate box. It is important to consider whether clear descriptions of the CPAs, the applicant's role in the CPAs, and the impact or significance of the CPAs are provided. The categories within this framework may be useful in guiding discussions around specific areas of the CPA provided by the applicant.

Description of CPA	Absent	Competent	Excellent	N/A
1. Clear career statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provision of a vision statement for the CPA that is related to applicant's position/appointment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clear description of creative professional activity/activities, including the process or product(s) that contribute to academic enterprises (intervention programs, manuals, reports, policy documents, curriculum resource materials, film, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Clear goals for each CPA activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Goals were based upon community/population identified needs/strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Activities and/or processes were developed with community partners if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Role of Applicant in CPA</b>				
7. Clear description and evidence of the applicant's role in CPA (Is applicant the leader of the CPA? Or part of a team? The applicant brought the vision or implemented the idea? What tasks were completed by the applicant and were they distinct from other faculty or participants?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Impact &amp; Significance</b>				
8. Quantitative and qualitative evaluation of program/activities occurred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Evidence of significant impacts or change to community/population/policy/clinical practice to determine excellence in CPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Evidence that outcomes have led to improvements, new approaches or better understanding in service/quality of care/processes/policies/fundamentals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Evidence of adoption of approach or use of product by others (National/International)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Non-conflicted and colleague letters demonstrating impact at community/sector levels (National and International)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Evidence of sustained relationships/partnerships with community/organizations/populations (how will CPA be sustained?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Dissemination/Knowledge Translation</b>				
14. Multiple dissemination strategies applied (articles-peer-reviewed/non-peer-reviewed, rounds, novels, films, newsletters, journals, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Dissemination to the scholarly/trainee/non-scholarly peer/lay community (evidence of dissemination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>