

Criteria for Promotion and Tenure: Non-Bargaining Unit Clinical Faculty

Office of Accountability:	Office of the Dean
Office of Administrative Responsibility:	Promotion and Tenure Committee, Non-Bargaining
Approver:	Faculty Council
Approval Date:	March 19, 2024

Vision: An inclusive, vibrant and cutting-edge hub of discovery and learning that is tangibly contributing to the health and wellbeing of people locally and globally.

Overview

For clinical faculty members of the Faculty of Medicine (FoM), excellence in the pillars of **Scholarship of Discovery, Scholarship of Education, Excellence in Leadership, and Clinical Excellence** are key roles through which they can contribute to the mission and mandate of the FoM. The FoM has a responsibility to advance the health of the people and communities it serves through aligning education, research, and service activities to address leading health issues. Through the Promotion and Tenure (P&T) of clinical faculty who demonstrate excellence in all they do, the FoM will successfully achieve its Mission:

“To meet the unique health needs of the communities we serve and advance population health through integrated excellence in education, research, scholarship, and social responsibility.”

Purpose

This document outlines the criteria on which P&T are based. Specifically, the purpose of this document is to:

- Familiarize faculty members and Discipline Chairs with P&T criteria;
- Highlight the process by which a faculty member’s P&T assessment file is considered.
- For the details on how to organize material for presentations to the P&T Committee, please refer to the Faculty Handbook: A Guide to Promotion and Tenure.

Definitions

- **Clinical Faculty:** A physician in practice with a full-time or part-time academic appointment in the FoM.
- **Curriculum Vitae (CV):** A document providing an account of a person's education, qualifications, and work experience. CVs include information on one's academic background, including teaching experience, degrees, research, awards, publications, presentations, and other achievements. See Appendix A for a CV template in the Faculty Handbook.
- **Discipline Chair:** The faculty member responsible for the academic mission of a clinical discipline.
- **Promotion:** The recognition of academic performance according to criteria and expectations established by the FoM and relevant governing policies and procedures of Memorial University.
- **Promotion and Tenure Committee:** The Committee is required to adjudicate applications for P&T and make recommendations to the Dean of Medicine. Please see the P&T Committee Terms of Reference. <https://www.mun.ca/medicine/administrative-departments/faculty-affairs/promotion-and-tenure/>
- **Teaching Dossier:** A summary of a faculty member's major teaching accomplishments and strengths. Please review the Faculty of Medicine teaching dossier framework (Appendix E, Faculty Handbook: A Guide to Promotion and Tenure).
- **Tenured Appointment:** A continuing full-time faculty appointment without term, subject to maintaining both academic and clinical activity, which is appropriate for the academic role and position held.

Promotion and Tenure Criteria

Promotion and Tenure are not automatic, nor are they solely time based. The awarding of P&T will reflect the many different routes that applicants can take to achieve significant academic milestones. The professional attributes of an applicant, and their accountability to the FoM, will also be important components of their P&T assessment file. In this document, four (4) pillars of excellence are described: **Scholarship of Discovery, Scholarship of Education, Excellence in Leadership, and Clinical Excellence.**

Evaluation for P&T will involve the assessment of an applicant's contributions to the pillars of **Scholarship of Discovery, Scholarship of Education, and Excellence in Leadership**, in addition

to **Clinical Excellence**. **Clinical Excellence** is considered a baseline pillar for all applicants. It is the expectation that all physicians appointed to the FoM demonstrate exemplary clinical practice and act as role models for the profession. Therefore, all applicants are required to describe their accountability and contributions to excellence in clinical medicine in their P&T assessment file (i.e. **Clinical Excellence** cannot be considered a major pillar).

Applicants can choose a major pillar, where the majority of their achievement will be focused, with progress in the remaining pillars. Alternatively, applicants may demonstrate substantial progress in all three (3) pillars. This refers to the following three pillars: **Scholarship of Discovery, Scholarship of Education, and Excellence in Leadership**.

The P&T Committee will interpret the criteria and take into consideration the context for those applicants from distributed sites.

The criteria for promotion found in this document serve as a guide to applicants, Discipline Chairs and the P&T committee.

