UNIVERSITY OF ALBERTA
FACULTY OF MEDICINE & DENTISTRY

Meeting Minutes

Committee	FoMD Faculty Council		
Members:	Dr. B Hemmelgarn (Chair) As per list attached Attendee List May 18 2021.pdf *Quorum is represented by those faculty members member present.*	**Date :**	May 18, 2021
		Time:	4:00pm
Called to Order:	4:01pm	**Location:**	Via Zoom
Guests	W. Rodgers; Donna Herman; Lise Warick; Michael Ironside	**Scribe:**	Erin Neil
Approval of agenda	**Approved by consensus with no additions.**		
Approval of previous meeting Minutes	**Date:** March 16, 2021 **MOVED** by Dr. N. Kassam and **SECONDED** by S. Russell to approve the agenda as circulated. **ALL IN FAVOUR. CARRIED.**		
Meeting Attachments:	Provided via email		

Topic	Summary	Action by whom	Target Date	Status
1. FAR Demo	• Dr. Kunimoto provided background of FAR and the ARO –FoMD does have different needs from the clinical side. • Dr. Wendy Rodgers did introductions. Donna Herman; Lise Warick; Michael Ironside and John Spence. • Demo of the highlights of FAR. • Can arrange for sandbox access. • In the process of adoption by other Faculties at the University of Alberta. • Equity and fairness – is consistent with the Faculty Agreement. • Manages the entire FEC process – letters, dates, etc. • Serves as a repository. • Michael Ironside – did demo of the FAR system. • Compatible with all University of Alberta systems. • Sandbox access can be obtained via Michael Ironside. • Further discussion at September 2021 meeting.			
2. Business Arising	None			
3. Introduction of New Leadership Position	• Drs. Hemmelgarn, Schipper and Kassam did introductions. 1. Introduction of New Faculty & New			**ONGOING**
4. Dean's Report	Dr. B. Hemmelgarn provided updated: • Update on the Academic Restructuring – reviewed authority matrix. • Update on SET - HR & Finance hiring process and IT work. MedIT will be centralized over 18			**ONGOING**

Topic	Summary	Action by Whom	Target Date	Status
	months. • Department Manager positions moving forward. • Ant-racism Policy has been reviewed and approved by DEC and FoMD Executive Council – will be added to the FoMD website. • Alberta 2030 – Government strategy for continuing education • Recognized Dr. Mel Lewis as her term as Associate Dean of Learner Well-being and Advocacy is coming to an end.			
5. Vice Dean Education	Dr. S. Schipper provided update: • Will have an electronic vote for graduates in June. Dr. D. Rolfson and Dr. R. Kearney presented: 2. MD Program Leadership Update.p			
6. Vice-Dean Faculty Affairs	Dr. D. Kunimoto provided update: 3. VDFA Update .pdf • Reviewed State of Pandemic Impacts for Academic Faculty Members. 4. DOCUMENTING THE EFFECTS OF THE • Dr. J. Aker provided GFT update.			
7. Vice Dean Research	Dr. L. Richer presented: 5. Research Update .pdf			
8. Other Business	None			
9. Announcements	**Adjourned at 5:23pm**			
Next Meeting	**September 21, 2021**			

Name (Original Name) - May 18, 2021 Faculty Council Attendees
Erin Neil
Bill Gibson
Sarah Hughes
Andrew Simmonds
Wasif qayyum
Robert Burrell
Brenda Hemmelgarn
Roberta Martindale
Vijay Daniels
Nicola De Zanche
Andrew Greenshaw
Ray Rajotte
Carol Hodgson (she/her)
Steven Patterson
Roshan Abraham (he/him)
Shelley Ross
Dave Bigam (Dave’s iPhone)
Dilini Vethanayagam
Scott Phillips
Alexandra Sheppard
Dr. Carlos Solarte
Aitchison Lab
Derek Emery
Ramona Kearney
Laura Stovel
Lise Warick
Helly Rachel's iPad
Fred Berry (Fred)
Jonathan Sharp
Boguslaw Tomanek
Yvette Labiuk
Peter Kannu
Bill Sevcik
Miranda Brun
Wayne Clark
Shirley Schipper
Brock Debenham
Andrew Pepper
Michael Ironside
GinaRayat
Dennis Kunimoto
Kathleen’s iPad
Chester Ho
Darryl Rolfson
Sandra Davidge
Rhonda Rosychuk

