







Meeting Minutes

Committee	FoMD Faculty Council		
Members:	Dr. B. Hemmelgarn (Chair) As set out in the <i>Post Secondary Learning Act</i> <i>Quorum is represented by those faculty members member present.</i>	Date :	September 20, 2022
		Time:	4:00pm
Called to Order:	4:01pm	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		

Topic	Summary	Action by whom	Target Date	Status
1. Dean's Report	Dr. B. Hemmelgarn provided update: <ul style="list-style-type: none"> 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. <div style="text-align: center;">  1. Dean Update .pdf </div>			
2. Vice-Deans Research				
a. Update	Dr. L. Richer provided update: <ul style="list-style-type: none"> Thanked all that contributed to the peer-review process. <div style="text-align: center;">  2. Research Update.pdf </div>			
3. Dr. Verna Yiu – Interim Provost and Vice President (Academic)				
<ul style="list-style-type: none"> 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. 				
4. Vice-Dean Education				
a. Update	Dr. Lang provided update: <ul style="list-style-type: none"> FEC Summary Report 			

Topic	Summary	Action by Whom	Target Date	Status
	<ul style="list-style-type: none"> Teaching Engagement Survey  <p>3. Vice Dean Education Report.ppt</p>			
b.	<p>Dr. D. Rolfson presented the Accreditation 2022 update:</p>  <p>4. ACCREDITATION '22.pdf</p>			
5. Vice-Dean Faculty Affairs				
a. Update	<ul style="list-style-type: none"> Annual Reports are due September 30. Interactions with Industry Policy – needs to be reviewed and updated – send any comments in to Dr. Kunimoto. Update on Department Chair Searches & Reviews:  <p>6. Chair Search & Review Update.pdf</p> <ul style="list-style-type: none"> Dr. Choy spoke to the Clinical Faculty Promotion process.  <p>7. Clinical Faculty Process.pdf</p>			
6. Announcements	Adjourned at 5:36pm			
Next Meeting	November 15, 2022			



FACULTY COUNCIL SEPT 20, 2022

DEAN'S REPORT



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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