Recognition of Indigenous Knowledge and Scholarship in Promotion and Tenure

Indigenous Faculty members may have research, teaching and service grounded in Indigenous methodologies and ways of knowing. This scholarship often demonstrates scholarly impact in ways that differ from conventional Western academic norms. Recognition of Indigenous frameworks and values is essential to ensure equitable, inclusive, and respectful promotion practices that honor the integrity of both Indigenous and Western knowledge systems. The Faculty of Medicine recognizes the importance of Indigenous knowledge, as defined and practiced by Indigenous scholars and communities. This includes, but is not limited to, knowledge of Indigenous languages, ceremony, land-based practices, worldviews, governance, medicines, history, and teachings. Indigenous knowledge keepers and reviewers with expertise in Indigenous scholarship may be consulted as part of the evaluation process, if deemed necessary by the committee or Indigenous Faculty member.

Promotion

Promotion recommendations and decisions are based on academic performance since the most recent appointment or promotion decision at Memorial University. Applicants must demonstrate a progressive yet sustained record of academic achievement during this time. Previous performance and experience from another recognized university may be included, however only work from the most recent appointment or promotion decision will be considered.

Promotion to Associate Professor (Full-time or Part-time)

- Promotion will require significant achievement in a particular field of expertise in at least one of the pillars with demonstrated progress in all pillars or alternatively, substantial progress in all three (3) pillars.
- Achievements of the applicant during the time that the applicant has been at Memorial University will be examined in detail.

Promotion to Full Professor (Full-time or Part time)

- Promotion to the rank of full Professor will require **national or international** recognition of excellence in a particular field of expertise in at least one (1) of the pillars with substantial contribution in the other pillars.

Tenure Appointment

- Granting of tenure will be based on achievement in the applicable standard.
- Tenure will only be granted when the applicant has met the appropriate time requirements in their academic career, as described on the next page.
- If tenure is granted at the Assistant Professor rank, promotion is automatic.
- Part-time faculty are not eligible for tenure.

Negative Recommendation

If an Assistant Professor or an Associate Professor applies for tenure the first time and receives a negative recommendation, they can reapply for tenure once more within two (2) years. If the applicant is not recommended for tenure a second time, their current appointment will be terminated and will then be converted to part-time. The individual will be expected to complete any commitments or projects associated with their role as a full-time faculty member.

If an Associate Professor with tenure applies for promotion and receives a negative recommendation, they will continue as an Associate Professor. They will be able to reapply for promotion at any point in their career.

If a faculty member does not agree with a negative recommendation, they can appeal the recommendation as per the FoM P&T Appeal Process.

<https://www.mun.ca/medicine/administrative-departments/faculty-affairs/promotion-and-tenure/>

When to Apply for Promotion and Tenure

Physicians appointed to a faculty position within the FoM at Memorial University will be eligible for tenure (full-time tenure-track faculty) and promotion (full-time and part-time faculty). Please find the timelines when faculty are typically eligible to apply for P&T after being appointed to the FoM below. Applicants are to count their years of service according to the calendar year they were appointed or promoted. For example, if you were appointed in February 2025, the commencement of the second year of service will be September 2026. If you were appointed in December 2025, the commencement of your second year of service will be September 2026.

Academic rank when appointed to the FoM	Promotion Rank	Time to Promotion	Time to Tenure Appointment
Assistant Professor	Assistant to Associate Professor	Must apply in 6 th year of appointment	Must apply in 6 th year of appointment
	Associate to Full Professor	Eligible to apply in 6 th year of appointment	
Associate Professor	Associate to Full Professor	Eligible to apply in 3 rd year of appointment	Must apply in 3 rd year of appointment
Full Professor		N/A	Must apply in 3 rd year of appointment

Early Promotion

- In exceptional cases, as recommended and approved by the Discipline Chair and Dean of Medicine, applicants at the Assistant Professor rank may apply for early promotion in their 5th year of appointment. Otherwise, applicants are to follow the timelines listed above. Applicants cannot apply for early promotion to the Full Professor rank.
- Applicants can only apply for early promotion once in their academic career.
- Applicants **cannot** apply for early tenure.

Promotion and Tenure Extension

- The FoM recognizes that circumstances can arise that result in faculty needing more time to prepare for promotion and tenure. Such circumstances are:
 - Parental leave
 - Illness (personal or immediate family)

- Educational leave
 - Extraordinary service demands for a short term as negotiated by the Clinical Chief and Discipline Chair
- Faculty members who have approved leave during their appointment, will have this time added to their time to promotion and tenure without penalty.
- The maximum amount of time to be granted for a promotion and tenure extension is **two (2) years**.
- All extensions must be supported by the Discipline Chair and approved by the Dean of Medicine.
- Typically, a faculty member can only be granted an extension once in their academic career.
- If a faculty member does not meet expectations and if opportunities for P&T are not being availed of as per the timelines above, the Chair will discuss converting to part-time appointment with the faculty member via the annual review process.

