# FoMD Faculty Council

## Committee
- Dr. B Hemmelgarn (Chair)
- As set out in the Post Secondary Learning Act
- Quorum is represented by those faculty members member present.

## Members:
- Dr. B Hemmelgarn (Chair)
- As set out in the Post Secondary Learning Act
- Quorum is represented by those faculty members member present.

## Date:
- September 20, 2022

## Time:
- 4:00pm

## Location:
- Via Zoom

## Guests
- None

## Scribe:
- Erin Neil

## Approval of agenda
- Approved by consensus with no additions.

## Approval of previous meeting Minutes
- Date: May 17, 2022
- Moved by J. Schulz and Seconded by G. Funk to approve the minutes as circulated. ALL IN FAVOUR. CARRIED.

## Meeting Attachments:
- All attachments provided via email September 6, 2022

## Meeting Minutes

### Topic

<table>
<thead>
<tr>
<th>Topic</th>
<th>Summary</th>
<th>Action by whom</th>
<th>Target Date</th>
<th>Status</th>
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| 1. Dean’s Report | Dr. B. Hemmelgarn provided update:  
  - SET administrative model has now been implemented, and now we are looking at the implementation in the maintenance space, and I really want to recognize and thank everyone for all their hard work and patience as this model has been implemented.  
  - Provided update on Social Accountability work that has been underway – mandate to ensure our education, research and services activities address the priority needs of the communities that we serve. | Dr. B. Hemmelgarn | | |
| 2. Vice-Deans Research | | | | |
| a. Update | Dr. L. Richer provided update:  
  - Thanked all that contributed to the peer-review process. | Dr. L. Richer | | |
| 2. Research Update.pdf | | | | |
| 3. Dr. Verna Yiu – Interim Provost and Vice President (Academic) | Thanked everyone for what they have done over the past few years during the pandemic.  
  - Spoke to the budget cuts and acknowledged the clinical pillar.  
  - Work is still needed on process improvement. | Dr. Verna Yiu | | |
| 3. Dr. Verna Yiu – Interim Provost and Vice President (Academic) Update.pdf | | | | |
| 4. Vice-Dean Education | | | | |
| a. Update | Dr. Lang provided update:  
  - FEC Summary Report | Dr. Lang | | |
<p>| 4. Vice-Dean Education Update.pdf | | | | |</p>
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<td></td>
<td>• Teaching Engagement Survey</td>
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<td>3. Vice Dean Education Report.pdf</td>
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<td>b.</td>
<td>Dr. D. Rolfson presented the Accreditation 2022 update:</td>
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<td>4. ACCREDITATION 222.pdf</td>
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<td>5. Vice-Dean Faculty Affairs</td>
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<tr>
<td>a. Update</td>
<td>• Annual Reports are due September 30.</td>
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<td>• Interactions with Industry Policy – needs to be reviewed and updated – send any comments in to Dr. Kunimoto.</td>
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<td></td>
<td>• Update on Department Chair Searches &amp; Reviews:</td>
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<td>6. Chair Search &amp; Review Update.pdf</td>
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<td>• Dr. Choy spoke to the Clinical Faculty Promotion process.</td>
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<td>7. Clinical Faculty Process.pdf</td>
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<td>6. Announcements</td>
<td>Adjourned at 5:36pm</td>
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<td>Next Meeting</td>
<td>November 15, 2022</td>
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Social Accountability - update

- Social Accountability Task Group Membership:
  - Wayne Clark, Executive Director, Indigenous Health Program
  - Kathryn Dong, Clinical Professor, Dept Emergency Medicine (Chair)
  - Brenda Hemmelgarn, Dean, FoMD (ex-officio)
  - Jill Konkin, Professor, Dept Family Medicine
  - Lisa Purdy, Assistant Dean, OAW
  - Jillian Rogers, VP Community Engagement, Medical Students’ Association
  - Bill Sevcik, Chair, Dept Emergency Medicine

- 12 focus groups with external stakeholders
- Feedback from undergrad, grad, and post-grad trainees
- Feedback from faculty committees (FLC, FRC, Dept Chairs etc)
Social Accountability Task Group Final Report: A Community-Designed Vision and Framework for the Faculty of Medicine and Dentistry
Social Accountability - update

