

Mistreatment  
Reporting at the  
Cumming School of  
Medicine: An  
Internal Review



## Acknowledgement of the Traditional Land

We acknowledge the land on which the University of Calgary operates, which is the traditional territories of the people of the Treaty 7 region in Southern Alberta. This includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The city of Calgary is also home to Métis Nation of Alberta, Region 3.

## Message from Professionalism Subcommittee Co-Chairs

The medical sciences have been found to have an unacceptably high rate of harassment and mistreatment of equity deserving faculty, staff, and students. There are several factors that lead to a culture of intimidation, two of which are the presence of significant power gradients and a perception that there are few consequences to those that mistreat others. Effective and safe reporting mechanisms are essential to promote safe working and learning environments.

The Office of Professionalism, Equity and Diversity's professionalism committee recognized that there was a lack of clarity re: reporting pathways and the processes themselves were non-intuitive. A roadmap to advise CSM community members on how to report mistreatment and what to expect during the process was urgently needed. This roadmap presented in this document provides a summary of existing reporting streams for members of the CSM and concludes with recommendations on how we can strengthen these processes to ensure power inequities between the parties involved in mistreatment cases are recognized; and those persons that experience harm at the CSM can be better supported and informed during the mistreatment reporting process.

### Principles

- 1-- All CSM members, from a new student or employee to the CSM Dean, have access to the same document summarizing how to report and respond to harmful behaviors. The roadmap to report misconduct offers as much predictability as possible and the timeframes for processing.
- 2--The roadmap addresses all behaviors inconsistent with CSM's standards.
- 3-- CSM mistreatment reporting falls within the University of Calgary governance framework and Provincial/Federal laws.
- 4-- All members of CSM have the right to function in a respectful environment that is free of belittlement, hostility or dehumanization. There is a shared responsibility of CSM members to treat colleagues and students with courtesy and civility and to have an awareness of the potential impact of their behavior on the wellbeing (personal and professional) of other CSM citizens.

The OPED Professional committee aims to increase the personal competencies of CSM professionals in teaching and leading the diverse CSM community, and to ensure accountability when harm occurs. Discussions of issues related to equity, diversity and inclusion can be uncomfortable and we consider individuals readiness to deal with that discomfort. We hope that CSM members who have not experienced mistreatment nor have had open conversations with those who have had these painful experiences will find the recommendations enlightening. Finally, we thank those who have given generously of their time to assemble this roadmap including those with formal time dedicated to this work and those who worked 'off the side of their desk'.

Doreen Rabi  
Janice Braun

This report was conceived by the Office of Professionalism, Equity, and Diversity (OPED) Professionalism subcommittee in 2019 and written with support from staff in the Offices of Health and Medical Education Scholarship, Cumming School of Medicine Education, and Professionalism, Equity and Diversity.

## Executive Summary

This report outlines the principles and processes of mistreatment reporting, both as they currently exist at the Cumming School of Medicine and some recommendations for improvement. It begins by outlining the primary policies that govern mistreatment reporting at the University of Calgary, discussing issues with current processes and policies, and describing how the current culture contributes to barriers against effective resolution of mistreatment reports.

The report then presents - in more detail and broken down into categories of learners, faculty, and staff - the current mistreatment reporting pathways, policies, and supporting offices and units as well as institutional supports available to the CSM community. There are several pillar policies that apply to all CSM members. Additional program- or unit-specific standards and guidelines exist for some groups. Reporting routes and supports vary according to the type of mistreatment being reported as well as the role of the respondent for a specific incident. Overall, there can be a lack of clarity regarding the correct route for reporting, as well as potential steps to take and outcomes for those responsible for mistreatment.

The final section provides recommendations on how to move forward, including suggestions for consulting stakeholders and potential improvements to uphold the vision of a healthy working, research and learning environment throughout the CSM. Changes must occur at the levels of policy, process, resources and organizational structure to ensure the CSM is a safe and healthy learning and working environment that enables the whole community to thrive. This in turn will lead to a healthier, more effective and sustainable health care workforce and higher performing medical research teams. Equity furthers excellence and diversity fuels discovery.