Process Timeline

- **August 15** – Applicant sends a letter to their Discipline Chair* indicating that they are applying for promotion and/or tenure.
- **September 1** – Applicant sends their complete P&T assessment file to their Discipline Chair* for review and guidance in preparation for the final submission to the Dean of Medicine.
- **By October 1** – Applicant sends a letter addressed to the Dean of Medicine (medacademicaffairs@mun.ca) and copied to their Discipline Chair, indicating that they are applying for promotion and/or tenure.
- **October 15** – Applicant sends their complete P&T assessment file on a USB to the Dean of Medicine Office, along with a separate list of external reviews and contact information (not included on the USB).
- **By October 31** – Dean's Office notifies the applicant of the receipt of their P&T assessment file, and will ask the applicant to confirm the accuracy of their uploaded documents to the secure website. All electronic correspondence should use your @mun.ca email address. The P&T assessment file is reviewed for completeness by the Chair of the P&T Committee and the Manager of Academic Affairs.

- **November-December** – Dean's Office will contact the applicant's external reviewers. The reviewers are asked to review the applicant's P&T assessment file, via the secure website, and to make a recommendation.
- **January-February** – P&T Committee meets to review the applicant's complete P&T assessment file, which will include the recommendations from the external reviewers.
- **March-April** – P&T Committee sends the Dean of Medicine their recommendation for each applicant.
- **Before May 1** - Dean of Medicine reviews the recommendation from the P&T Committee and makes a recommendation to the Provost and Vice-President (Academic).
- **May-June** - Provost and Vice President (Academic) reviews the P&T file which includes the recommendations from the P&T Committee and from the Dean of Medicine. The Provost and Vice President (Academic) then forwards their recommendation to the President of Memorial University.
- **July-August** – The President of Memorial University makes their recommendation and copies the applicant and the Dean of Medicine. Promotion and/or change of status becomes effective September 1.

*If a Discipline Chair is applying for P&T, a senior faculty member at the Associate Professor or Professor rank in their discipline can act in the capacity of a Discipline Chair for the P&T process.

Four Pillars of Excellence

To provide guidance for the P&T process, the section below provides both narrative and tabular descriptors of the four (4) pillars: **Scholarship of Discovery, Scholarship of Education, Excellence in Leadership, and Clinical Excellence.**

It is important to note that these descriptors are not meant to be exclusive or limiting; they are examples. Some applicants will have important activities and achievements that are not listed here that demonstrate excellence in one (1) or more of the pillars. When preparing the P&T file, applicants are asked to provide as many examples as possible regarding the applicable bullets contained in the tables as this will strengthen the application. Similarly, applicants are asked to describe any contributions that may not fully align with the bullets contained in the tables. Only the achievements documented in the file can be considered by the P&T Committee. Achievements will not be considered in more than one pillar (no duplication).

Excellence of Discovery

Scholarship of Discovery encompasses basic, population, clinical, applied health and educational research. The FoM strives to promote and perform research with the aim of advancing the health of the people and communities it serves. The quality of the scholarship in discovery will be judged in comparison to peers in the FoM and to others in the same field at peer institutions.

These descriptors are not meant to be exclusive or limiting; they are examples.

Scholarship of Discovery Examples		Rank		
1	Demonstrates understanding critical appraisal.	Assistant Professor	Associate Professor	Full Professor
2	Receives research QI/QA* funding from a non-peer reviewed source.			
3	Co-author of peer-reviewed research publications.			
4	Presents original research at local/regional peer-reviewed academic conferences.			
5	Completion of research course(s).			
6	Completes QI/QA projects and demonstrates the impact of the project of one's own clinical practice.			
7	Works alongside and partners with equity deserving groups in the performance and publication of EDI-AR** projects locally.			
8	Research supervisor for medical student(s)/resident(s).			
9	Site investigator in multi-centered clinical research published in peer-reviewed journal.			
10	Peer reviewer for scientific/educational journals.			
11	Reviewer for granting agency/agencies.			
12	First or senior author of peer-reviewed research publication(s) or book chapter(s).			
13	Demonstrates innovations that have led to improvements in clinical care locally/regionally.			
14	Significant published research inspired by and responding to the needs of the local community/region.			
15	Engages with the public locally/regionally about scholarly projects and discoveries occurring within the Faculty of Medicine.			
16	Research supervisor for graduate student(s).			
17	Completes QI/QA projects and demonstrates the impact of the project beyond one's own clinical practice.			

