

STANDARD 4
ELEMENT EVALUATION FORMS

STANDARD 4: FACULTY MEMBER PREPARATION, PRODUCTIVITY, PARTICIPATION, AND POLICIES

The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals.

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4.1 SUFFICIENCY OF FACULTY MEMBERS

A medical school has in place a cohort of faculty members with the qualifications and time required to deliver the medical curriculum and fulfill the other missions of the medical school.

Requirement 4.1-1

The medical school has in place a cohort of faculty members with the qualifications and time required to deliver the medical curriculum.

Analysis of evidence for requirement 4.1-1

The CSM has a Planning and Priorities Committee that regularly recruits new faculty. Recruitment priorities are guided by the CSM Strategic Plan and CSM's strategic focus on Precision Medicine and Precision Public Health. The recruitment process involves a review of a potential recruit's CV, cover letter and reference letters by the Department Head's Committee. Protected time for teaching is established annually for GFT and AMHSP faculty members. Non-AMHSP faculty receive payments for teaching.

The medical school was successful in recruiting the many Directors, pre-clerkship educators, and tutorial group facilitators required to launch the RIME curriculum.

Requirement 4.1-2

The medical school has in place a cohort of faculty members with the qualifications and time required to fulfill the other missions of the medical school.

Analysis of evidence for requirement 4.1-2

The CSM Planning and Priorities Committee regularly recruits new faculty. Recruitment priorities are guided by the CSM Strategic Plan and CSM's strategic focus on Precision Medicine and Precision Public Health. The recruitment process involves a review of a potential recruit's CV, cover letter and reference letters by the Department Head's Committee. Protected time for administration, research, and clinical activities is established annually for GFT and AMHSP faculty members.

CSM has identified the importance of expanding faculty with Black and Indigenous lived experience. The Government of Alberta has indicated their strategy to increase medical school enrollment with a renewed focus on family medicine, generalism, and rural medicine, and funding for this has been allocated.

4.2 SCHOLARLY PRODUCTIVITY

The medical school's faculty members, as a whole, demonstrate a commitment to continuing scholarly productivity that is characteristic of an institution of higher learning.

Requirement 4.2-1

The medical school's faculty members, as a whole, demonstrate a commitment to continuing scholarly productivity that is characteristic of an institution of higher learning.

Analysis of evidence for requirement 4.2-1

The DCI describes the comprehensive CSM criteria for evaluating research excellence, its nationally recognized leadership in revising such criteria to align with the Declaration on Research Assessment (DORA) principles, and the strong and sustained improvements in research funding and recognition within and outside the University of Calgary. These all indicate very strong scholarly productivity, underpinned by institutional commitment to supporting and recognizing such productivity.

4.3 FACULTY MEMBER APPOINTMENTS

A medical school has clear policies and procedures in place for faculty member appointments, renewal of appointment, promotion, granting of tenure, remediation, and dismissal that involve a faculty member, the appropriate department head(s), and the dean, and provides each faculty member with written information about the faculty member's term of appointment, responsibilities, lines of communication, privileges and benefits, performance evaluation and remediation, terms of dismissal, and, if relevant, the policy on practice earnings.

Requirement 4.3-1

The medical school has clear policies and procedures in place that involve the faculty member, the appropriate department head(s) and the dean when dealing with a faculty member's:

- i. appointment*
- ii. renewal of appointment*
- iii. promotion*
- iv. granting of tenure*
- v. remediation*
- vi. dismissal*

Analysis of evidence for requirement 4.3-1

The General Faculty Council (GFC) Academic Staff Criteria and Processes Handbook (2021), CSM Faculty Guidelines 2023 and The University of Calgary Faculty Association (TUCFA) agreement contain information on items i-vi. There is a specific note that remediation is addressed on a case-by-case basis with Department Heads or UME leadership (if the concern is related to education).