This report is to be disseminated to the Dean, Vice Dean, and Senior Associate Dean of Education at the Cumming School of Medicine, with the request of a response including an action commitment and implementation plan to the Professionalism Subcommittee within a 12-week timeframe. This response will be reported back to the Office of Professionalism, Equity and Diversity for discussion.

## Preamble

A recent survey of harassment and discrimination policies at Canadian academic institutions revealed that these policies largely served to maintain the status quo of asymmetrical power structures, rather than shielding the institution's more vulnerable members from mistreatment (Sukhera et al. 2022). It has been well-documented that reporting mistreatment can be a burdensome and potentially retraumatizing endeavour that places undue stress on victims who may already be facing immense pressure to survive in a hostile environment (Sukhera et al. 2022).

Studies have also demonstrated that students, and especially students from equity-deserving groups, have experienced and witnessed harassment and discrimination in disproportionately high numbers (Broad et al. 2018, CFMS 2019), and that those experiencing mistreatment often refrain from reporting such experiences due to perceptions of the futility of reporting and fear of reprisal (ibid., Carter et al. 2013). Individuals experience specific forms of oppression; a non-exhaustive list includes sexism, racism, ableism, homophobia, transphobia. People additionally face oppression and discrimination based on intersectional identities. Policies that we have inherited often incorrectly frame oppression as an interpersonal transgression when in fact the policies actually reflect the institutionalization of these oppressions.

For the purposes of this report, mistreatment shall be considered to be any instance of discrimination, humiliation, harassment, inappropriate or unethical behaviour experienced or witnessed by an individual that negatively impacts their environment (for learning, work, research, etc) (adapted from the [UME FAAM website](#)). This behaviour can include a spectrum from egregious instances of intentional mistreatment through to unintentional microaggressions. This report addresses all behaviours inconsistent with CSM's standards and covers all members of the School.

The University of Calgary has a number of policies and processes in place to address some forms of mistreatment (noting that addressing racism is not specifically articulated in these). All members of the Cumming School of Medicine must adhere to the expectations set forth in the University of Calgary's Harassment Policy, Sexual and Gender-based Violence Policy, and Code of Conduct. The Student Non-Academic Misconduct Policy sets out additional standards for learners. These pillar policies, supported by other policy documents, describe the behaviours and conditions that create a respectful learning and working environment as well as unwelcome and inappropriate behaviour and the consequences of engaging in the latter. While necessary, these policies are not sufficient to ensure that the CSM is a safe and welcoming environment for all members.

Overall, several barriers to safe and effective reporting misconduct exist across all student groups in the CSM. Current avenues for reporting incidents of mistreatment or unprofessional behaviour are unclear and ambiguous. Since there are both mechanisms within the CSM as well as on main campus, and different learner groups within the School have additional routes of reporting along with the faculty-wide and institutionally-governed structures, there is no clear pathway for complaints. This lack of a clear reporting pathway creates ambiguity and confusion for both those wishing to report mistreatment and also those who may receive such reports.

There are also cultural constraints that serve to minimize the likelihood of incidents being reported. These come largely from the nature of the medical training structure that produces a hierarchical power gradient within the training programs (Siad and Rabi, 175). This power differential reinforces the dependence of trainees on their supervisors, thereby making them more vulnerable to mistreatment within the training context. Fear of repercussions for future training and career opportunities can be a powerful deterrent to reporting mistreatment within this context where explicit policies and processes to guide consequences for those who do retaliate are lacking.

Finally, an ambiguity around investigative processes and the potential risks and rewards of reporting incidents may serve to prevent victims from reporting mistreatment. Current policies and communication do not clearly outline the benefits of reporting or clearly communicate what steps are being taken and potential outcomes of reporting; this may discourage reporters from undertaking what can be a negative reporting experience with no perceived benefits or accountability for demonstrated perpetrators. Accountability for those who engage in mistreatment or unprofessional behaviour is unclear, and the institutional response, both to victims and to those around them, likewise lacks consistency and clarity.