*QI/QA = Quality Improvement / Quality Assurance

**EDI-AR = Equity, Diversity, Inclusion and Anti-Racism

18	Creates a commissioned research synthesis document or writes report(s) that influences public policy.		Associate Professor	Full Professor	
19	Completion of a research-based graduate degree.				
20	Consistently presents original research at peer-reviewed academic conference as first/senior author nationally/internationally.				
21	Primary applicant of (successful) funding applications from a peer reviewed source.				
22	Scientific chair of local or regional meeting.				
23	Participates in research administration.				
24	Receipt of Local/Regional Research Award.				
25	Demonstrates substantial and sustained publication record as first or senior author.				
26	Member of a national or international granting/research agency.				
27	Receipt of a national/international research award.				
28	Senior research administrative position.				
29	Engages with the public nationally/internationally about their scholarly projects and discoveries.				
30	Consistent primary applicant of (successful) funding applications from national funding organizations.				
31	Editor of national/international journal.				
32	Scientific chair of national/international meeting.				
33	Primary investigator in a multicenter clinical trial published in a peer-reviewed journal.				
34	Works alongside and partners with equity-deserving groups in the performance and publication of EDI-AR projects nationally/internationally.				
35	Demonstrates significant innovations that have led to improvement in clinical care nationally/internationally.				

Examples of Ways to Demonstrate Achievement

- 1 Examples include consistent participation in a journal club, and delivery of critical appraisal lectures.
- 2 Received money from non-peer reviewed sources such as from discipline funds or grants such as SURA (Student Undergraduate Research Award).

- 3 Has a publication in the literature that can be found in a searchable database such as Medline or PubMed.
- 4 Presents research findings at a scientific meeting (poster/podium presentation).
- 5 Examples include a Clinical epidemiology course; a Research methods course; or research modules created by Office of Professional and Educational Development.
- 13 Should improve care beyond one's own clinical practice. Examples may include involvement in clinical practice guideline development, creation of an educational healthcare webpage, improving the utility of telemedicine in clinical care.
- 14 Examples include obesity, genetic syndromes, health care delivery to a distributed population or working alongside and partnering with equity-deserving groups in the performance of EDI-AR projects.
- 15 Examples include obtaining funding from local businesses and individuals, engaging with local media regarding their research activities within the Faculty of Medicine.
- 18 A commissioned research synthesis document synthesizes results across studies to reach an overall understanding of a problem.
- 19 This includes an advanced degree with an associated thesis document with ongoing demonstrated use of this degree.
- 20 Presents research findings at a scientific meeting (poster/podium presentation), case reports should not be considered.
- 22 Applicants should provide a meeting agenda, target audience and number of attendees.
- 23 Examples include the Health Research Ethics Board/ethics board membership, hospital research committee membership (ex. Research Proposals Approval Committee), or chair local research committee. May also include work as local Resident Research Director or Clinical Research Director.
- 25 Examples include first or senior author of landmark paper in a prestigious international journal, multiple papers in high-impact journals that significantly impact the field of study.
- 26 Examples of membership include chair, board member, review committee member, etc. An example of a national granting agency would be the Canadian Institute of Health Research.

- 28 Examples include Vice Dean of Research, Assistant Dean of Clinical Research, University Research Chair, or Ethics Committee Chair.
- 30 Examples include the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, the Social Sciences and Humanities Research Council of Canada, and the Canada Foundation for Innovation.
- 31 Other leadership roles within a journal may qualify, such as Editorial Board Member or Associate Editor.
- 34 Publishes research that is co-created (or in collaboration or alongside and partnering) with equity-deserving individuals and their communities/groups. Works alongside and partners with equity-deserving groups in the performance and publication of EDI-AR research projects.
- 35 Examples include patents, inventions, and development of a new interventional procedure.

Excellence in Education

Promotion requires that the applicant has contributed in a meaningful way to the achievement of the Faculty's and the University's educational mission. EDI-AR will be incorporated throughout teaching and learning at every level. The applicant should incorporate community engaged scholarship in line with the faculty's mission of social accountability.

Related activities include curriculum development, innovation in instructional delivery methods and evaluation, and leading major program development. Details of teaching evaluations must be part of the Teaching Dossier of each applicant for promotion, as applicants must be effective teachers.