EDI - update

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



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2022 Project Grant

Spring Competition

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

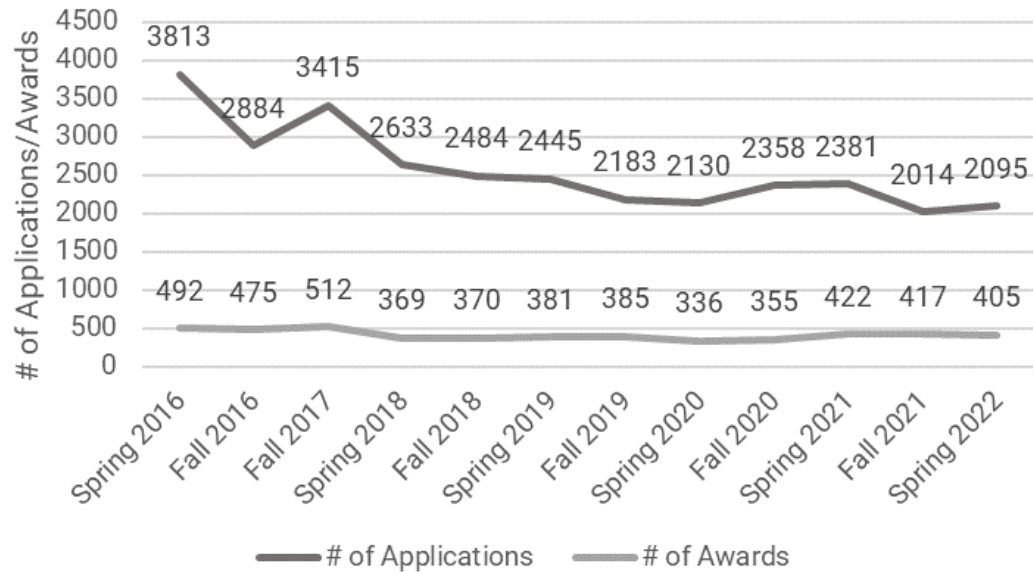
Fall Competition

- 53 registered applications

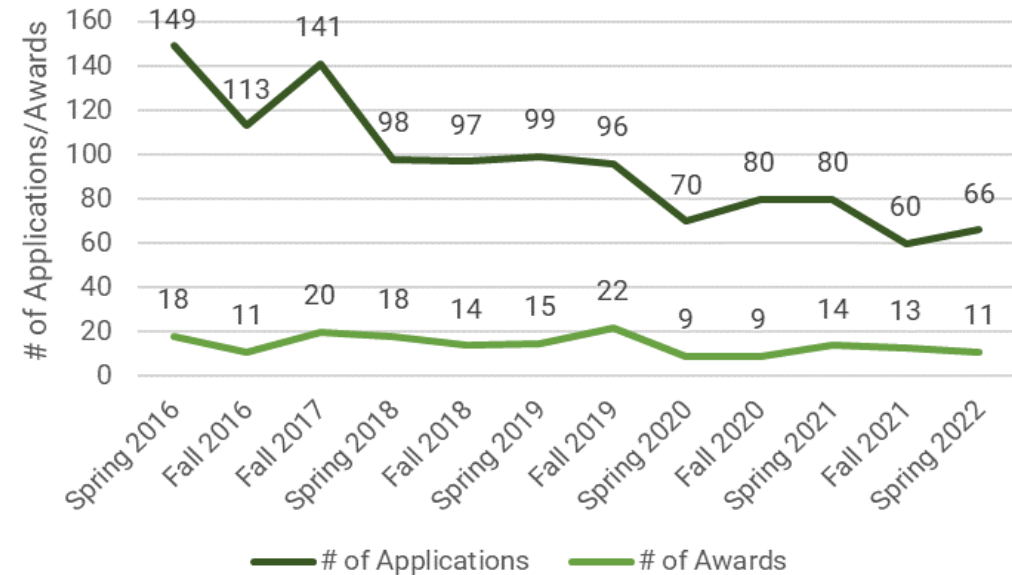


Declining application pressure from 2016

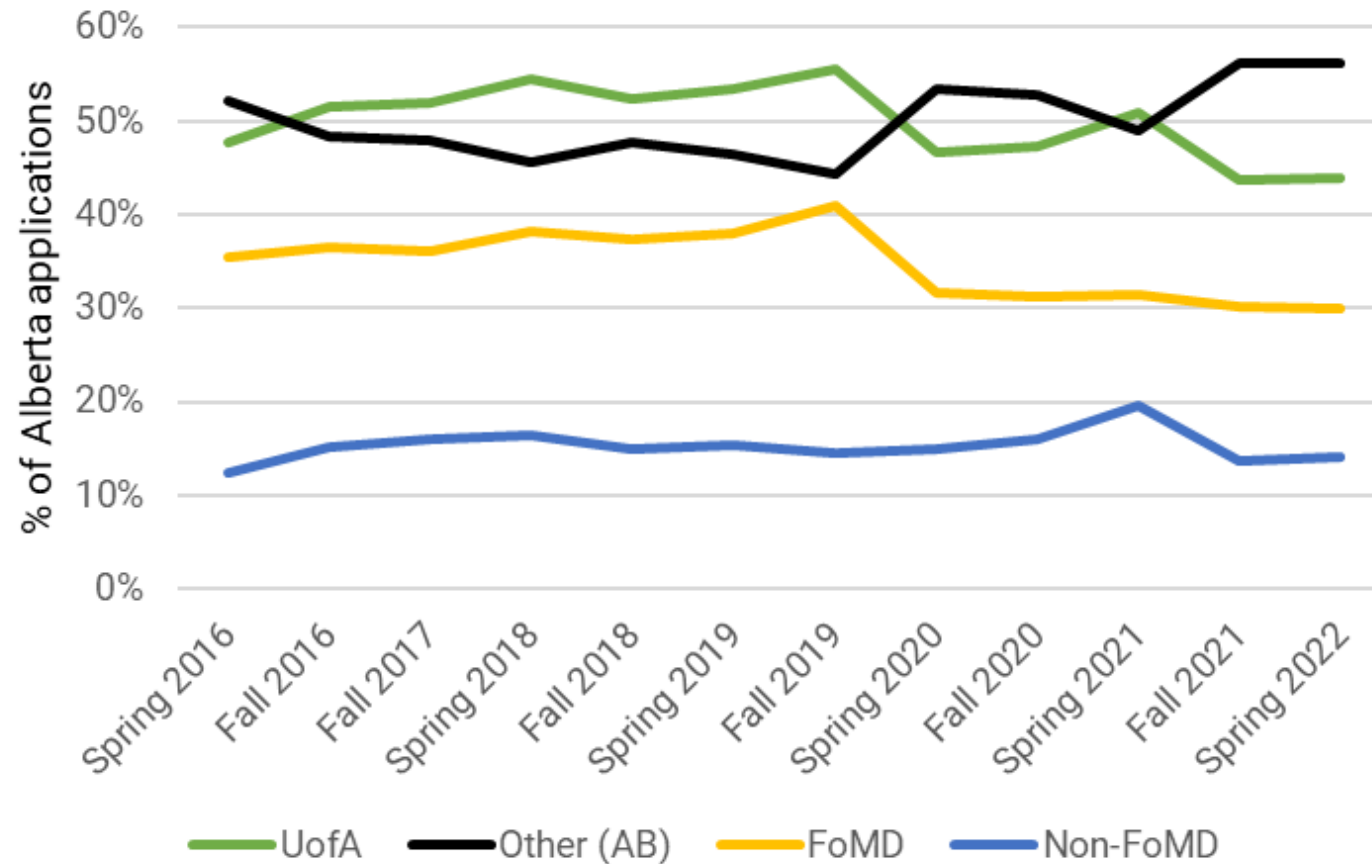
A. National Application Pressure



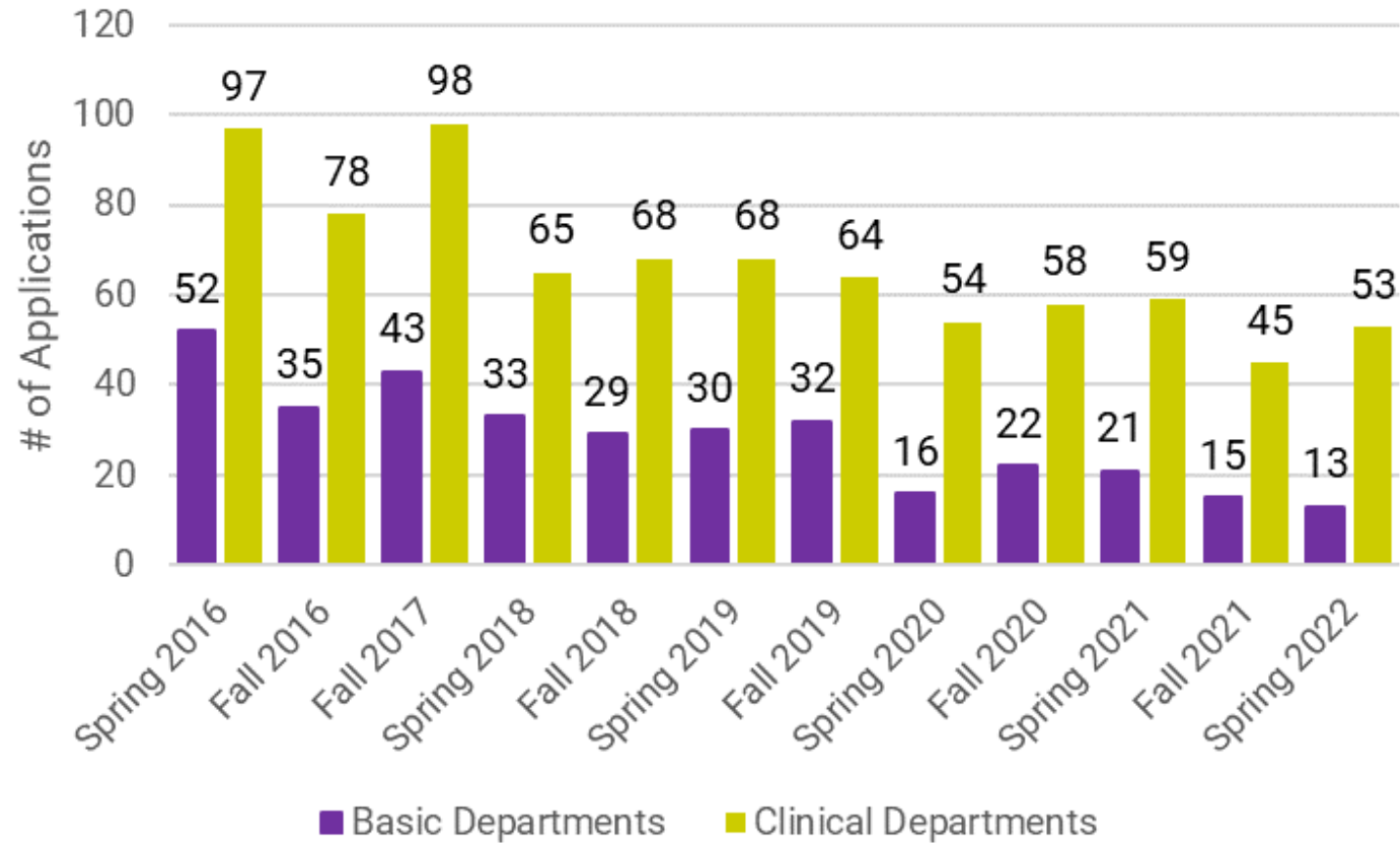
B. FoMD Application Pressure



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



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FEC Summary Report

Annual summary of FEC outcomes:

- Tenure and promotion
- Merit
- **Full report on [FoMD Faculty Development webpage](#)**

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Faculty Development

[Access the ARO](#)

Merit and Promotion

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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.