The failings of our current mistreatment reporting structures have been previously stated, including in the 2020 Independent Student Analysis of the Cumming School of Medicine MD Program (ISA 2020) and by the 2015 Student Mistreatment Task Force. Issues include, as noted above, unclear pathways and processes for resolving issues of mistreatment including a lack of informal reporter-centric, trauma-informed resolution options and the concomitant supporting processes, unclear or insufficient

consequences for those who engage in mistreating others, and fear of the negative consequences of reporting an incident. The 2020 Independent Student Analysis of the Cumming School of Medicine MD Program summed up the situation thusly: “Although there is a system in place to report mistreatment, there is still a lot of work to be done to remove the barriers to reporting” (35). Changes have been made to address these concerns, including clarifying definitions of mistreatment, instituting enhanced supports for specific learner groups in the form of the Directors of Resident Support (PGME) and the Faculty Advisors Against Mistreatment (UME), as well as a prominent “red button” for UME learners to report mistreatment online. Other CSM groups continue to lack these supports, and barriers to reporting persist due to factors other than those already addressed as stated above. Thus the present report seeks to recommend an evidence-based approach and framework that can result in the required change.

This change, not only to mistreatment reporting processes but also, more critically, to a culture that prioritizes cultural and psychological safety for all members of the CSM community, is necessary not only to eliminate harm being caused to victims of mistreatment, but also to prevent our institution from facing reputational harm. By effecting these changes, we signal both internally and externally that the CSM is a School that truly lives by its values of sustaining the people who are at the heart of our community.

# Mapping current mistreatment reporting options for learners, staff and faculty at CSM

## Methods

An environmental scan of learner, faculty and staff reporting options was conducted using information publicly available on Cumming School of Medicine and University of Calgary websites. This included CSM education programs (6), cross-cutting platforms (4), and Institutes (7), as well as main campus offices and supports (5), as well as a review of the various employee groups.

Portfolios/offices with policies and reporting mechanisms were also contacted to provide clarification regarding the information on their website and/or to confirm the accuracy of the information presented in this report regarding their portfolio/office. A meeting was also held with a CSM Human Resources (HR) representative to discuss HR involvement in mistreatment reporting. These engagements were all conducted virtually. Additional engagement took place with University of Calgary Human Resources and Legal Services to validate the information collected.

Information collected included:

- mistreatment reporting policies and mechanisms (both internal and external)
- how CSM community members are made aware of policies and mechanisms (e.g. website, orientation, during courses, periodic email reminders, during faculty or staff orientation, etc.)
- program/portfolio EDI Committees, and if these serve as a reporting mechanism
- other mistreatment-related resources available

## Limitations

Information was not collected regarding the following:

- Effectiveness of the policy or mechanism (ie. did it meet the needs of the target group?)
- Information on policies and mechanisms at other educational institutions
- CSM/AHS Departmental policies/mechanisms
- There was limited usage data collected (ie. how often was the mechanism used by the target group?)

The authors of this report have attempted to present information factually but there may always be potential for bias given the positions and perspectives of the authors. They are not content experts and did not approach this scan from the true perspective of each member group at the CSM.



## Findings

Relevant policies that apply to all CSM members			
Policy	Implementation Authority	Date instituted/revised	Notes
<a href="#">Harassment Policy</a>	President	2016	
<a href="#">Sexual and Gender-based Violence Policy</a>	President	2021	
<a href="#">Code of Conduct</a>	President	2019	
CSM Professional Standards	CSM Dean's Executive Council	2008	Currently under revision

CROSS-CUTTING PLATFORMS AND CSM GROUP(S) SERVED						
Platform	UME learners	GSE learners	PGME learners	BHSc, BCR learners	Staff	Faculty
SAW	✓	✓	✓	✓		
DLRI	✓		✓			
ILGH	Indigenous	Indigenous	Indigenous	Indigenous	Indigenous	Indigenous
OPED	✓	✓	✓	✓	✓	✓

## Learners

This section begins with overall summaries for each of the following: CSM Education Programs, CSM Cross-Cutting Education Platforms & Services, CSM Institutes, and main campus offices. This is followed by a more detailed summary of each program, platform/service, Institute and UCalgary main campus office.

