



UNIVERSITY OF  
CALGARY

# **CUMMING SCHOOL OF MEDICINE**

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## **CRITERIA FOR APPOINTMENT AND PROMOTION OF CLINICAL, ADJUNCT AND RESEARCH FACULTY**

December 2025

(Approved by Faculty Council, December 10, 2025)

## Introduction

This Cumming School of Medicine (CSM) document was created by the Clinical, Adjunct and Research (CAR) Working Group to recognize the significant contributions, commitment, and engagement made by CAR faculty to the academic mission of CSM. The purpose of this document is to inform clinical, adjunct and research faculty, department heads, and the Promotions Committee about the procedures of appointment to a department, process and criteria for promotion through the various ranks, and recommendation for status. The draft version of this CSM document was presented to and approved by CSM department heads on October 20, 2025, and formally approved by Executive Faculty Council on December 10, 2025.

### Preamble:

CSM is committed to fostering an academic environment where all faculty can thrive. We recognize that individuals' experiences within academic medicine vary across intersecting aspects of identity—such as sex, gender, Indigeneity, race, disability, and sexual orientation—and that these differences can shape opportunities, recognition, and pathways to academic advancement. These criteria aim to proactively support equitable assessment by valuing diverse forms of academic excellence and acknowledging the varied contexts in which faculty contribute.

CSM affirms the importance of work that advances Equity, Diversity, Inclusion, and Accessibility (EDIA) and aligns with the Truth and Reconciliation Commission's Calls to Action. We celebrate faculty who contribute to building inclusive, respectful environments and are committed to providing ongoing support, faculty development, and clear processes that reflect UCalgary's policies and values<sup>2</sup>. Our goal is to ensure that this document evolves over time and continues to reflect a modern, respectful, and equitable approach to academic review.

The Clinical, Adjunct, and Research (CAR) criteria are designed to support and recognize the academic contributions of non-GFT faculty at the Cumming School of Medicine. This includes clinical faculty on AMHSP Major Clinical contracts, fee-for-service physicians, faculty on clinical ARPs, and all adjunct and adjunct-research faculty who play vital roles in advancing our academic mission.

Please note that in this document "CSM" refers to the Cumming School of Medicine at the University of Calgary.

## **SECTION A: FACULTY APPOINTMENT**

**A.1** To be considered for appointment in the CSM a candidate shall usually hold either a PhD or an MD (or its equivalent) or both. Under exceptional circumstances, individuals holding non-PhD or MD terminal degrees will be considered for appointment.

**A.2** Initial appointments will be made at the Clinical/Adjunct/Research Lecturer, Assistant, Associate or Full Professor level, except for Adjunct/Research appointments which may be made at the Assistant Professor rank or higher. Following the initial appointment, a Clinical, Adjunct or Adjunct/Research appointee may be offered a reappointment for a minimum of one year and a maximum of five years.

**A.3** Most new faculty members, particularly those early in their academic careers or newly joining the CSM, will typically begin at the Lecturer rank. This provides an opportunity to establish an academic portfolio in teaching, research, and service, which is critical for future promotion. For candidates joining from other institutions who already hold an academic rank, the CSM will review their previous appointment and academic contributions to determine the most appropriate entry level, ensuring their experience and achievements are appropriately recognized.

**A.4** Application for appointment to the CSM requires two supportive letters of reference, with the option for a third to be requested at the discretion of the department head, together with a current curriculum vitae and the recommendation of the proposed department head and the dean. Recruitment and appointment shall respond to the needs of the CSM and affiliated institutions.

**A.5** Recommendations for appointment require a letter of offer from the dean.

## **SECTION B: DESCRIPTION OF THE ROLES FOR ACADEMIC RANKS AND EXPECTED PERFORMANCE FOR PROMOTION**

### **B.1 General Considerations**

The guidelines in the section outlined below are not comprehensive and are intended to provide examples to form a framework by which department heads and the Clinical/Adjunct/Research Promotions Committee can apply during evaluation of members who have made significant contributions that merit consideration for promotion. It is recognized that Clinical/Adjunct/Research faculty may not be active in all three pillars of academic activity, and eligibility for promotion is determined by how the promotion criteria are met within the context of their role and the expectations of their department(s).

## B.2 Administrative/Service Activities

Faculty members are expected to contribute to service and administrative activities within the University of Calgary or its affiliated institutions as part of their career development. **Service does not include clinical work or patient care activities**, but rather refers to contributions that support the functioning and advancement of the university, its departments, and the broader academic community. Service at the local, provincial, national, or international level is also recognized, provided these external activities clearly align with the university's academic missions of teaching, research, and service, and contribute to its wider impact on education, scholarship, and community engagement.