Wendy Nickolson
Troy Baldwin
Jason Acker
James Young
Alexander Tamm
Aitchison Lab
Xinmin Li
Li-Kwong Cheah
Steven Patterson
Gary Eitzen
Joanne Rodger
Jesse Lafontaine (he/him)
Narmin Kassam
Pamela Brett-MacLean
Donna Herman
Tim Winton
Anita Kozyrskyj
Blaire Anderson
Jennifer Alabiso she/her (Jennifer Alabiso)
ioanabratu
dougzochodne
Lawrence Cheung
Gisele Gaudet-Amigo
Brianna Greenwood (she/her)
Quentin Durand-Moreau
garylopaschuk
kimrans
Jennifer Hocking
Sherri Honeychurch
Lawrence Richer
Lori West
Ruth Legese
James Hammond
Lindy VanRiper
Jessica Yue
Paul Humphries
Mark Glover
Trevor Schuler (Urology Meetings (urolpg))
Eytan Wine
Auriele Volk (she/her) (Auriele Volk)
Steven Patterson
Robin Clugston
JC Spence
Daryl Silzer
Roseline
Michael van Manen
Stephanie Russell (she/her)

Lisa Purdy (she/her)
Tracey Hillier (she/her)
Richard Lehner
Karen Doucette
Roseline
Melanie Lewis
Hanne Ostergaard
Gregory Funk
Michael Hendzel
Wendy Rodgers
Nikolai Malykhin
robert welsh
Raj Padwal
glen
Rhea Varughese
Anastassia Voronova
glen
Aitchison Lab
Sheryl Koski
Yanbo Zhang (He/Him) (Yanbo Zhang (He/Him/His))
David Olson
Grace Lam
Sandy’s iPhone
Natarie Liu
Asha Rao
manjulagowrishankar
Taniya Birbeck
Catherine Corriveau-Bourque
aminubello
Carlos Flores Mir
Maria-Beatriz Ospina
Khaled Dajani
Emmanuelle Cordat
Marek Michalak
Wendy Rodgers
VanessaMS
Francois Bouman
Matthias Gotte
Susan Fawcett
Brian Holroyd (EX: Holroyd# Brian)
Saadet Andrews
Shannon Erichsen
David Williams
Murray Diduck
Michael Mengel
Ann Lee
Yifeng Wei

Lee Green (Dr. Lee Green)
Olivier Julien
Sita Gourishankar
Adrian Wagg
Cheryl Goldstein (she/her)
Jill Konkin
Frank Wuest
Suzanne
Jane Schulz
Elizabeth Rosolowsky
Amit Bhavsar
Sarah Forgie
Ginetta Salvalaggio (ICHWP Research)
Mia Lang
Chris Le
Hollis Lai
sujata
Charles FB Holmes
Sandy Widder
szafr
Dina Kao
KarenKroeker
Mark’s iPad Pro
Jen Dewhurst
eric wong
Michael Weinfeld
Colin Anderson
Erica Dance
Peter Hamilton
Haili Wang
Klaus Buttenschoen
Ordan Lehmann
Kendra Brunt
Alan Underhill
Kamran Fathimani
Richard Camicioli
Dawei Zhang
Neesh Pannu
Jan Willem Cohen Tervaert
Andrea Macyk-Davey
Sandra Campbell
Karen Madsen
Wright
glen
Jaime Yu
Jacques Romney
Freimut Juengling

