

Faculty Handbook: A Guide to Promotion and Tenure

Faculty of Medicine, Memorial University

Purpose of the Handbook

The purpose of this document is to outline the process of Promotion and Tenure (P&T) for the Faculty of Medicine (FoM) and serve as a guide for applicants as they prepare and present information to the Promotion and Tenure (P&T) Committee. Applications should be organized, provide details on academic achievement, and present a concise overview of contributions since appointment or last promotion.

Preparing for P & T

Applicants should start early when preparing the P&T file; organization and documentation are key. The FoM offers P&T workshops which provide an opportunity for applicants to receive detailed information on the process. The Office of the Dean has examples of successful P&T files that applicants can review. Applicants should discuss P&T with their Discipline Chair during annual reviews and seek guidance from their Chair on their application. Mentors can guide applicants throughout the P&T process. Mentors may be identified by the Discipline Chair or the Office of the Dean.

Information to be included in P & T file:

- Letter to the Dean of Medicine
- Letter of Application (personal statement). Applicants must describe their major pillar or substantial progress in all three pillars. All applicants must demonstrate clinical excellence.
- Letter of Support from the Discipline Chair
- Curriculum Vitae — APPENDIX A
- Equity, Diversity, and Inclusion Statement — APPENDIX B
- Assessment of Clinical Excellence Forms [completed independently by Discipline Chair and Division Chief (or Clinical Chief or their delegate)] — APPENDIX C
- Conflict of Interest Disclosure Form — APPENDIX D
- Teaching Dossier — APPENDIX E

- Separate file for each of the four (4) pillars outlining contributions and achievements in each:
 - Scholarship of Discovery
 - Scholarship of Education
 - Leadership
 - Clinical Excellence
- Teaching Evaluations
- List of Articles/Publications
 - Listed separately, numbered, and a **statement of involvement for each**
 - Include the name of the journal and the journal's impact factor
 - Highlight those publications where the applicant is first or senior author
 - List of five (5) external reviewers with name, academic rank, and contact information for each

P & T File Guidelines

- Application should include materials from the date of appointment. If the applicant has already undergone promotion in the past, include materials from this date.
- Avoid duplication of information. If information is presented in one pillar, it **cannot** be duplicated elsewhere in another pillar.
- The Letter of Application (personal statement) should state the **major pillar** (if chosen) and outline strengths in the four (4) pillars of P&T, particularly any nationally and internationally recognized contributions. Applicants should describe how they have met the criteria for the discipline in relation to job expectations as outlined in the letter of offer.
- The P&T file should highlight contributions to the FoM as a whole, including a description of academic time and accountability to its mission and vision. The file should also describe academic/service contributions to Memorial University and the community at large.
- When discussing research contributions, applicants should provide a detailed explanation as to the applicant's role in the scholarly work undertaken (e.g. Principal Investigator; Co- Investigator; Collaborator). Highlight involvement in grant money received and indicate whether the grant was peer-reviewed.
- Appendices can be used to attach supporting documentation. For example, one published work (first or senior author), policy/guidelines/innovation that the applicant

held a substantive role in developing and awards. Do not include the following in the P&T file: grant applications, emails/thank you cards, teaching slides/lectures/PowerPoint presentations, proof of attendance at conferences/meetings or research manuscripts.

- If using artificial intelligence in the development of the application, please acknowledge.
- All applicants must submit a Conflict of Interest Form (Appendix D) which will include financial disclosures. Activities for which the applicant receives compensation from a third party will not be considered at the discretion of the P&T Committee.
- CV and teaching dossier should be up to date. The teaching dossier should include documentation outlining medical education activities and a breakdown of the teaching provided and copies of evaluations from learners. Do not present duplication information in the dossier and Excellence in Education pillar. Please review the Faculty of Medicine teaching dossier framework (APPENDIX E).
- Applicants should include any other relevant information which they feel would be beneficial for the P&T Committee to be aware.

Preparing the P&T File for Submission to the Dean of Medicine

Documents should be saved as **Adobe Acrobat pdf** files on a USB drive and forwarded to Academic Affairs Coordinator, Office of the Dean, Faculty of Medicine.

- Print the applicant's name on the USB Drive and **please use the surname in each of the filenames.**
- Please do not create subfolders.
- Files should be compacted where possible. For example, ten (10) teaching evaluations could be saved together as one file/name.