Note: As CAR promotions are a University of Calgary promotion process, B.2.1 Internal to the University of Calgary is required when activities fall under the Administrative/Service pillar. In some cases, activities may be better suited to B.2.2. Health System Service but could reasonably fit in more than one section. When activities clearly support the university's academic mission, it may be more advantageous to report them under B.2.1 Internal to the University of Calgary. Please ensure that each activity is reported in only one section.

CSM generally asks faculty to describe their Administrative/Service activities within the following categories:

### B.2.1 Internal to the University of Calgary

Activities included here do not only need to be tied to a formal University of Calgary or CSM role or committee; work in these areas that clearly supports the university's academic mission can also be included.

- a. Administrative and Leadership Roles
  - i. Department
  - ii. Division
  - i. Institute
  - iii. CSM-wide (program, core facility, office, etc.)
  - iv. University of Calgary-wide roles
- b. Committees, Task Forces (Chair/Co-Chair, Member, Search & Selection)
  - i. Department
  - ii. Division
  - iii. Institute
  - iv. CSM-wide
  - v. University of Calgary-wide
- c. Editorial and review roles
- d. Journals and publication platforms
  - i. Editorial roles
  - ii. Review roles

- e. Community service (leadership positions in community organizations, boards, or advisory groups, roles impacting community health that align with the university's missions of teaching, research, and service)

### **B.2.2 Health System Service**

Alberta Health Services roles

Non-UCalgary, non-AHS, External Committees (such as University of Alberta, RCPSC, CFPC)

Please include the type of activity (boards or committee membership), impact and scope of the activities involved.

- a. Grant reviews, panels, etc.
- b. Journals and publication platforms
  - i. Editorial roles
  - ii. Review roles
- c. Work with Organizations
  - i. Service to Government
- d. Community service (leadership positions in community organizations, boards, or advisory groups, roles impacting community health)
- e. Leadership in quality improvement, quality assurance, and patient safety
  - i. Design/lead QI projects with impact on patient care, safety, healthy system performance
  - ii. Participate/contribute to QA processes (e.g. Accreditation work, morbidity review)
  - iii. Lead site patient safety initiatives (e.g. participate in safety event reviews, implement safety culture)
  - iv. Participate in development of tools to support quality/safety monitoring (e.g. Dashboards, databases, guidelines)
  - v. Lead/participate/contribute to critical incident reviews
- f. Clinical Service (when relevant)
  - i. Active participation in continuing medical education, professional development, and personal quality improvement as a learner or attendee
  - ii. Contributions to institutional/clinic patient safety and quality management programs

### **B.2.3 Community, Civic, and Societal Engagement**

Community, civic, and societal engagement refers to service activities that occur outside both the university and the health professions. These contributions must advance the university's mission of community engagement, education, and social responsibility through meaningful civic, cultural, governmental, or educational impact.

Activities in this category demonstrate how faculty extend their expertise and leadership to benefit society at large, beyond academic or healthcare contexts.

- a. Civic or Governmental Engagement: contributing to municipal, provincial, or federal advisory groups, commissions, or task forces on issues related to education, policy, innovation, or social impact (not tied to health care delivery).

- b. Educational and Cultural Leadership: volunteering or serving in leadership roles for schools, museums, arts councils, science outreach programs, youth mentorship, or literacy initiatives.
- c. Social Innovation and Community Development: founding or contributing to not-for-profit or social enterprises that advance education, equity, inclusion, environmental sustainability, or civic participation.
- d. Advocacy and Public Awareness: participating in community forums, media, or public education initiatives that enhance civic understanding or address societal issues.
- e. Collaborations with Community-based Organizations: supporting local, regional, or national projects that strengthen community capacity, social cohesion, or learning opportunities.
- f. Environmental and Sustainability Initiatives: involvement in programs or organizations that advance environmental responsibility, climate education, or sustainable community practices.

In all cases, faculty should clearly describe the scope, impact, and alignment of their contributions with the university's mission and values - demonstrating leadership, engagement, and a commitment to the public good.

### **B.3 Research/Scholarship Activities**

Research/Scholarship should be evaluated based on the quality, impact, and scholarly nature of the work - not solely on the number of peer-reviewed publications. Scholarship may take many forms, including but not limited to publications, presentations, media engagement, quality improvement work, policy and advocacy scholarship, creative outputs, and leadership in research initiatives.