Education Programs at CSM & Additional Mistreatment Reporting Mechanisms						
Mechanism	BHSc & BCR	UME	PGME	GSE	CME	OFDP
Course eval	✓	✓	✓		✓	✓
Program Ombuds		<a href="#">FAAM</a>	<a href="#">DRS*/Ombuds</a>			
Advising	✓	✓	<a href="#">Office of Resident Affairs</a>	✓		
Committee	<a href="#">SFLC</a>	<a href="#">Student Prof cttee</a>				
Peer group	<a href="#">SU Med rep</a>	<a href="#">SU Med rep</a>				
Website		✓				
Policy		<a href="#">Procedure for UME Mistreatment Investigation</a>	<a href="#">Operating Standard</a>			

Other	end of course surveys	UME has multiple points of evaluation that would allow reporting of mistreatment	360 evals of faculty	end of course surveys	end of course surveys	end of course surveys
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\*DRS constitutes both ombuds services and additional support specific to clinical trainees

### *CSM Education Programs*

CSM education programs offer degrees, certificates, courses, workshops, etc, and include the Bachelor of Health Sciences (BHSc), Bachelor of Community Rehabilitation (BCR), Undergraduate Medical Education (UME), Postgraduate Medical Education (PGME), Graduate Science Education (GSE), Continuing Medical Education & Professional Development (CME & PD), and Office of Faculty Development & Performance (OFDP).

CSM-wide and UCalgary mistreatment policies apply to learners in all six CSM education programs and include the [Cumming School of Medicine Professional Standards for Faculty Members and Learners \(implemented in 2008, currently under revision\)](#), [University of Calgary Code of Conduct](#) (revised 2019), [University of Calgary Harassment Policy \(2016\)](#) and [Sexual and Gender-based Violence Policy \(revised 2021\)](#), and the learner-specific [Student Non-Academic Misconduct Policy](#) (2021). In addition, the Undergraduate Medical Education Program (UME) and Postgraduate Medical Education Program (PGME) have additional policy documents which also outline the mistreatment reporting mechanisms available in each of these units.

All CSM learners can utilize UCalgary reporting mechanisms. In addition, all six CSM education programs have internal reporting mechanisms available. This includes processes such as anonymous end-of-course surveys (BHSc/BCR, UME, CME, OFDP), direct reporting to the Associate Deans and/or Program Directors of the education programs (all), student committees or ombuds (BHSc/BCR, UME, PGME), EDI Committee (UME) and internal advisors who confidentially guide the learner through reporting options (UME & PGME). Learners are made aware of these mechanisms at orientation (UME), via websites (UME & PGME) and course outlines (BHSc/BCR), and during completion of course evaluations (CME & PD). Cross-cutting education platforms and services (see CSM Cross-Cutting Education Platforms & Services section) and some CSM Institutes (Alberta Children’s Hospital Research Institute, Charbonneau Cancer Institute, O’Brien Institute for Public Health) also provide other reporting mechanisms for learners.

### *CSM Cross-Cutting Policies, Education Platforms & Services*

The CSM Cross-Cutting Education Platforms & Services provide learning opportunities and services to multiple groups of CSM learners primarily affiliated with a CSM Education Program. These include:

- Distributed Learning & Rural Initiatives (DLRI)* – programs for UME and PGME learners
- Indigenous, Local & Global Health (ILGH)* – programs for BHSc, BCR, GSE, UME and PGME learners
- Office of Equity, Professionalism and Diversity (OPED)* – open to all CSM learners

*Student Advocacy & Wellness Hub (SAWH)* – services open to all CSM learners (formerly specifically for UME students)

CSM-wide and UCalgary mistreatment policies apply to learners in all cross-cutting platforms and services, and include the [Cumming School of Medicine Professional Standards for Faculty Members and Learners](#), [University of Calgary Code of Conduct](#) and [University of Calgary Harassment Policy](#). None have internal mistreatment policies.

UCalgary reporting mechanisms are accessible to all learners affiliated with or accessing the services provided by these platforms. Two of the offices address learner reports of mistreatment directly (OPED and SAWH), while DLRI redirects the learner to the program with which they are primarily affiliated (ie. UME or PGME), and ILGH has its own internal support and reporting options for Indigenous learners.

### *CSM Institutes*

The seven Institutes are joint CSM/Alberta Health Services entities which have research, education and service mandates. Although learners are primarily affiliated with their education programs rather than Institutes, the Institutes offer work and training experiences for learners/trainees.