The Social Accountability Task Group recommends the following as an initial structure to support implementation of a social accountability vision:

1. Development of a dedicated Social Accountability Unit to support and coordinate FoMD activities related to social accountability
2. Identification of a Social Accountability Lead, with direct reporting to Dean
3. Access to dedicated administrative and project management support to ensure collaboration with communities, governments, FoMD, College, across UA
4. Given the need to integrate social accountability into all aspects of the FoMDs work, a new or standalone structure is warranted
Work of the EDI office continues, through the established committees:

- EDI Advisory Committee, Wayne Clark, Interim Chair

- ARCTC (Anti-Racism Commitment to Change), Michael Van Manen, Interim Chair
Other updates

• College of Health Sciences
  • Associate Dean Education, Trish Manns
  • Associate Dean Research, Lawrence Richer
  • College Dean & Vice-Provost, search starting this fall

• Department of Biomedical Engineering

• Cohort hire
CIHR Project Grants
2022 Project Grant

Spring Competition
- 66 submissions of which 12 were funded
- 17% success rate

Fall Competition
- 53 registered applications
Declining application pressure from 2016

A. National Application Pressure

B. FoMD Application Pressure
Decrease proportion of Project Grant submissions compared with the rest of Alberta
Both basic and clinical department faculty are submitting fewer applications.
Vice Dean
Education Report
FEC Summary Report

Annual summary of FEC outcomes:
- Tenure and promotion
- Merit

- Full report on FoMD Faculty Development webpage
Merit and Promotion

Merit
Annual merit recommendations made by your Department Chair are deliberated and decided by the Faculty Evaluation Committee, using information you submit in your annual report compared to your respective guideline/standard documents.

Process and Policies
Please see the following documents that help describe standards for different faculty members in FoMD.

- Faculty Evaluation Committee (FEC) Standards for Faculty
- Faculty Service Officer
- Academic Teaching Staff
- Clinical Faculty
  - Clinical Faculty that are not remunerated through it directly to their department.

Other documents you may find useful

- AASUA Collective Agreement
- FEC Summary Report 2022
Demographics

• Total number of faculty at all ranks stable over 4 years

• Fewer women in most basic science depts (except Physiology)
Assistant Professors: Evolution of slightly more women than men

Associate Professors: Consistent proportion of slightly more men

Full Professors: Significantly fewer women but increasing trend. Comparable to other North American universities (Franks et al., 2022)
Merit

- 1.0 = most common merit, for men and women
- Increasing trend of 1.25, for men and women
- Rare 0B and 0D
Tenure and Promotion

**Table 4a. Trends in the number of men and women Academic Faculty applying for tenure and promotion.**

<table>
<thead>
<tr>
<th></th>
<th>Date of FEC Tenure and Promotion Review</th>
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<tbody>
<tr>
<td><strong># Women</strong></td>
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<td>Applying for tenure</td>
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<tr>
<td>Applying for Full</td>
<td>6</td>
</tr>
<tr>
<td><strong># Men</strong></td>
<td></td>
</tr>
<tr>
<td>Applying for tenure</td>
<td>11</td>
</tr>
<tr>
<td>Applying for Full</td>
<td>6</td>
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</table>

Over the past five years, all applicants were successful except:
- 2 male Assistant professors who were recommended to have a one-year extension
- 1 female Associate Professor.
Teaching and Research are Equally Valued

• FEC Standards describe scholarly opportunities in:
  • Teaching
  • Research
  • Service
  • Clinical Innovation (research)

• Tenure/promotion is successful in either teaching or research domain, some also based on service
Teaching Engagement Survey

• Spring 2022, Jonathan Choy and Shelley Ross

• Purpose, part of Vision 2025:
  • Baseline self-reported teaching engagement and satisfaction
  • Identify areas for improvement, teaching support

• 440 responses, balanced roles/positions
Results

• Clinical teachers and academic faculty enjoy teaching

• Areas of need:
  • Teacher orientation
  • Recognition of teaching
  • Timely feedback on teaching

• Areas to explore:
  • Compensation (not just $) for teaching
Next Steps

• Discuss teaching section of FEC Standards with FEC (last week)