Evaluation should be aligned with the principles outlined in the **Declaration on Research Assessment (DORA)**, emphasizing diverse outputs, the significance of contributions, and influence on practice, policy, or further research. Activities such as invited presentations, peer-reviewed conference submissions, and media engagement (e.g., expert interviews, op-eds) are valid forms of scholarly dissemination and should be reported under Research/Scholarship when they contribute meaningfully to advancing knowledge or practice.

Research/Scholarship activities will vary by field. CSM generally asks that CAR faculty describe their Research/Scholarship activities using the following inclusive categories:

#### **B.3.1 Leadership**

- a. Defined leadership roles (e.g. QI leads, health system innovation leads, directors of policy/advocacy, research group leads - departmental, institute)

#### **B.3.2 Publications and Presentations**

- a. Peer-Reviewed Publications: articles, abstracts, case reports, QI studies, implementation science, health policy analysis

- b. Presentations: local, national, international
- c. Non-Peer-Reviewed Publications: QI project reports, policy briefs, white papers, commissioned reports for health authorities or government bodies, books, chapters – editor or author
- d. Other Publications: contribution to clinical standard guidelines, practice guidelines, policies

#### **B.3.3. Funding and Resources**

- a. Successful acquisition of grant funding (Tri-Council, clinical trial industry funding, industry-sponsored research, funding from associations such as CAME, RCPSC, clinical associations, philanthropy, non-peer reviewed funding, QI-specific grants, innovation challenge grants, health policy and advocacy funding including from non-profits or government think tanks)

#### **B.3.4 Commercialization**

- a. Patents
- b. IP licenses
- c. Technology commercialization
- d. Social innovation (e.g. Innovate Calgary)
- e. Software creation
- f. Development of methods and techniques
- g. Partnerships with Industry

#### **B.3.5 Creative Professional Activity (including knowledge translation and exchange outside the university)**

- a. Scholarly products to share knowledge (i.e. documents, briefs, summary reviews, etc., created to support analysis and policy development, health reform, advocacy campaigns)
- b. Contributions to the development of professional practices
- c. Leadership in professional organization, government or regulatory agencies. (Note: at times, these activities might better be described under Service, external to the university. It is important to report any one activity in a single location.)
- d. Media engagement (social media engagement, expert advice, media interviews)
- e. Creation of media (blogs, websites, videos, podcasts, etc.)
- f. Engagement/outreach (e.g. speaking at community events, public health advocacy)
- g. Community reports
- h. Quality Improvement projects (creation/contribution to standardized care guidelines)

### **B.4 Education/Teaching Activities**

Teaching is a core function of CSM, aimed at facilitating learning, guiding learners through their educational journey, and promoting lifelong learning in health sciences and medicine. The time required for teaching and course leadership varies depending on factors such as student

numbers, assessment types, academic context, student level, and session preparation. Supervision of research students also varies based on training stage and learner mix.

Teaching includes various forms: direct instruction, inquiry-based and laboratory teaching, competency-based education, clinical workplace teaching, practicum supervision, research supervision, mentorship, assessment design, and program evaluation, across undergraduate to professional development levels. While teaching contributions at local, provincial, national, or international levels are recognized, the majority of a faculty member's teaching should be conducted within the University of Calgary or its affiliated institutions, in alignment with the university's teaching mission.

**Time spent in clinical care with learners is counted as Service**, while teaching activities outside scheduled clinical care - such as competency-based medical education coaching, feedback review, learning plan development, and direct observation - are counted as Teaching. Supervision of remedial or probationary learners requires significant additional effort and is recognized accordingly.

Educational leadership and scholarship are highly valued by CSM. Pedagogical innovations shared beyond one's immediate teaching environment count as Research/Scholarship. Educational research publications are reported under Publications and Presentations within Research/Scholarship, with each publication reported under only one pillar of academic activity.