Glen Jickling
Bonita Lee
Trina
Shahzeer Karmali
Cynthia Palmaria
Daniel Schiller
Andy Mason
Sharon Compton
Wael Elhenawy
Sukhvinder Dhillon
Oksana Babenko
Lakshmi
Jonathan White
Branko Braam
Cheryl Deslaurier
Bin Zheng
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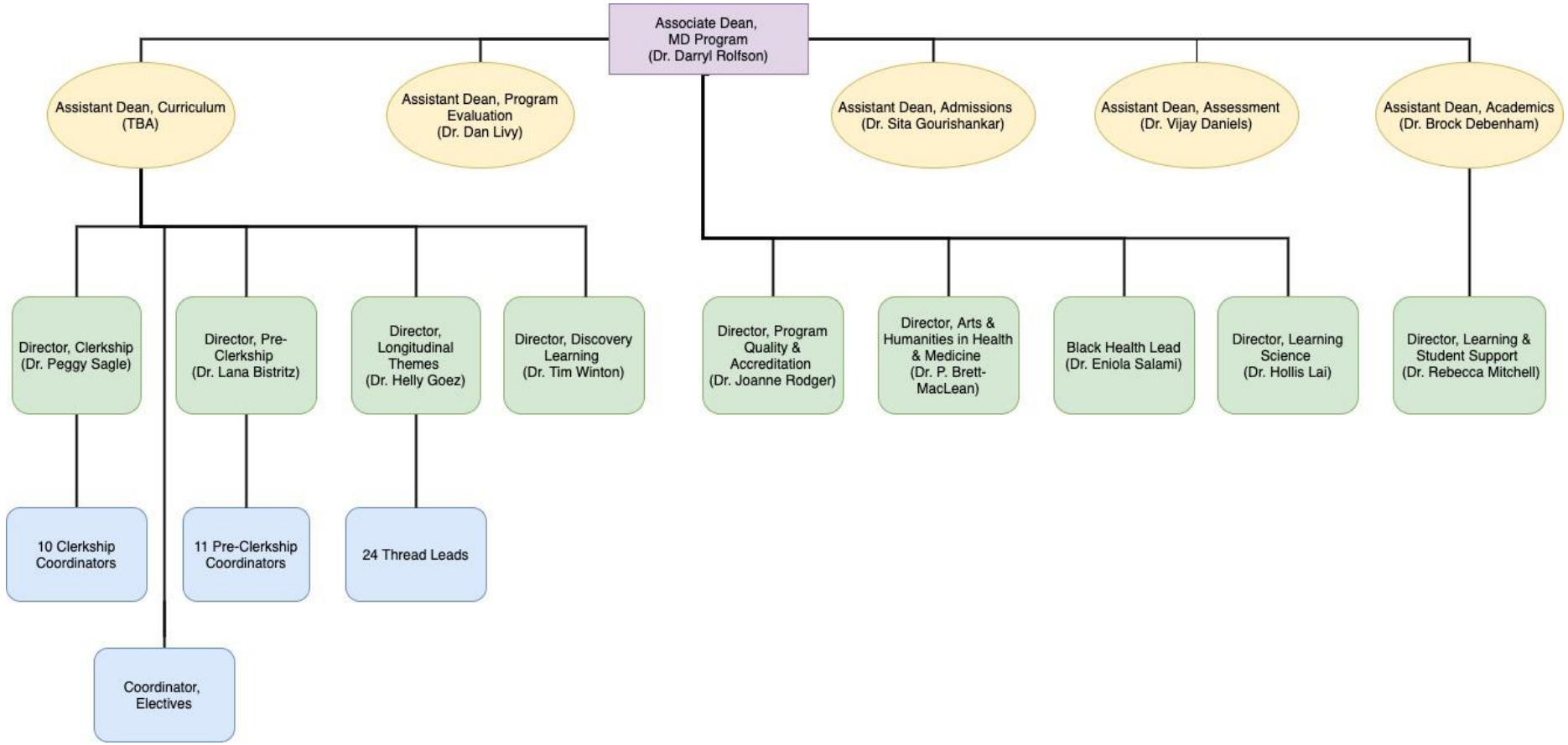
Grace Lam
Sebastian Straube
Clarence Wong
Robert Pauly
Simon Byrns
Andrew Pepper
Lyn Sonnenberg
Michael Mengel
Peggy Sagle
Eytan Wine
Holger
Rhea Varughese
Hasu Rajani
Andrew Pepper