[Access the Annual Report](#)

Process and Policies

As per the Collective Agreement, please see the following documents that help describe standards for different faculty members in FoMD. Please see the following documents that help describe standards for different faculty members in FoMD.

- [Faculty Evaluation Committee \(FEC\) Standards for](#)
- [Faculty Service Officer](#)
- [Academic Teaching Staff](#)
- [Clinical Faculty](#)
 - Clinical Faculty that are not remunerated through their department.

Other documents you may find useful

- [AASUA Collective Agreement](#)
- [FEC Summary Report 2022](#)

FOMD FEC SUMMARY

[Summary Report](#)

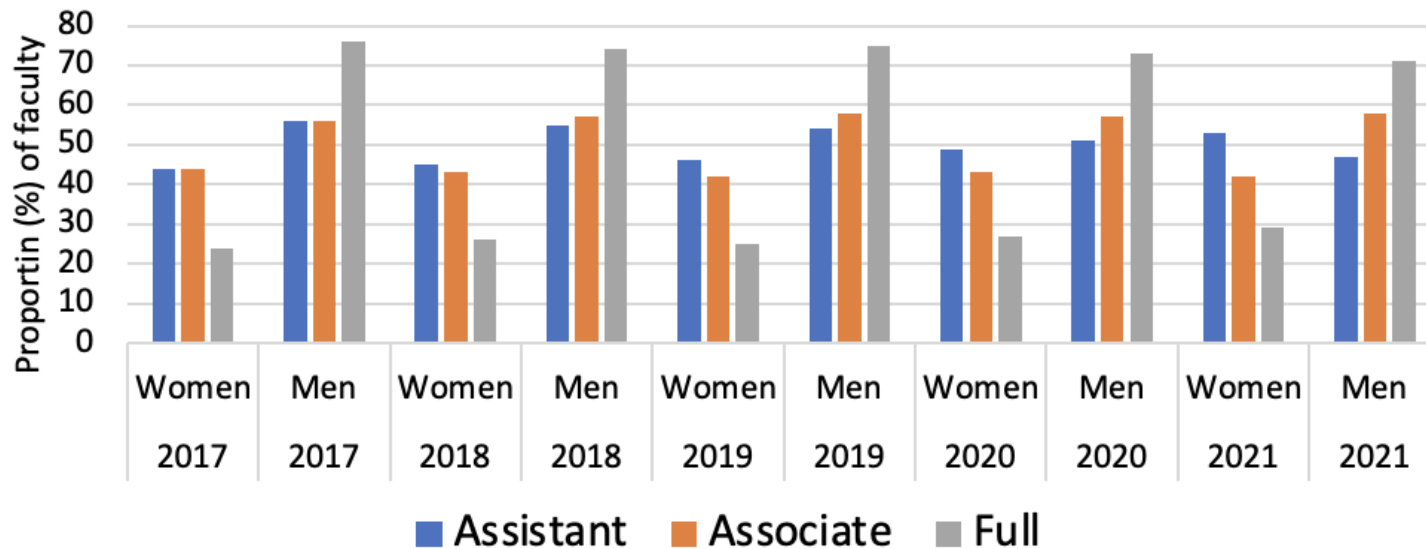
FEC outcomes Faculty of Medicine & Dentistry, reporting period:
July 1, 2020 - June 30, 2021

Demographics

- Total number of faculty at all ranks stable over 4 years
- Fewer women in most basic science depts (except Physiology)

Faculty Members by Rank and Gender

Proportion of faculty by gender and rank



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.