CSM generally asks that CAR faculty describe their Teaching activities using the following inclusive categories:

#### **B.4.1 Scholarship in Education**

- a. Publications in Education: peer reviewed articles, non-peer reviewed articles, abstracts, book chapters, and other media
- b. Presentations in Education: internal presentations, external symposium presentations, external abstract or poster presentations, invited speaker
- c. Service to Professional and Educational Organizations: e.g., Medical Council of Canada, Royal College of Physicians and Surgeons of Canada, Association of Canadian Medical Colleges, national or international professional societies etc., grant reviews, editorial boards; providing consultation in education
- d. Recipient of Educational Awards and Prizes (internal and external)

#### **B.4.2 Quantity and Quality of Teaching Contributions**

- a. Teaching/instruction (direct teaching, scheduled teaching, small group, clinical skills teaching, faculty development workshops, remedial instruction etc.) - document the number of hours taught, the type of instruction provided, courses taught, and the approximate number of learners engaged (e.g., class size, small group sessions, or individual mentorship)
- b. Participation in teaching development programs, or expert help in teacher development



#### **B.4.3 Education Leadership Roles**

- a. Defined leadership roles (program director, course or clerkship director, graduate program leadership)
- b. Curriculum consultation, development and implementation
- c. Program evaluation and accreditations (admissions student review, competency committee)
- d. Contributions to policy and governance of education
- e. Provincial/national/international organization roles (AMA, MCC, RCPSC, CFPC, IFEM, ICAM, etc.). Education committee work, including chairing committees, is reported in the relevant committee reporting sections within Section B.2 above. University of Calgary Committees will be reported in the appropriate section.

#### **B.4.4 Program/Curriculum Development**

- a. Development of courses and curriculum
- b. Development of learning tools, small group cases, core documents, OSCE stations, quality/safety initiatives, guides or manuals
- c. Development of student and faculty educational skills

#### **B.4.5 Mentorship/Coaching/Supervision**

- a. Research students/scholarly project students (lab, QI, QA, patient safety, scholarly project, research supervision) - document the number of students supervised, the type and scope of the project, and your specific role in guiding the work.
- b. Graduate studies preceptorship/supervision committees (i.e. thesis or dissertation committees) - articulate role with graduate students, whether as a primary supervisor, co-supervisor, or committee member, and note the level of training (e.g., Master's, PhD). Include the number of students, the stage of their program, and the nature of your contribution to their academic progress.
- c. Mentorship
  - i. Students/learners
  - ii. Peers
  - iii. Trainees/teams in design/implementation/evaluation of quality/safety initiative
- d. Coaching
  - i. Students/learners
  - ii. Peers

#### **B.4.6 Assessment Participation**

- a. Examinations, grading and other assessments of students/learners
- b. File review and interviewing
- c. Development of remedial learning plans

## SECTION C: PROMOTION

Promotion is based on achievement since the last promotion in the following pillars of academic activity:

- Administrative/Service Activities
- Research/Scholarship Activities
- Education/Teaching Activities

**C.1** While prior accomplishments remain valued and form part of a faculty member's overall career profile, the evaluation for each promotion generally focuses on new contributions and progress made since the previous promotion. At the Professor level, however, the emphasis shifts from new achievements to demonstrating a sustained and long-term commitment to excellence, leadership, and impact within the academic community.

**C.2** Promotion is not a requirement for maintenance of clinical, adjunct or adjunct/research faculty appointments.

**C.3** Promotion is based on the quality, consistency, relevance, and impact of contributions - not on time in rank alone. The path to promotion is flexible and may vary by individual. Cases for promotion will show a clear trajectory of growth, reflection, and increasing contribution to the academic mission and broader community.

**C.4** All applicants for promotion are required to submit their activities using the designated online submission form. This form, along with the applicant's CV and a focused cover letter, will be used by department heads to assess eligibility and to support the preparation of recommendation letters. The information provided will assist the Clinical/Adjunct/Research Promotions Committee in understanding the faculty member's career development, impact, and readiness for promotion.

### **C.5 Requirements for Promotion**

#### **C.5.1 CAR Lecturer**

The CAR Lecturer designation serves as the initial appointment for faculty members requiring affiliation with the university. While there are no formalized criteria for this rank, it recognizes individuals beginning their academic roles and contributions within the institution.

#### **C.5.2 CAR Assistant Professor**

Promotion to the rank of CAR Assistant Professor is intended for individuals who have demonstrated initial academic contributions in at least **one of the three** pillars of academic activity - Administrative/Service, Research/Scholarship, and Education/Teaching.

To be considered for promotion to CAR Assistant Professor, individuals must demonstrate the following:

1. Documented contributions beyond the routine responsibilities of their discipline in one of: Administrative/Service, Research/Scholarship or Education/Teaching.
2. These contributions must be achieved since the faculty member's initial appointment.
3. A demonstratable contribution to activities of the CSM.