• FoMD education leaders will identify opportunities for improvement, including:
  • Strategies to improve feedback from learners
  • Develop an Awards Committee for FoMD or College of Health Sciences
ACCREDITATION ‘22
Faculty Council Update
September 2022
Document Submission

- 6444 total pages submitted
  - 896 = MSS, DCI, & ISA
  - 5548 = Required & Supplemental Appendices
- 583 individual files
- Result of the efforts of 100+ people over 14 months: faculty, staff, students
  - Self Study Steering Committee & 6 Sub-Committees reviewed the documents and made recommendations
Site Visit Team

Dr. Jane Philpott
Queen’s University
Chair, Site Visit Team

Dr. Patricia Houston
University of Toronto
Secretary, Site Visit Team

Dr. Taryn Hearn
Memorial University
Accreditation Advisor

Dr. Mike Lee-Poy
McMaster University
Faculty Fellow

Dr. Aaron Chiu
University of Manitoba
Faculty Fellow
Recommendation Tracking

3 sources of continuous quality improvement recommendations:
- Sub-Committees & Steering Committee
- Independent Student Analysis (ISA)
- Mock Accreditation

CQIs → Actions
~222 unique actions were identified to resolve the CQIs
- 165 are complete
- 57 are in progress or paused

Total CQIs: 222
- 84 = Committees
- 57 = ISA
- 81 = Mock
Remaining CQI Recommendations

Medical School Self-Study

- No standard rated as unsatisfactory; however, we have identified ongoing recommendations related to challenges in the last two years, including:
  - the intense reallocation of time and resources
  - several concurrent changes in leadership of the medical school
- Recommendations are reflective of our commitment to continuous improvement, even for elements rated satisfactory
- Remaining 19 recommendations have been categorized into three themes
Communication

- Seems to be uncertain knowledge of policies and processes among students, faculty and staff and multifaceted communication channels within the FoMD are not optimally effective in informing the relevant parties.
The need to “close the loop” of accountability was recommended because often good policy was in place, but the associated processes were not fully operationalized.

- Ensure accountability of action through appropriate lines of governance, resulting in timely resolution of issues.
Engagement

- Need to better engage students, staff, faculty, and the community.
  - Recruitment and retention of faculty with respect to EDI and recruitment affecting the MD Program.
- Pandemic interfered with the delivery of some aspects of the curriculum due to restrictions in gatherings and class activities by the university (e.g. service learning & interprofessional education). Need to re-engage these partners and stakeholders.
Areas for quality improvement:

- Academic Service Learning
- Evaluate effectiveness of Social Accountability Council
- Evaluate the new interprofessional education curriculum and assessment
- Curriculum mapping
- Use of Outcome Data
Big 5 Elements - Mistreatment (Element 3.6)

Highlights

● No wrong door approach to initial reports
● Appointment of Chief Wellness Officer
● Hot Spot Surveys rolled out for years 3 and 4 for 2022-2023 after successful pilot
● Checklist for department chairs related to mistreatment
● MD Program Strategic Plan: Health Promoting Learning & Work Environment
● ARCTC task force - strategic framework
● New Racism Reporting Process & Anti-Racism Policy
Highlights:

- **FoMD Strategic Plan - Vision 2025**
  - Mission: To serve the public with social accountability through partnerships, leadership, and innovation in education, research, and health care

- **MD Program Strategic Plan 2022-2027**
  - Mission: Our medical school develops diverse, competent, and compassionate physician leaders to serve the health needs of Alberta, northern communities and Canada through adaptive innovation and social accountability
  - Strategic Plan information & updates are available from the [MD Program website](#)
Big 5 Elements - Social Accountability (Element 1.1.1)

Highlights:
- Medical school has responsibility to serve many populations; currently the school identified populations are: Indigenous, Black, and Rural & Remote
- Memorandums of Relationship Accountability with Treaty 6 Chiefs & Enoch Cree Nation
- ARCTC Task Force
- BMSA Calls to Action
- Social Accountability Task Group (SATG) in FoMD
- Social Accountability Lead & Social Accountability Council in the MD Program
FoMD Highlights:
- Assistant Dean, EDI: non-voting member on search & selection committees for leadership positions
- Grow Wisely - best practices for hiring faculty & staff with a focus on EDI
- Updated FEC guidelines for EDI language and principles
- Anti-Racism Online Module for faculty and staff