External Reviewers

- The P&T file must contain the names of **five (5)** external reviewers from your discipline. Please have a "backup" list in case some reviewers decline.
- The list of reviewers should be jointly determined by the applicant and the Discipline Chair. The list is to be approved by both parties.
- All reviewers shall be recognized scholars external to Memorial and have a national or international reputation for excellence in their field.
- Upon the request of the Faculty Member, potential referees may include Indigenous Elders and/or Traditional Knowledge Carriers/Keepers who shall be deemed commensurate with all other referees.

- Reviewers cannot have a conflict of interest with the applicant's P&T file. For example, reviewers shall not be currently collaborating with the applicant nor have they collaborated in the past five (5) years.
- No more than two (2) reviewers from the same institution should be provided (i.e. multiple reviewers from the same institution is discouraged).
- For promotion to Associate Professor, reviewers should hold the rank of Associate Professor or Professor (at least two (2) reviewers should hold the rank of Professor).
- For promotion to Full Professor, all reviewers should hold the rank of Professor.
- Applicant's should refrain from contacting or discussing candidacy with any external reviewers you provide.
- The reviewer list should be provided as a separate hard copy document and include the full name, title (academic rank), address, email address and phone number of each reviewer.
- Do not include the reviewer list on your USB; it should be provided separately.
- The recommendations from the external reviewers will be reviewed and discussed thoroughly by the P&T Committee.

Applicant Responsibilities

- From the applicant's appointment date with the FoM, maintain a portfolio of academic and scholarly activities that includes supporting documentation demonstrating excellence in the four (4) pillars.
- In consultation with the Discipline Chair, compile a complete P&T file including all applicable supporting documentation. Submit Assessment of Clinical Excellence form to Discipline Chair and Division Chief (or Clinical Chief).
- Ensure the information presented in the P&T file is organized appropriately.
- Submit all information to each appropriate body by the deadline dates provided.
- Respond to requests from the Dean's Office or the P&T Committee for additional information. Failure to respond to a request for information by the deadline may result in the file not being considered in that academic year.
- Appear before the P&T Committee, if requested, to discuss the file further.

Discipline Chair Responsibilities

- Discuss P&T timing and criteria with all faculty members so they may work effectively towards achieving P&T at the appropriate time in their careers.
- Ensure faculty members are keeping a yearly log of their academic and scholarly activity.
- Remind faculty of P&T deadline dates.
- Work with faculty members to choose appropriate external reviewers.
- Complete the Discipline Chair Assessment of Clinical Excellence form.
- Write a letter to the Dean of Medicine including information regarding the applicant's:
 - Progress in each of the four (4) pillars (append copies of the applicant's annual review forms);
 - Describe the applicant's major pillar (or state if they instead have substantial progress in all three pillars)
 - Professional attributes; documented professionalism concerns, if identified;
 - Teaching effectiveness;
 - Protected time and accountability to the discipline and the FoM;
 - Involvement in mentorship;
 - Integration of the CanMEDS/CanMEDS-FM roles and competencies into their clinical work;
 - Recommendation for P&T.
- Review in detail the P&T file of each applicant before submission to the Dean's Office to ensure that the file is complete. This will prevent delays in the process that can be detrimental to the applicant under discussion.

Dean's Office Responsibilities

- Constitute members of the P&T Committee by May 1st of each year as per the Terms of Reference.
- Oversee the management of the applicant's files and the review process:
 - Ensure each applicant's P&T file is complete
 - Upload P&T files to a secure website
 - Contact applicant's external reviewers
 - Receive letters of recommendation from the P&T Committee
- Publish names and titles of P&T Committee on the Faculty of Medicine website

P&T Committee Responsibilities

- Review the P&T file of each applicant.
- Identify the need for additional information and inform the Manager of Academic Affairs who consults with the applicant.
- Discuss in detail the recommendations of the external reviewers. Provide justification when the P&T Committee's recommendation differs from that of an external reviewer.
- Complete deliberations and meet with the applicants when required. The purpose of the meeting, and those attending, will be clarified to the applicant.
- Make recommendations to the Dean of Medicine.

Dean of Medicine Responsibilities

- Review P&T file of the applicant, including the recommendation to the Provost and Vice President (Academic).
- Make recommendations to the Provost and Vice President (Academic).

APPENDIX A – CURRICULUM VITAE TEMPLATE

First & Last Name, MD, etc.