Introduction of New Faculty & New Leadership Positions

			Introduction by:
Dr. Hanne Ostergaard	Director, Cancer Research Institute of Northern Alberta (CRINA)		Dr. B. Hemmelgarn
Dr. Joanne Rodger	Director, Program Quality & Accreditation MD Program		Dr. S. Schipper
Dr. Vanessa Meier-Stephenson	Assistant Professor	Medicine	Dr. N. Kassam

MD Program Leadership Update
&
Accreditation of the MD Program

May 18, 2021



UNIVERSITY OF ALBERTA

MD Program Leadership

- Assistant Dean, Curriculum (TBA)
- Assistant Dean, Academic Affairs (Dr. Brock Debenham)
- Assistant Dean, Admissions
- Black Health Lead (Dr. Eniola Salami)
- Director, Program Quality & Improvement (Dr. Joanne Rodger)
- Curriculum Team Lead (TBA)

- Committee on Accreditation of Canadian Medical Schools (CACMS)
  - Leads the accreditation of programs of medical education leading to the MD Program in Canada

- CACMS membership
  - Includes appointed members from AFMC, CMA, the public, national students' group, Liaison Committee on Medical Education (LCME)

- "Medical School" - the M.D. program

- Accreditation promotes **medical school self-evaluation and improvement,** and **determines whether a medical education program meets prescribed standards.**

  - Aims to provide assurance that medical educational programs “meet reasonable, generally-accepted, and appropriate national standards for educational quality and graduates of such programs have a complete and valid educational experience sufficient to prepare them for the next stage of their training”

from CACMS-CAFMC website

Standard 1: Mission, Planning, Organization and Integrity

Standard 2: Leadership and Administration

Standard 3: Academic and Learning Environments

Standard 4: Faculty Preparation, Productivity, Participation and Policies

Standard 5: Educational Resources and Infrastructure

Standard 6: Competencies, Curricular Objectives and Curricular Design

Standard 7: Curricular Content

Standard 8: Curricular Management, Evaluation and Enhancement

Standard 9: Teaching, Supervision, Assessment and Students and Patient Safety

Standard 10: Medical Student Selection, Assignment and Progress

Standard 11: Medical Student Academic Support, Career Advising and Educational Records