### **C.5.3 CAR Associate Professor**

Promotion to the rank of CAR Associate Professor is intended for individuals who have demonstrated increasing impact, leadership, and broader influence or responsibility in **at least two of the three** pillars of academic activity: Administrative/Service, Research/Scholarship, and Education/Teaching.

Within these two pillars of academic activity, candidates are expected to identify a **primary pillar of academic activity** - where their most significant and sustained contributions have been made - and a **secondary pillar of academic activity**.

To be considered for promotion to CAR Associate Professor, individuals must demonstrate the following:

1. Documented contributions beyond the typical practice of their discipline in at least **two of the three** pillars of academic activity:
  - **Administrative/Service (B.2.1 - B.2.3)**
    - *Primary pillar:* must show accomplishments in **at least 2 of the 3 areas of activity**, and one **must include Internal to the University of Calgary (B.2.1)**
    - *Secondary pillar:* must show accomplishments in **at least 1 of the 3 areas of activity**, and this **must include Internal to the University of Calgary (B.2.1)**
  - **Research/Scholarship (B.3.1 - B.3.5)**
    - *Primary pillar:* must show accomplishments in **at least 2 of the 5 areas of activity** listed
    - *Secondary pillar:* must show accomplishments in **at least 1 of the 5 areas of activity** listed
  - **Education/Teaching (B.4.1 - B.4.6)**
    - *Primary pillar:* must show accomplishments in **at least 3 of the 6 areas of activity** listed
    - *Secondary pillar:* must show accomplishments in **at least 2 of the 6 areas of activity** listed
2. These contributions must be achieved since the faculty member's last promotion.
3. A demonstratable and sustained contribution to activities of the Cumming School of Medicine, University of Calgary

Pillar of Academic Activity	Reference Sections	If Primary Pillar	If Secondary Pillar	Special Notes
Administrative / Service	B.2.1 - B.2.3	Minimum <b>2 of 3</b> areas of activity	Minimum <b>1 of 3</b> areas of activity	Must always include <b>Internal to the University of Calgary (B.2.1)</b>
Research / Scholarship	B.3.1 - B.3.5	Minimum <b>2 of 5</b> areas of activity	Minimum <b>1 of 5</b> areas of activity	—
Education / Teaching	B.4.1 - B.4.6	Minimum <b>3 of 6</b> areas of activity	Minimum <b>2 of 6</b> areas of activity	—

#### C.5.4 CAR Professor

Promotion to the rank of CAR Professor recognizes individuals who have demonstrated sustained excellence and leadership in at least two pillars of academic activity - Administrative/Service, Research/Scholarship, and Education/Teaching - with clear and verifiable impact beyond their immediate setting.

Within these two pillars of academic activity, candidates are expected to identify a primary pillar of academic activity - where their most significant and sustained contributions have been made - and a secondary pillar of academic activity.

This rank is not awarded based on time in role alone but reflects a career of consistent, long-term contributions that have shaped systems, influenced practice or policy, advanced knowledge, or supported communities at local, provincial, national, or international levels.

To be considered for promotion to CAR Professor, individuals must demonstrate the following:

- Documented contributions **beyond the typical practice of their discipline**, with evidence of **sustained excellence, leadership, and broad impact** in at least **two of the three pillars of academic activity**:
  - Administrative/Service (B.2.1 - B.2.3)**
    - Primary pillar*: accomplishments in **all 3 of the 3 areas of activity** listed
    - Secondary pillar*: accomplishments in **at least 2 of the 3 areas of activity**, and these **must include Internal to the University of Calgary (B.2.1)**
  - Research/Scholarship (B.3.1 - B.3.5)**
    - Primary pillar*: accomplishments in **at least 3 of the 5 areas of activity** listed
    - Secondary pillar*: accomplishments in **at least 2 of the 5 areas of activity** listed
  - Education/Teaching (B.4.1 - B.4.6)**
    - Primary pillar*: accomplishments in **at least 4 of the 6 areas of activity** listed.
    - Secondary pillar*: accomplishments in **at least 2 of the 6 areas of activity** listed.
- Evidence of influence through leadership roles, adoption of innovations, awards, invitations to advise or speak, or other recognized achievements.

3. Verifiable impact, such as improved outcomes, system or policy changes, advancement of equity, or capacity building in broader contexts.

At the Professor level, the emphasis shifts from new achievements to sustained commitment and ongoing impact, demonstrating a career of dedication and academic leadership. Such leadership may be shown through transformative educational programming, advancing academic medicine or clinical science, shaping healthcare delivery or policy, or meaningful engagement with under-represented or marginalized communities.