DISCIPLINE OF XX

MEMORIAL UNIVERSITY

ADDRESS

PHONE (709) XXX-XXXX

E-MAILXXX@mun.ca

CURRENT APPOINTMENTS

EMPLOYMENT

EDUCATION

PROFESSIONAL APPOINTMENTS/MEMBERSHIPS

ACADEMIC APPOINTMENTS/ADMINISTRATIVE APPOINTMENTS/CLINICAL APPOINTMENTS

HONORS & AWARDS

LICENSING EXAMS

TEACHING EXPERIENCE

- *Undergraduate:*
- *Postgraduate:*

FACULTY DEVELOPMENT

COMMITTEE WORK/MEMBERSHIP

CONTINUING MEDICAL EDUCATION

PUBLICATIONS/PAPERS PRESENTED OR IN PROGRESS; POSTER PRESENTATIONS

GRANTS AWARDED

RESEARCH IN PROGRESS

WORKSHOPS FACILITATED

OTHER SCHOLARLY ACTIVITY

COMMUNITY INVOLVEMENT

APPENDIX B – EQUITY, DIVERSITY, AND INCLUSION STATEMENT

Equity, Diversity and Inclusion Statements in the Promotion and Tenure Process

Diversity Statements

Diversity statements are increasingly valued in the Promotion and Tenure (P&T) process. They not only demonstrate a contribution to the Faculty's broader goals but also show dedication to creating an inclusive and welcoming environment for learners, faculty, and staff.

Through diversity statements individuals are encouraged to describe their experience and commitment to advancing equity, diversity and inclusion (EDI) in post-secondary education, community-based or other professional settings.

A strong diversity statement should provide specific examples that clearly demonstrate a commitment to equity, diversity, and inclusion. These may include, but are not limited to, the following:

- Contributions to creating a welcoming environment for diverse students including knowledge of different learning styles.
- Experience teaching and mentoring students from equity-deserving groups.
- Research contributions to understanding and removing barriers faced by equity-deserving communities.
- Service in activities designed to remove barriers and increase participation of equity-deserving groups.
- Demonstrated commitment to meeting the Truth and Reconciliation Commission calls to action.

How to approach writing a diversity statement:

Start by outlining your personal philosophy on diversity and inclusion noting specific actions you've taken to promote diversity. These can include teaching strategies, research that centers underrepresented groups and service activities. Further, highlight mentorship, advocacy, or other involvement in diversity-related initiatives.

Share measurable outcomes of past diversity efforts. For instance, how have students from diverse backgrounds benefited from your initiatives? Have your efforts led to improvements in community engagement or student success?

Acknowledge any challenges you've faced in promoting diversity and explain your ongoing efforts to overcome them. Align your statement with specific faculty diversity goals and values such as the those outlined in the FoM Grounded in Excellence plan to engage with a broader vision.

An outline of a diversity statement:

- Introduction: Why diversity matters to you and your academic work.
- Teaching: How you promote diversity in your teaching and create an inclusive classroom environment.
- Research: How your research contributes to issues of diversity, equity, and inclusion.
- Service: Your involvement in diversity-related service roles and institutional initiatives.
- Challenges and Growth: Acknowledgment of challenges and your commitment to continuous improvement.
- Conclusion: Reaffirming your future commitment to diversity and your goals moving forward.

Best Practices for an Effective Diversity Statement:

- Be specific and provide concrete examples of your work.
- Align your diversity work with the institution's EDI goals and mission.
- Focus on the impact of your efforts, whether it's improving student retention, fostering inclusivity in the classroom, or mentoring underrepresented students.
- Show a willingness to continue learning and evolving in your EDI work.

Articles on how to structure a Diversity Statement for an academic environment:

1. "How to structure your diversity statement for your academic job search"
(<https://universityaffairs.ca/career-advice/how-to-structure-your-diversity-statement-for-your-academic-job-search/>)
2. "Creating diversity, equity, inclusion, and accessibility statements for your CV: a resource guide to effectiveness and comprehensiveness"
(<https://journals.physiology.org/doi/abs/10.1152/ajpheart.00610.2024>)
3. "Diversity Statements: What to avoid and what to include"
(<https://www.timeshighereducation.com/campus/diversity-statements-what-avoid-and-what-include>)
4. "The Effective Diversity Statement Essay"
(<https://www.insidehighered.com/advice/2016/06/10/how-write-effective-diversity-statement-essay>)
5. "Guide to Diversity, Equity, and Inclusion Work in the Promotion and Tenure Process"
(<https://provost.illinois.edu/policies/provosts-communications/communication-9-promotion-and-tenure/guide-to-diversity-equity-and-inclusion-work-in-the-promotion-and-tenure-process/>.)