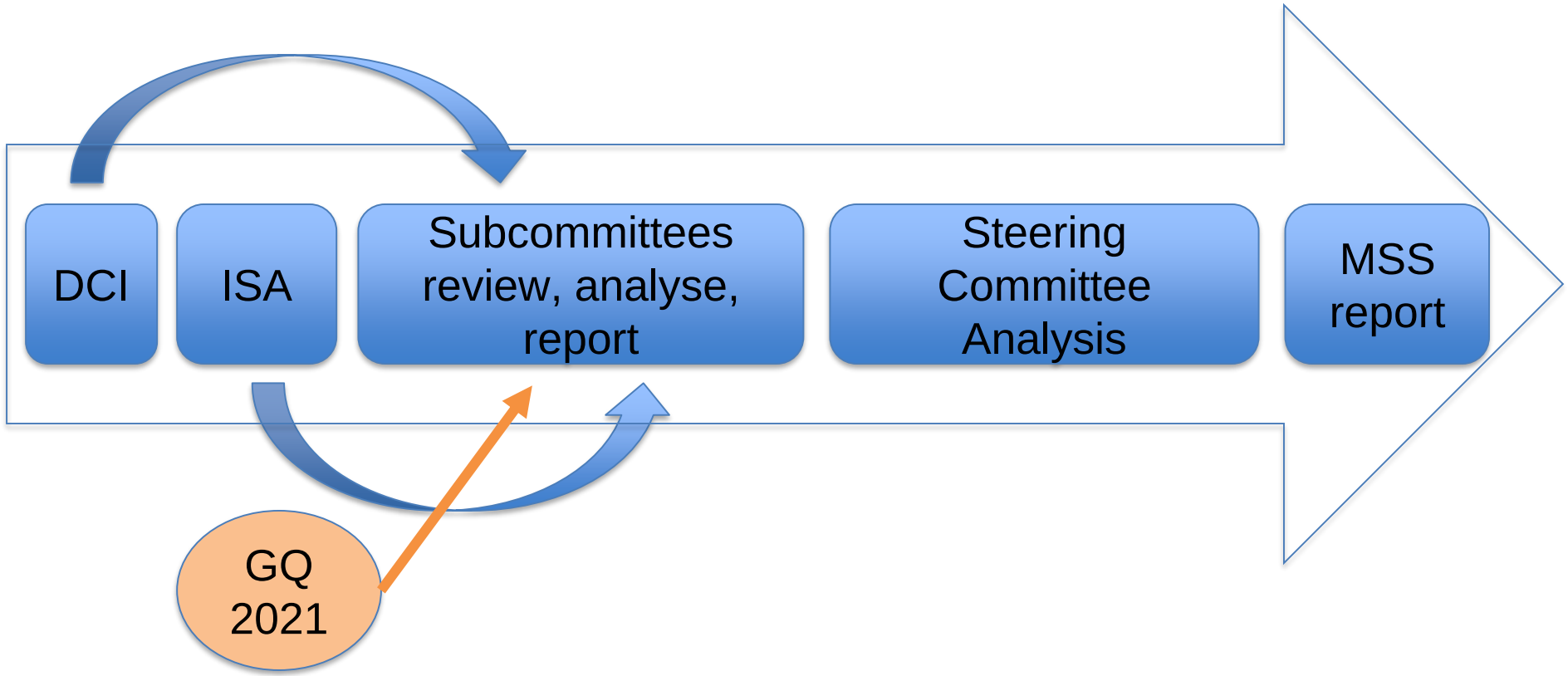
Standard 12: Medical Student Health Services, Personal Counseling and Financial Aid Services

- **Data Collection Instrument (DCI):** a questionnaire that includes information for each of the 96 standards and elements. It includes data from the ISA, the Graduation Questionnaire (GQ), and other sources.

- **Independent Student Analysis (ISA):** a comprehensive picture of students' perceptions of their medical education program.

- **Medical School Self Study (MSS):** representatives of the medical school administration, faculty, student body, and other constituencies:
  - collect and review data about the educational program;
  - assess the evidence of performance on accreditation standards and elements;
  - identify areas that require improvement
  - define strategies to ensure that any problems are addressed effectively.

Conduct of Medical School Self-Study



Courtesy of CACMS, 2020

Save the Dates:

Mock survey:

February 2022

CACMS Site Visit:

October 16-19, 2022

Leadership:

- Joanne Rodger, Director, Program Quality & Accreditation
- Ramona Kearney, Chair, Accreditation Task Force (MSS Steering Committee and Oversight Committee)

Medical School Self-Study:

- MSS Steering Committee (n=25)
- 6 Subcommittees (approx. 8 people each)
- All include student representation

Accreditation Oversight Committee

- Dean Hemmelgarn, Darryl Rolfson, Shirley Schipper, Joanne Rodger, Ramona Kearney

Committee #1 -- Standards 1 and 2 – medical school leadership, organization, mission and vision