These descriptors are not meant to be exclusive or limiting; they are examples.

Scholarship of Education Examples		Rank		
1	Pursuit of further training in education.	Assistant Professor	Associate Professor	Full Professor
2	Member of an evaluation committee within the Faculty of Medicine.			
3	Participation in a national education meeting or national oral exam contributions.			
4	Demonstrated commitment as a teacher.			
5	Regular participation in national education meetings or demonstrates regular presentations on innovations in medical education.			
6	Demonstrates involvement in the accreditation of educational programs.			
7	Development of evaluation plans and techniques.			

8	Involvement in the peer review of curriculum for your specialty on a national level, or for any level of medical education.		Associate Professor	Full Professor
9	Presentations on educational topics or innovations in medical education at national meetings.			
10	Development and implementation of education workshops at the provincial, regional, national, and/or international levels.			
11	Has engaged in continuous quality improvement of their own educational practice.			
12	Receipt of local, regional teaching awards.			
13	Receipt of national, and/or international teaching awards.			
14	Sustained record of published scholarly educational activities.			
15	Development, implementation and dissemination of bold initiatives in medical education.			
16	Recognized as an innovative and/or excellent teacher in their discipline.			
17	Signification contribution to a national medical education committee or board.			
18	National or international recognition for the integration of Indigenous values, ethical principles, and cultural humility in medical education content, curriculum or assessment.			
19	National or international recognition as an innovator or leader in rural based medical education.			

Examples of Ways to Demonstrate Achievement

- 1 Educational development conferences, diploma or certificate in medical education, seminars in evaluation and curriculum development.
- 2 This could include Discipline specific competency committee work or residency program training committee, site evaluator, completion of Entrustable Professional Activities on a regular basis, undergraduate evaluation committee or appeals committee, clinical skills committee.
- 4 Demonstrating satisfactory teaching quality as evidenced by teaching evaluations; showing sustained effort to facilitate innovative and engaging teaching and education that embodies the vision of the Faculty of Medicine.
- 5 Examples include work specifically related to education topics. The topic of education may have a clinical focus, but it must be innovative within the medical education context. Other examples include work on Royal College or College of Family Physician specialty committees, exam board committees, and area of focused competence committees.
- 6 Accreditation of medical school, postgraduate residency program or continuing professional development program. The applicant must be involved at a deep level, for

example review of needs assessment, preparation of documents for accreditation. Other examples include the scientific planning committee for conferences and meetings.

- 7 This may include participation in practice ready assessments, remedial learning plans for a medical student or residents in difficulty, simulation evaluation techniques or peer practice review.
- 11 Examples include peer observation, portfolio-based assessment, and/or 360 evaluations of their educational roles/leadership.
- 15 Publication and dissemination of a novel education method with invitation to present the work internationally. Co-creating with Indigenous communities to develop on-the-land and community-based learning opportunities.
- 16 For example, one who embodies EDI-AR in their educational practice as evidenced by national or international-level teaching awards, recommendations, nominations or via the developed courses, curriculum or assessment models.
- 17 Examples of membership include chair, board member, or executive member in organizations such as the Royal College of Physicians and Surgeons of Canada, the College of Family Physicians of Canada, or the Association of Faculties of Medicine of Canada.
- 18 Examples include: Integrating Indigenous knowledge and ways of knowing into curriculum, co-creating on-the-land and community-based learning opportunities with Indigenous communities, or member of an Indigenous advisory committee. The creation of educational content that is inclusive of equity-deserving communities and demonstrates cultural humility.

Excellence in Leadership

The development of leadership skills is essential for the advancement of one's professional career. As Leaders, physicians engage with others to contribute to a vision of a high-quality health care system and take responsibility for the delivery of excellent patient care through their activities as clinicians, administrators, scholars, or teachers.

These descriptors are not meant to be exclusive or limiting; they are examples.

Scholarship of Leadership Examples		Rank		
1	Committee membership.	Assistant Professor	Associate Professor	Full Professor
2	Community volunteer, as related to your academic position.			
3	Pursuit of professional development.			