Applicants are not expected to meet every criterion but must present a compelling, evidence-based case for exceptional and sustained contributions that demonstrate influence and leadership in their chosen pillars.

<b>Pillar of Academic Activity</b>	<b>Reference Sections</b>	<b>If Primary Pillar</b>	<b>If Secondary Pillar</b>	<b>Special Notes</b>
<b>Administrative / Service</b>	B.2.1 - B.2.3	Minimum <b>3 of 3</b> areas of activity	Minimum <b>2 of 3</b> areas of activity	Must always include <b>Internal to the University of Calgary (B.2.1)</b>
<b>Research / Scholarship</b>	B.3.1 - B.3.5	Minimum <b>3 of 5</b> areas of activity	Minimum <b>2 of 5</b> areas of activity	—
<b>Education / Teaching</b>	B.4.1 - B.4.6	Minimum <b>4 of 6</b> areas of activity	Minimum <b>3 of 6</b> areas of activity	—

## C.6 Review Process for CAR Applications

Applications for CAR appointments and promotions follow a tiered review process:

1. **CAR Lecturer**
  - a. Applications at this level are reviewed by the department head and do not require a formal review by the CAR Promotions Committee.
2. **CAR Assistant Professor**
  - a. Applications at this level are first reviewed by the department head.
  - b. All CAR Committee members also review every application, ensuring collective awareness of appointments and providing an opportunity for broader discussion when further evaluation is appropriate to maintain fairness, consistency, and alignment with CSM standards.
  - c. In rare cases where the department head determines that a candidate's experience and contributions justify advancing directly to the Clinical Associate level rather than appointment at the Clinical Assistant level, the CAR Promotions Committee will initiate a formal review, with two members assigned to evaluate the file in detail following the same process used for Clinical Associate applications.

### 3. **CAR Associate Professor and CAR Professor**

- a. Applications at this level are first reviewed by the department head.
- b. Applications for CAR Associate Professor and CAR Professor are reviewed by two members of the CAR Promotions Committee. Reviewers are selected, wherever possible, based on alignment with the candidate's primary pillar of academic activity - education, clinical work, or research. This does not mean the file will be reviewed by a subject-matter expert, but rather by individuals with sufficient familiarity to fairly assess the nature, scope, and impact of the candidate's contributions.

At any level, the Committee may conduct a more detailed review of a file when circumstances warrant closer evaluation. This ensures that all applications are reviewed with thoroughness, fairness, and consistency.

These guidelines provide a clear framework for the Clinical/Adjunct/Research Promotions Committee to assess faculty contributions, recognizing that not all faculty will be active in every pillar of academic activity. Each appointment or promotion is assessed in the context of the candidate's role, their contributions, and the expectations outlined by the department head and the needs of the CSM, with opportunities for broader committee discussion when appropriate.

October 20, 2025 Department Heads

December 10, 2025 Executive Faculty Council

December 10, 2025 Faculty Council

## **Cumming School of Medicine Clinical, Adjunct, Research Criteria Working Group (2025):**

<b>Bev Adams</b>	Vice-Dean, Cumming School of Medicine; Professor, Department of Psychiatry
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<b>Fiona Clement</b>	Department Head, Community Health Sciences; Professor, Department of Community Health Sciences
<b>Aaron Johnston</b>	Associate Dean, Distributed Learning and Rural Initiatives; Associate Professor, Departments of Emergency Medicine and Family Medicine
<b>Danielle Kiss</b>	Faculty Development Coordinator, Office of Faculty Development
<b>Sonya Lee</b>	Department Head, Family Medicine; Associate Professor, Department of Family Medicine
<b>Richard Leigh</b>	Senior Associate Dean, Faculty Affairs; Professor, Departments of Medicine and Physiology and Pharmacology
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<sup>1</sup> Chair of Clinical, Adjunct, Research Criteria Working Group

## **GLOSSARY**

<b>AHS</b>	Alberta Health Services
<b>CAR</b>	Clinical, Adjunct, Research
<b>CFPC</b>	College of Family Physicians of Canada
<b>CSM</b>	Cumming School of Medicine
<b>EDIA</b>	Equity, Diversity, Inclusion & Accessibility
<b>MCC</b>	Medical Council of Canada
<b>PD</b>	Program Director
<b>RCPSC</b>	Royal College of Physicians and Surgeons of Canada
<b>UCalgary</b>	University of Calgary