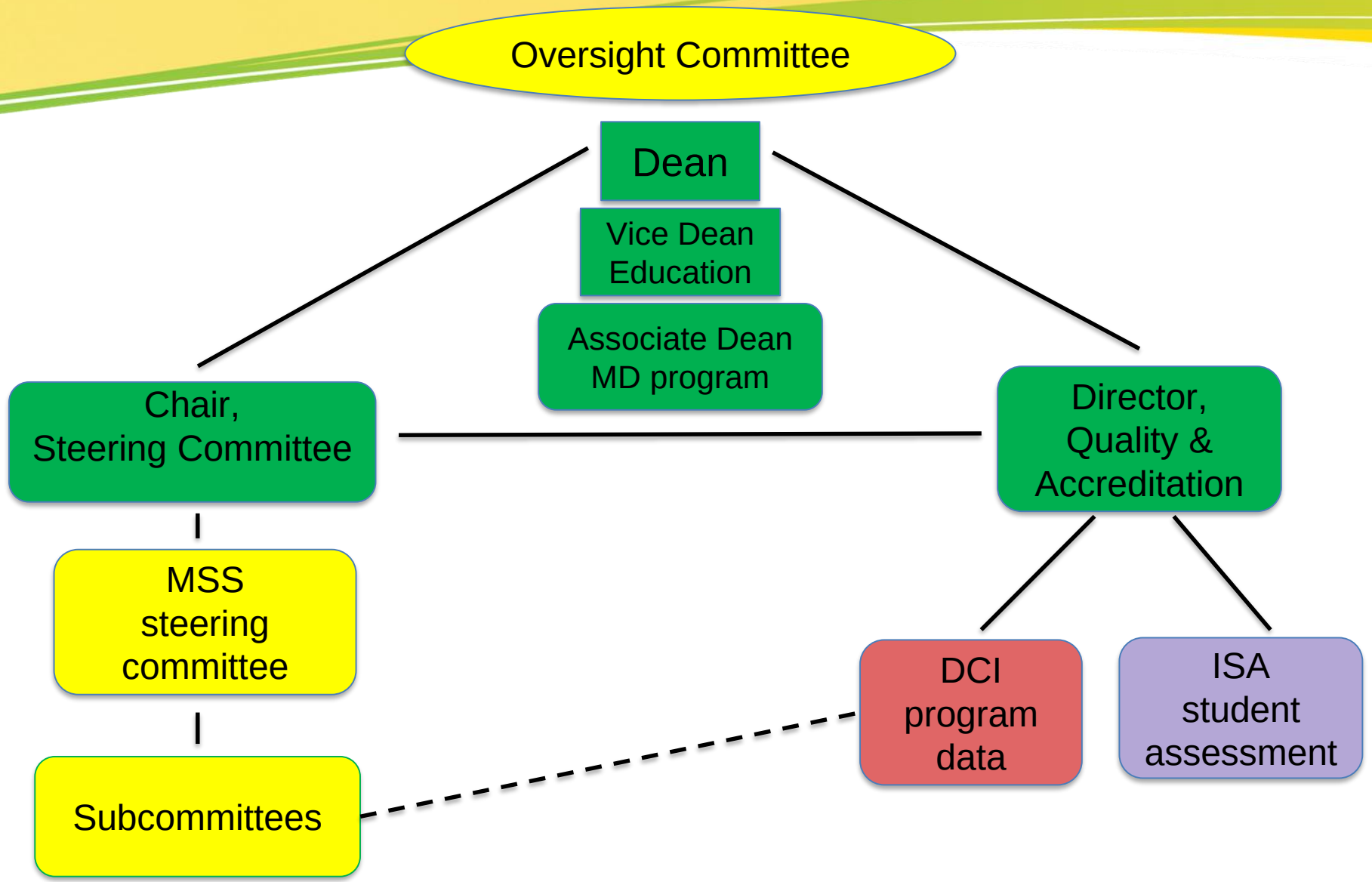
Committee #2 -- Standards 3 and 5 – academic and learning environment and educational resources

Committee #3 -- Standards 4 and 9 - faculty members' participation and student assessment

Committee #4 -- Standards 6 and 7 – competencies, curricular design - objectives and content

Committee #5 -- Standards 8 and 10 – curricular management, program evaluation, student selection

Committee #6 -- Standards 11 and 12 – academic support and records and personal resources


Oversight Committee
Dean
Vice Dean Education
Associate Dean MD program
Chair, Steering Committee
Director, Quality & Accreditation
MSS steering committee
Subcommittees
DCI program data
ISA student assessment

Based on previous accreditation processes:

- 1.1 Strategic plan
- 1.4 Affiliation agreements
- 2.3 Access & authority of the dean
- 3.5 Learning environment
- 4.6 Governance & Policy Making Procedures
- 5.2 Dean's authority/resources
- 6.1 Program & Learning Objectives
- 7.6 Cultural competence & health care disparities
- 8.1 Curricular management
- 8.4 Evaluation of program outcomes
- 9.6 Setting standards of achievement
- 11.3 Oversight of extramural electives
- 12.8 Student exposure policies/procedures

Based on CACMS List of Top Current Non-Compliant Standards:

- 1.1.1 Social Accountability
- 3.3 Diversity Programs & Partnerships
- 3.6 Student Mistreatment
- 11.2 Career Advising
- 12.3 Personal counselling / wellbeing programs
- 12.1 Financial aid/Debt management counseling/Student educational debt
- 5.1 Adequacy of financial resources
- 8.3 Curricular design, review, revision/content monitoring
- 9.8 Fair & timely summative feedback
- 5.11 Study/Lounge/Storage Space/Call Rooms
- 7.1 Biomedical, Behavioural, Social Sciences
- 9.2 Faculty Appointments
- 11.1 Academic Advising

Save the Date for October 16-19, 2022!

Questions? Please contact:

Joanne Rodger,
Director, Program Quality & Accreditation
joanne.rodger@ualberta.ca

Ramona Kearney,
Chair, Accreditation Steering Committee
rkearney@ualberta.ca

Vice-Dean, Faculty Affairs – Dr. D. Kunimoto

Department Chair Reviews/Search & Selection Update		
Department of Radiology	Recommendation made to the Dean	
Department of Obstetrics and Gynaecology	Candidates Shortlisted	Decision June 2021
Department of Psychiatry	Ad Posted – First consideration date of applications: June 8, 2021	Decision July 2021

FoMD Standing Committees – 2021	
Faculty Affairs Committee	3 available seats – 2 of which are basic science
Faculty Evaluation Committee	3 available seats
GFC	5 available seats
Nominating Committee	3 available seats – 2 clinical, 1 basic science
Faculty Learning Committee	2 available seats
Faculty Academic Appeals	1 available seat
Faculty Research Committee	2 available seats
IHI Admission Sub-committee	1 seat available
MD Admissions Committee	4 seats available

DOCUMENTING THE EFFECTS OF THE PANDEMIC ON ACADEMIC FACULTY MEMBERS
For the 2020-2021 Review Year

While the Pandemic has had immediate effects on all academic faculty members, that effect has not been uniform across the University with some staff members experiencing substantial negative effects on the performance of their University responsibilities while others have benefited or experienced little or no disruption. Furthermore, evidence has shown that women, equity-seeking groups, and staff members with caregiver responsibilities have experienced the most adverse impacts on their work.

The Statement of Pandemic Impacts as described in this document will account for interruptions, delays, opportunities, and atypical circumstances that have impacted normal productivity expectations. It is expected that the Statement of Pandemic Impacts (the "Statement") may range from no impacts to substantial impacts, both negative and positive.

The following processes will take into account, and allow for formal assessment, the effects of the Pandemic that are reported in staff members' Statements:

a. Decisions on probationary period extensions;
b. Award of tenure and continuing appointments;
c. Promotions;
d. Approval of sabbatical leave applications;
e. Evaluation of sabbatical leave reports;
f. Annual evaluation for merit;
g. Contested and reconsideration cases; and
h. GAC appeals.

With a fixed merit pool, productivity in an area is normally assessed compared to others at the same rank and similar protected time for that area. This documentation of the effects of the Pandemic gives Deans, Chairs and FECs an accurate account of staff members' circumstances under conditions created by the Pandemic and facilitates a fair, contextualized assessment of staff members' performance..