Requirement 4.3-2

The medical school provides each faculty member with written information about the faculty member's:

- i. term of appointment*
- ii. responsibilities*
- iii. lines of communication*
- iv. privileges and benefits*
- v. performance evaluation and remediation*
- vi. terms of dismissal*
- vii. the policy on practice earnings (if relevant)*

Analysis of evidence for requirement 4.3-2

There are specific Letters of Offer for different faculty types, all of which refer to specific documents which include information on items i-vi.

4.4 FEEDBACK TO FACULTY MEMBERS

A medical school faculty member, consistent with the terms of the faculty member's appointment, receives regular and timely feedback from departmental and/or other educational program or university leaders on academic performance, and, when applicable, progress toward promotion or tenure.

Requirement 4.4-1

A medical school faculty member, consistent with the terms of the faculty member's appointment, receives regular and timely feedback from departmental and/or other educational program or university leaders on academic performance, and, when applicable, progress toward promotion or tenure.

Analysis of evidence for requirement 4.4-1

There is a robust and continuous process for feedback to faculty members. Feedback is provided every two years via performance review with the Department Heads (and other relevant leadership). This process is supported by an academic reporting model within the Cumming School of Medicine. Feedback on UME activities are provided directly to the faculty member via the annual Faculty Performance Report (FPR), which outlines teaching activities, feedback scores, committee contributions and other facets of performance in this arena. These Faculty Performance Reports are also copied to the Department Heads for use in the performance review process.

All full-time faculty were recently reviewed as part of the progression through the ranks process, including considerations for merit awards related to contributions through the pandemic and outstanding achievement awards.

The processes in place ensure the regular and timely feedback is provided to faculty members to assess performance and guide progression.

4.5 FACULTY PROFESSIONAL DEVELOPMENT

A medical school and/or the university provides opportunities for professional development in those areas needed to fulfill faculty members' obligations to the medical education program and to enhance faculty member's skills and leadership abilities.

Requirement 4.5-1

A medical school and/or the university provides opportunities for professional development in those areas needed to fulfill faculty members' obligations to the medical education program and to enhance faculty member's skills and leadership abilities.

Analysis of evidence for requirement 4.5-1

The CSM provides a wide range of professional development opportunities to faculty members through the Office of Professional Development & Performance (OFDP), the Office of Continuing Medical Education & Professional Development (CME & PD), and the Indigenous, Local & Global Health Office (ILGHO). Additional opportunities are available through faculty members' individual Departments as well as the UCalgary Taylor Institute for Teaching & Learning. Appendix 4.5-1 C demonstrates the variety of sessions offered and attendance at the OFDP sessions.

4.6 GOVERNANCE AND POLICY-MAKING PROCEDURES

The dean or a dean's delegate and a committee, the majority of which are faculty members at a medical school, determine the governance and policy-making procedures of the medical education program.

Requirement 4.6-1

The dean or a dean's delegate and a committee, the majority of which are faculty members at a medical school, determine the governance and policy-making procedures of the medical education program.

Analysis of evidence for requirement 4.6-1

CSM Faculty Council is a CSM-wide committee, chaired by the Dean, whose membership includes all full-time CSM academic staff. The Council serves as the senior academic governing body on the academic affairs of the Faculty and is responsible to the University's General Faculties Council (GFC). This body is responsible for determining programs of study, determining admission requirements to CSM education programs, authorizing the granting of degrees, and other activities that may be delegated or assigned by GFC or brought to it by the Chair.

The Strategic Education Council (SEC) has delegated authority from the CSM Faculty Council for overall governance of educational programming at CSM. SEC is the body within CSM that authorizes the granting of degrees in the UME program and the approval of UME course changes. The SEC meets monthly, and the majority of members are faculty within CSM. There is also the Undergraduate Medical Education Committee (UMEC) that reports to SEC and, through it, to Faculty Council. The UMEC is the central/direct governance and policy-making body for the undergraduate medical program, and it meets at least quarterly.