Acknowledgement: Tina Hickey (Policy Analyst, Faculty of Medicine, Memorial University)

APPENDIX C – ASSESSMENT OF CLINICAL EXCELLENCE FORM

Promotion and Tenure Memorial University Faculty of Medicine

Assessment of Clinical Excellence

Applicant: _____

Discipline: _____

Clinical Criteria	Achieves (Y/N)	Support Evidence
1. CanMEDS/ CanMEDS-FM Roles		
2. Equity, Diversity, Inclusion and Anti- Racism		
3. Professionalism		
4. Innovation		
5. Public Engagement		

Comments:

Date: _____ Signature and Title: _____

Each Applicant should have two forms submitted. One copy to be completed by the Discipline Chair and the other by the Division Chief (or Clinical Chief or their delegate)

Guide to the Assessment of Clinical Excellence Form

Applicants pursuing Promotion and Tenure (P&T) within Memorial University's Faculty of Medicine (non-bargaining unit) must demonstrate achievement in Clinical Excellence. Please provide an assessment of the Applicant in terms of the following criteria:

1. CanMEDS/CanMEDS-FM Roles

- Examples: Demonstration of patient centered care, facilitate discussions with patients in a respectful, culturally safe way, engage in respectful shared decision making with colleagues and other health care professionals, participate in stewardship of health care resources, work with patients to address social determinants of health, promote collaborative learning to continuously improve personal practice, recognize and manage conflicts of interest. ¹

2. Equity, Diversity, Inclusion and Anti-Racism

- Examples: Create, support and maintain clinical practice that promotes equity, diversity and inclusion.

3. Professionalism

- Examples: Demonstrate commitment to ethical and professional standards. ²

4. Innovation

- Examples: Creation of new clinical practice guidelines, design and implementation of new delivery models of care. ³

5. Public Engagement

- Examples: Facilitate and participate in informed public dialogue. ⁴

References:

1. CanMEDS Frameworks (<https://canmeds.royalcollege.ca/en/framework>)
2. Canadian Medical Association Code of Ethics and Professionalism (<https://policybase.cma.ca/link/policy13937>)
3. Alberta Health Services – Clinical Improvement Career Pathway Guide (https://publicshare.albertahealthservices.ca/Main/assets/cmio/AHS_CI_Career_Pathway.pdf)
4. Public Engagement at Memorial University (<http://www.mun.ca/publicengagement/>)

APPENDIX D – CONFLICT OF INTEREST FORM

Conflict of Interest Disclosure Statement

Promotion and Tenure Application—Faculty of Medicine

I hereby affirm that all academic, clinical, research, teaching, and administrative activities described in my Promotion and Tenure application have been conducted in the context of my professional role within the university. To the best of my knowledge, none of the work presented in support of this application has been directly or indirectly compensated or influenced by any pharmaceutical company, medical device manufacturer, or other external commercial entity.

I confirm that I have no financial or contractual relationships related to the activities documented in this application that would constitute a conflict of interest, as defined by the university's policies and ethical guidelines. Should any such relationships exist or arise, I understand that it is my responsibility to disclose them promptly and fully.

If any potential or actual conflicts of interest exist, they are fully disclosed below, in accordance with institutional requirements. These may include, but are not limited to, honoraria, consulting fees, research funding, equity interests, or any other form of remuneration or in-kind support from external entities.

Disclosure of Conflicts of Interest, if any:

Should any additional conflicts arise or become known during the review process, I will disclose them promptly and in writing to the appropriate university authority.

Signature: _____

Name (Print): _____

Date: _____

APPENDIX E - SUGGESTED FRAMEWORK FOR A TEACHING DOSSIER

The Context

This is a suggested framework for all clinical faculty members at Memorial University who are applying for promotion, tenure, teaching awards and for those applying for an academic position. The structure and categories of the original framework were derived from literature reviews, from the dossier guidelines offered at other universities, and from the guidelines for the Society of Teaching and Learning in Higher Education's competition for the 3M National Teaching Fellowships. The categories also complied with the Canadian Association of University Teachers' Teaching Dossier (2018) publication which recommends the submission of evidence for promotion, tenure and review processes as well as for decision appeals. This version has been structured to reflect the criteria for the "Excellence in Education" as they appear in the Criteria for Promotion and Tenure: Non-Bargaining Unit Clinical Faculty document.