STATEMENT OF PANDEMIC IMPACT FOR ACADEMIC FACULTY MEMBERS

1. The Statement may include a description of personal circumstances; however, the staff member should outline only the general nature of the circumstances (e.g., medical, bereavement, family responsibilities such as providing care for dependent children or adults, ever-changing school arrangements, federal and provincial response requiring logistical considerations, etc.) and not include specific details. Citing the inability to work or to only work at a reduced capacity due to the stated circumstances will be sufficient for the impact of the circumstances to be taken into account.
2. In the case of promotion dossiers, the Statement will be provided to all internal and external reviewers and should describe:
    1. the impact the Pandemic has had on workload, performance and trajectory in each of the relevant areas of University responsibilities; and
    2. how the staff member has adjusted, or plans to adjust, their work in light of the Pandemic to continue or re-build their trajectory.
3. The Statement should not be longer than two pages.

THE STATEMENT:

The Pandemic's impact on staff members will not change the Faculty's standards; however, the statement will provide an opportunity for staff members to:

1. Detail how their work changed, the steps they have taken to address the impacts, and any achievements that have resulted from those actions;
2. Reflect on both positive and negative impacts, as relevant, and to highlight achievements that may not be otherwise visible;
3. Describe how their teaching responsibilities were affected by the use of new methodologies and technology with different expectations;
4. Detail how research programs were specifically impacted (i.e: lab closings, access to participants/populations, team challenges, increased workload in another area, increased costs, etc.); and
5. Comment on disruptions to expected resources (including time), potential opportunities, and planned activities through circumstances beyond their control. Staff members may also explain how they adapted to overcome these challenges and note how these adaptations represent a form of productivity during this period.

MATTERS TO CONSIDER WHEN WRITING THE STATEMENT

While this is not an exhaustive list, staff members may consider the following elements. Faculties may develop additional items that are particularly relevant to their disciplines.

1. Remote or hybrid instruction requiring the expenditure of significant amounts of time learning new pedagogical methods, or developing new pedagogical and technological approaches, and revision of materials;
2. Adaptations, through the use of technology, to traditional methods of assigning and assessing work;
3. Changed student advising/mentoring activities at a time of heightened stress;
4. Personal space issues affecting productivity;
5. Cancellation or rescheduling of creative works, performances and exhibitions;
6. Cancellation or alteration of field courses, labs, etc.;
7. Cancellation or rescheduling of community engaged educational programs;
8. Interruption or alteration of delivery of clinical teaching and supervision of internships; the need to revise how those programs are designed and delivered;
9. Increased clinical practice time due to front-line delivery of services;
10. Required revisions of research and teaching assistantship activities for undergraduate and graduate students who are under instructor supervision;
11. Cancellation, rescheduling, or alternate delivery of academic conferences related to teaching professional development;
12. Cancellation, rescheduling, or alternate delivery of academic conferences related to the presentation or other sharing of academic/scholarly/research papers;
13. Sabbatical interruptions, postponements or adjustments;
14. Lab closures and/or loss of research material;
15. Impacts on grant funding, including changes in the priorities of granting agencies, cutbacks in funding available, increased costs of research, new grant funding opportunities, and some

collective agreement requirements to continue to pay students, postdocs and technicians even if not advancing projects;

16. Inaccessibility of field work sites, human subjects, libraries, archives, and other research collections;
17. Delays in journal review process and publication schedules;
18. Suspended or curtailed or altered traditional and ad hoc service assignments,
19. Greatly increased clinical service responsibilities for some; resulting in less time and energy for academic work
20. Changes for external service responsibilities such as journal editorships, chairing of academic conference sessions, professional organization service, and other integrated scholarly service/engagement.

FoMD Faculty Council Meeting

May 18, 2021

Research

Data Analytics Research Core (DARC)

- Provides high-performance computing in a secure environment for health data
- Enables health data sharing for research
- Invests in precision health and AI for health research
  - recent purchases of 2 new servers, SAS Viya platform and an 8 GPU server
- Governed by the FoMD Information Management Steering Committee

Announcing SAS® Viya® in DARC

- **SAS Viya is the standard for AB health analytics**
- **It is an AI, analytic and data management platform that runs on a modern, scalable architecture**
- **Faster processing for huge amounts of data**
- **Standardized code base for programming in SAS and other languages (e.g. Python and R)**
- **Provides a secure, scalable multi-user environment for concurrent data access**