		Date of FEC Tenure and Promotion Review				
		Nov 2017	Nov 2018	Nov 2019	Nov 2020	Nov 2021
# Women*	Applying for tenure	8	3	7	15	10
	Applying for Full	6	8	12	10	12
# Men*	Applying for tenure	11	12	12	9	5
	Applying for Full	6	11	13	8	16

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

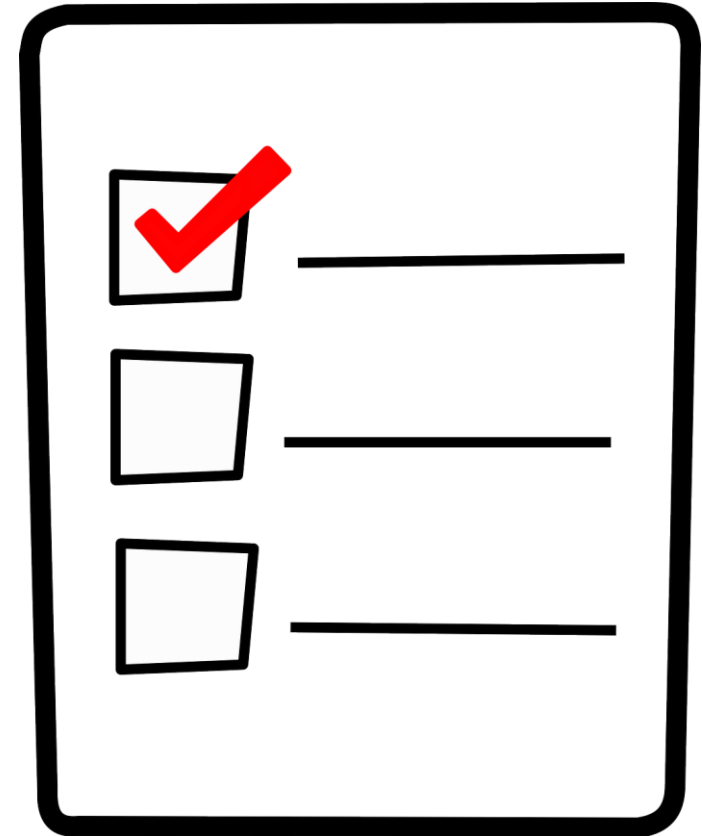


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Milestone Achieved - July 2022

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. Mike Lee-Poy
McMaster University
Faculty Fellow



Dr. Aaron Chiu
University of Manitoba
Faculty Fellow

Dr. Taryn Hearn
Memorial University
Accreditation Advisor



Recommendation Tracking

3 sources of continuous quality improvement recommendations:

- Sub-Committees & Steering Committee
- Independent Student Analysis (ISA)
- Mock Accreditation



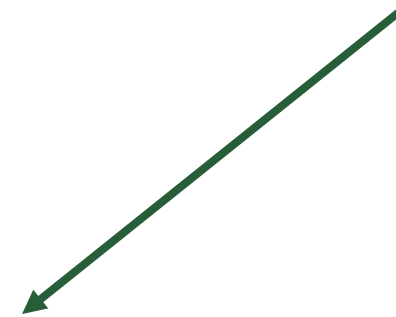
Total CQIs: 222

- 84 = Committees
- 57 = ISA
- 81 = Mock

CQIs → Actions

~222 unique actions were identified to resolve the CQIs

- 165 are complete
- 57 are in progress or paused



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.

Accountability

- 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.



Ongoing CQIs

Areas for quality improvement:

- Academic Service Learning
- Evaluate effectiveness of Social Accountability Council
- Evaluate the new inter-professional 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

Big 5 Elements - Strategic Planning (Element 1.1)

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

Big 5 Elements - Equity Diversity & Inclusion (Element 3.3)

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

MD Program Website: <https://www.ualberta.ca/medicine/programs/md/index.html>



Welcome to the MD Program
With our communities, inspired through learning, serving society.

- MD Program**
- MD Program Strategic Plan
- Accreditation
- About
- Apply to Medicine
- Our Program
- Student Resources

MD Program Strategic Plan
Our medical school develops diverse, competent, and compassionate physician leaders to serve the health needs of Alberta, Northern Communities and Canada.

Accreditation 2022
The FoMD and the MD Program are preparing for Accreditation, which culminates in a full site visit in October, 2022.

Professionalism
We believe professional behaviours should be commended and support safe processes in reporting professionalism lapses.

Indigenous Health Initiatives (IHI)
Supporting the growth in the number of First Nations, Inuit, and Metis people in medicine and dentistry programs.

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



Faculty of Medicine & Dentistry

Department Chair Searches & Reviews

Department of Family Medicine (Search)	In process
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Department of Physiology (Search)	Completed
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Department of Emergency Medicine (Review)	Completed
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Department of Anesthesiology & Pain Medicine	Completed
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Department of Ophthalmology & Visual Sciences	In process
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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.