Important points to consider in using this document:

- This is a suggested organizational and content framework and is not a mandatory requirement of the Faculty of Medicine at Memorial University.
- Every teaching dossier is unique. The design, structure, and content of the dossier should reflect the talents, interests, and perspectives of the individual as well as his/her purpose for developing it.
- This framework seeks to represent nearly all the items that might be included in a teaching dossier. No individual will have content for all categories. The framework seeks only to identify the full array of items that could be included.
- In preparing for promotion and tenure, individuals should consult with their Discipline Chair early in the process to seek guidance on the expectations of the Faculty of Medicine.
- Support and advice in the preparation of a dossier are available from Discipline Chairs, from staff in the Office of Professional & Education Development (OPED) and in The Centre for Innovation in Teaching and Learning (CITL).
- If this information is found in the applicant's Curriculum Vitae, do not replicate in the Teaching Dossier (may reference).

Teaching Dossier

Title Page

Table of Contents

Preface/Introduction

1. Teaching Philosophy
2. A. Teaching Responsibilities
B. Trainee Mentorship and Advising
3. Training in Education
4. Commitment as a Teacher
 - a. Curriculum or Program Development and Implementation
 - b. Innovation in Instructional Delivery
 - c. Innovation in Assessment
 - d. Development of Instructional Materials
 - e. Evaluations of Teaching
5. Scholarly Activities in Education
6. Teaching Awards and Recognitions
7. Teaching Leadership
 - a. Institutional
 - b. Local
 - c. National

Appendices (possible artifacts/evidence to include)

- A. List of Teaching Responsibilities
- B. Teaching Effectiveness
 1. Course Syllabi or Lecture Outlines
 2. Quizzes, Tests, and Assignments
 3. Student Work
 4. Feedback to Students
 5. Scholarship of Teaching and Learning
 - i. Grants
 - ii. Articles, Abstracts and Other Publications
 - iii. Conference Presentations

6. Instructional Materials Developed
7. Evaluations of Teaching
 - i. Data from Formal Evaluations of Teaching
 - ii. Student Comments
 - iii. Personal Requests for Student Feedback
8. Feedback (maximum 5 examples)
 - i. Unsolicited Feedback from Students
 - ii. Solicited and Unsolicited Feedback from Colleagues
 - iii. Feedback from or about Alumni
- C. Citations for Teaching Awards
- D. Teaching Leadership
 1. Feedback from Colleagues Mentored
 2. Materials from Teaching and Learning Workshops Developed

The Recommended Sections

Preface/Introduction

Begin the dossier with a short introduction of its contents. State why you have prepared the dossier and explain how you have organized the information. Point out what you wish reviewers to notice about your teaching practice and you as a teacher.

1. Teaching Philosophy

A teaching philosophy is a one- to two-page statement of your values and beliefs about teaching and learning—about the responsibilities of teaching, the nature of teacher-student relationships, the goals of education—why you hold those values and beliefs, and how you translate them into your teaching practice. It is not a description of your teaching strategies but rather, a philosophical background for your teaching practice.

2. A. Teaching Responsibilities

Write a paragraph or two describing the nature and range of your teaching responsibilities and normal teaching load. Include information such as course, topic, level, modality, required, elective, cross-disciplinary, etc. You may provide a list of your teaching responsibilities in reverse chronological order by semester and year in the appendices.

B. Trainee Mentorship and Advising

Describe your goals and approach to trainee mentorship including any innovative, creative, or special aspects of your activity in this area. Indicate the type of trainee and setting, the number of trainees you normally mentor during an academic year, and the approximate number of hours you spend with each trainee. If a trainee has achieved a significant accomplishment that can be attributed to your mentorship, mention that in this section. You may also provide unsolicited feedback received from former trainees about your mentoring skills here or in an appendix along with a chronological list of trainees mentored.

3. Training in Education

In this section reflect on your responsibility to develop your teaching skill and be cognizant of current teaching practice in your discipline

4. Commitment as a Teacher

This section is a descriptive narrative about your teaching activities, strengths, and accomplishments. It should demonstrate your competence and creativity in teaching, and your ability to be self-reflective and critical. Claims made in this section may be supported by direct reference to evidence included in appendices.

i. Curriculum or Program Development and Implementation

The description of your work in this area should include a statement about the need for the new curriculum or program. Describe the goals of the project, the design process and timeline, and any significant or noteworthy aspects of the project. It is particularly important to explain the significance or impact of the work. If the undertaking was a

collaborative effort state who were the members of the team. Describe what expertise you brought to the team and specify your role or contribution to the project.