4	Leadership role in community engaged scholarship.		Associate Professor	Full Professor
5	Academic administrative position.			
6	Administrative position - Regional Health Authority.			
7	Committee Chair – Faculty, University, Regional Health Authority, Provincial Organization.			
8	Completion of a graduate degree in leadership.			
9	Member of national committees.			
10	Demonstrates impact of leadership in EDI-AR principles.			
11	Demonstrate leadership in public engagement.			
12	Recognized as mentor.			
13	Demonstrate leadership in clinical innovation.			
14	Senior administrative position.			
15	Significant contribution to society while in a leadership role.			
16	Member on the editorial board of a high-impact journal.			
17	Chair of a national committee.			
18	Demonstrate leadership nationally and internationally in public engagement.			
19	National/international organization – Governance position.			
20	Receipt of a major service or leadership award.			
21	Leader in clinical innovation at national or international level.			
22	Executive leadership designation.			

Examples of Ways to Demonstrate Achievement

- 1 Member of several committees; describe role and responsibilities for each.
- 2 Volunteer activities which further scholarly and educational roles; highlight leadership contributions.
- 3 Leadership courses or programs; list and give brief overview of courses or projects.
Examples include professional development regarding skills for leading diverse teams or communicating effectively across cultures.
- 4 Leadership role in the development/implementation of community or social accountability initiatives.

- 5 Program Director, Phase Lead, Clinical Discipline Coordinator, Equity Diversity and Inclusion Anti-Racism (EDI-AR) Lead, Social Accountability Lead, Research Lead.
- 6 Division Chief, Clinical Chief, VP Medicine.
- 7 Committee Chair; highlight role and impact of service.
- 8 Graduate degree, national or internationally accredited leadership program. If completion of degree/program prior to appointment, must demonstrate application of skills.
- 9 Membership; describe role and responsibilities.
- 10 Leadership in University, Regional Health Authority, professional organizations.
- 11 Develop and improve policies, structures and systems that support public engagement.
- 12 Involved in a mentorship program, mentorship awards, 360-degree leadership evaluations or annual progress reviews highlighting mentorship activities. Regular participation in recognition strategies and nomination of awards. Providing mentorship and leadership development opportunities for individuals from equity deserving groups.
- 13 Contribute to health policy, practice guidelines, development of patents/technologies with demonstrated impact.
- 14 Assistant/Associate Dean, Discipline Chair, Vice Dean of Medicine.
- 15 Lead through organizational change, development of widely adopted initiatives, development of public policy, includes demonstrable impact through EDI-AR initiatives.
- 16 Highlight role on the editorial board.
- 17 Chair of a national grants panel, Royal College of Physicians and Surgeons/College of Family Physicians of Canada, national professional society.
- 18 Developing policies and programs that value and support public engagement.
- 19 President, member of Executive Committee, Member/Chair of a Board of Directors, Government; describe role and contributions.
- 20 From University, Regional Health Authority, Professional Society.
- 21 Development and implementation of clinical innovation with substantial impact to communities/clinical practice/populations at national or international level.
- 22 Nationally or internationally accredited leadership designation (i.e. Canadian Certified Physician Executive).

Clinical Excellence

Clinical faculty are unique in that their patient care roles and responsibilities provide the foundation for clinical teaching and research within the FoM. Clinical faculty are the role models for present and future physicians of Newfoundland and Labrador and have a responsibility to exemplify the CanMEDS/CanMEDS-FM roles and competencies. These descriptors are not meant to be exclusive or limiting; they are examples.

Please ensure that achievements in Clinical Excellence that can be classified in other pillars are discussed accordingly under these pillars.

Clinical Excellence Examples		Rank		
1	Licensed with the provincial regulatory authority.	Assistant Professor	Associate Professor	Full Professor
2	Enrolled in the maintenance of certification program with the Royal College of Physicians and Surgeons of Canada or the College of Family Physicians of Canada.			
3	Displays and integrates CanMEDS/CanMEDS-FM roles into their clinical practice.			
4	Contributions to health care delivery.			
5	Demonstrates professionalism and works to create an inclusive and respectful environment.			

Examples of Ways to Demonstrate Achievement

- 1 Indicate license number.
- 2 Append a copy of proof of participation from the certification college.
- 3 Document describing your achievements and contributions in clinical medicine.
- 4 Creation and introduction of clinical guidelines, development and evaluation of new diagnostic or therapeutic techniques, design and implementation of new delivery models of care (e.g. telehealth), peer recognition of excellence, public engagement. Must demonstrate EDI-AR initiatives in clinical practice. Committed to continuous improvement and works to ensure that inequities are addressed.
- 5 Assessment of Clinical Excellence Forms completed by Discipline Chair and Division Chief (or Clinical Chief or their delegate).