MD Program Highlights:
- 2022 Program Level Objectives
- Indigenous applicant quote removed
- Black applicant admissions process
- MD AIDE
Big 5 Elements - Faculty Feedback (Elements 4.4 & 8.5)

Highlights:
● Automated notifications when Teaching Evaluation Score reports are published in MedSIS
● Standardized approach to annual course/clerkship review meetings
● Clear processes for follow up between Associate Dean, MD Program, individual teachers, and clinical department chairs when problems arise
● UofA’s Teaching, Learning, & Evaluation Policy & Procedure (July 2022)
● FoMD Procedure for Addressing Clinical Teaching Performance
● Updates to Discovery Learning preceptor evaluation form to include psychological safety
What’s Next?

● Virtual Site Visit
  ○ October 17-19, 2022
● In-Person Follow Up Site Visit
  ○ November 28 & 29, 2022
● Exit Report from Site Visit Team
  ○ Mid-December
● Final Report from CACMS
  ○ Spring 2023
# Department Chair Searches & Reviews

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<tr>
<th>Department</th>
<th>Status</th>
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<tbody>
<tr>
<td>Department of Family Medicine (Search)</td>
<td>In process</td>
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<tr>
<td>Department of Physiology (Search)</td>
<td>Completed</td>
</tr>
<tr>
<td>Department of Emergency Medicine (Review)</td>
<td>Completed</td>
</tr>
<tr>
<td>Department of Anesthesiology &amp; Pain Medicine</td>
<td>Completed</td>
</tr>
<tr>
<td>Department of Ophthalmology &amp; Visual Sciences</td>
<td>In process</td>
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Office of Clinical Faculty  
Process Reviews  
September 18, 2022

Clinical Appointments and Promotion Process

During the past 5 years, some process gaps were identified relating to appointments promotions. While appointments are made by the Dean on recommendation of the Clinical Chairs, the process of appointments, renewals, and promotions was variable among departments. This necessitated a comprehensive review and harmonization of the process to ensure consistency across all departments. The revised process, approved by the Dean’s Executive Committee (DEC) on June 6, 2022, is summarized in the document found here. Highlights include:

1. All Clinical Faculty are, in principle, required to submit Clinical Faculty Academic Contribution Reports at least twice during their appointment period.
2. Clinical Chairs or delegates are expected to review Clinical Faculty performance at least twice during their appointment period. This may be done in-person or over video, but there should be opportunity for feedback to, and response from the appointee.
3. Clinical Lecturers are initially probationary for a period of 3 years. Those who wish to remain Clinical Lecturers may do so if there is a minimum amount of academic contribution to the Department and Faculty as defined by the Chair.
4. Specific procedures have been put in place for suspension and termination of appointments, as well as grounds for non-renewal.
5. A formal process for appealing suspension or termination of clinical appointments has been put in place.
6. Guidelines for removal of Clinical Faculty from learners without suspension of appointment have been put in place.
7. The recommended minimum time frames in a certain rank before applying for promotion have been revised to reflect quality, quantity, and duration of academic contributions.
8. Promotion guidelines have been completely revamped to reflect contribution, and where appropriate, leadership, in the 4 pillars of education, clinical, research and administration.
9. A formal process for appealing decisions for denial of promotion has been implemented.

Clinical Teaching Performance

Feedback from Clinical Faculty identified a clear gap in the process for reviewing teaching performance. Teaching evaluations are typically distributed at the end of an academic year, often many months after the completion of clinical teaching encounters with learners. In some
instances, comments that are left on the evaluations were seen as hurtful and demoralizing. To address these gaps, a process for addressing clinical teaching performance was developed and approved by the DEC on June 6, 2022, which can be referenced here. The summary of this process is based on four levels of intervention:

1. Routine feedback
2. Occasional suboptimal evaluations
3. Repeated underperformance
4. Potential egregious teaching concern

In essence, it provides an opportunity for the Clinical Faculty member to discuss their evaluations with a program lead, or Associate Dean UGME/PGME, to allow their perspective to be shared and acknowledged, and where appropriate, a venue to encourage a safe space for open discussion and growth. It is only in situations with potentially egregious teaching concerns where immediate removal from learners may be initiated by the Associate Dean UGME/PGME.