ii. Innovation in Instructional Delivery

Think about all the contexts in which you help students learn. Describe any innovative strategies you use to assist students in achieving the learning outcomes. Explain why these teaching strategies are effective and how they integrate with your philosophy of teaching and learning. Appendices may include any resource specially prepared for or resulting from execution of the strategy.

iii. Innovation in Assessment

Describe innovative methods you use to assess learners. Write a short description of some examples and explain how the assessment enhances learning and how they are designed to match and measure specific learning outcomes. Include participation in learner remediation planning as well as practice-ready assessment programs

iv. Instructional Materials Developed

Describe any original instructional materials or resources you developed. For each resource developed, explain why you developed the resource, the context in which it is used, and its effect on student engagement and learning.

v. Evaluations of Teaching

In this section it is important to demonstrate that you receive feedback about the quality of your teaching and that you value that feedback. Provide a few paragraphs that interpret the data for the reviewer—point out areas of strength and areas for development, identify trends, and explain any irregularities or special circumstances that affected ratings. Discuss any changes or adjustments you have made, or plan to make, based on evaluations of your teaching.

- **Numerical data:** Compile a summary of the formal teaching evaluation data that you have received and include them in the narrative or in an appendix. Generally, evaluations from the past five years presented in a table or chart are sufficient. Do not include raw data, i.e., surveys or forms completed by students or detailed course reports provided by the institution.
- **Student comments:** Individual student comments may be extracted from evaluations and used in the narrative to support what you say about a particular aspect of your teaching. If doing so, be sure to source the comment. Complete sets of student comments, typed verbatim using a bulleted symbol to indicate change of student voice, may be provided in an appendix. Generally, two complete sets of comments will be sufficient. Ideally, these sets of comments should be verified by someone other than you. Include a statement from that independent person on the end of the list of comments, indicating that this is a complete set of unedited comments. Have that person sign and date the statement.

- **Personal requests for student feedback:** If you have developed an evaluation questionnaire or feedback form, either for a full course, for mid-term, or for feedback on individual lectures or a particular aspect of your teaching, describe the process of administering the feedback instrument, include a copy in an appendix, and give a summary of the results.

5. Scholarly Activities in Education

Describe any innovations in education that resulted from research activity in which you examined teaching from a critical perspective. Describe the project, note any grants you received, and any publications or presentations that resulted.

6. Teaching Awards and Recognitions

If you have received teaching awards or have been otherwise recognized for your teaching by students, your department, institution, or a professional association, then in reverse chronological order list the award or recognition, the criteria for selection and the year received. Citations may be included in an appendix.

Highlight, where applicable, the recognitions and awards you have received as they apply to the integration of Indigenous values, cultural humility and rural-based medical education.

7. Teaching Leadership

In your academic career, you have many opportunities to demonstrate leadership in teaching at the institutional, local, and national levels. List the teaching leadership activities in which you have been engaged and the positions in which you have served. Describe any significant accomplishments related to improved teaching and learning and the impact of those accomplishments. If a collaborative effort, then state with whom you worked and specify your role or contribution. If these are listed in your Curriculum Vitae, please don't duplicate but use this as an opportunity to reflect on how these activities have shaped your leadership journey.

i. Examples of Institutional:

- Undergraduate content lead (UCL)
- Member on departmental or institutional education committees
- Member on an evaluation committee (e.g., residency training committee, undergraduate evaluation committee, clinical skills committee)
- Chair of discipline education committee
- Chair of faculty or institutional education committees
- Involvement with accreditation activities at the undergraduate and/or postgraduate residency level
- Clerkship discipline coordinator
- Residency or graduate training program director
- Major administrative portfolio (Associate Dean UGME/PGME/CME/Admissions)

ii. Examples of Local:

- Education activities in the community and region
- Development and implementation of education workshops at local level
- Chair of hospital-related education committee
- Member on scientific planning committees for accredited professional development events

iii. Examples of National:

- Participation in national education meetings
- Contribution to national examinations
- Presentations on educational topics at national meetings
- Development and implementation of education workshops at national level
- Membership on national committees involved with student and/or resident education
- Leadership positions in national organizations and committees related to medical education
- Mentorship of other faculty members nationally
- Visiting professorships in medical education at other medical schools
- Service on editorial boards
- Service as peer reviewer for educational journals

Acknowledgement: Dr. Stephen Shorlin Teaching Consultant, Office of Professional and Educational Development, Faculty of Medicine (Memorial University)