CSM-wide and UCalgary mistreatment policies apply to learners/trainees in all seven Institutes and include the [Cumming School of Medicine Professional Standards for Faculty Members and Learners](#), [University of Calgary Code of Conduct](#) and [University of Calgary Harassment Policy](#). None of the Institutes have internal mistreatment policies.

UCalgary reporting mechanisms are accessible to all Institute learners/trainees. In addition, three Institutes offer internal reporting mechanisms: direct reporting to the AB Children’s Hospital Research Institute education team, an EDI Committee at Charbonneau Cancer Institute, and reporting to the Directors of O’Brien Institute for Public Health. Other Institutes are considering the creation of an EDI committee and/or the provision of additional resources to prevent and assist learners/trainees with mistreatment reporting.

### *CSM Clinical and Basic Science Departments*

There are 20 clinical and basic science departments at the CSM. The former are partnerships between the University of Calgary and Alberta Health Services, and as such depending on the context and roles of individuals involved in a mistreatment report, policies and processes from AHS may be relevant to a situation.

## **CSM Education Programs**

### **Bachelor of Health Sciences (BHSc) & Bachelor of Community Rehabilitation (BCR)**

#### **Background – Mission & Learners**

The Bachelor of Health Sciences (BHSc) offers an undergraduate health sciences honours degree program in collaboration with other UCalgary Faculties. Learners are undergraduate students in one of three programs (ie. Bioinformatics, Biomedical Sciences, and Health & Society).

The Bachelor of Community Rehabilitation (BCR) offers a four year degree as well as a two year post-diploma program degree, and learners are undergraduate students.

### **Mistreatment Reporting Policy**

There are no BHSc or BCR-specific policies, but the [Cumming School of Medicine Professional Standards for Faculty Members and Learners](#), [University of Calgary Code of Conduct](#) and [University of Calgary Harassment Policy](#) apply to BHSc and BCR learners.

### **Mistreatment Reporting Mechanism/Process**

The following reporting mechanisms are available:

1. **Associate Dean Undergraduate Health & Science Education.** Students report concerns directly to the Associate Dean or Program Coordinator, or an issue is raised in an advising appointment. The Associate Dean handles these cases. This sometimes includes students reporting a concern with a non-CSM course.
2. **[Student-Faculty Liaison Committee \(SFLC\)](#)** These are BHSc student-elected representatives who can bring forward a wide variety of student concerns to the program administration. The BCR students have a Community Rehabilitation & Disability Studies students' association that represents their interests.
3. **Students' Union (SU) Med representative.** BHSc and BCR Students share concerns with their respective representatives, who then bring issues to the Associate Dean Undergraduate Health & Science Education.
4. **Program Directors.** They raise relevant issues with the Associate Dean as needed.
5. **Student Ombuds Office**

Reference to and contact information for SFLC for BHSc students, SU Med reps and Student Ombuds office are included in every course outline. Course outlines also include information regarding appropriate conduct for students, employees and academic staff, as well as reference to the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures, and provide a [link](#) to these. Links and/or emails are also provided to the [Sexual and Gender-Based Violence Policy](#), and the [Student Ombuds Office](#), and the Students' Union.

Students also complete Universal Student Rating of Instruction (USRI) and narrative course-based evaluations at the end of each term, but these are intended for instructor reflection and development (as per TUCFA collective agreement). These are reviewed by the Associate Dean Undergraduate Health & Science Education to watch for any flags (except during COVID when this was not permitted by campus decree).

## **Graduate Science Education**

### **Background – Mission & Learners**

Graduate Science Education (GSE) offers 11 thesis or course-based graduate level programs in the CSM. Learners are either MSc or PhD students, postdoctoral fellows, or are enrolled in the graduate certificate and diploma programs in Precision Health.

### **Mistreatment Reporting Policy**

There is no GSE-specific policy, but the Cumming School of Medicine [Professional Standards](#) for Faculty Members and Learners, University of Calgary [Code of Conduct](#) and University of Calgary [Harassment Policy](#) apply to GSE learners.

### **Mistreatment Reporting Mechanism/Process**

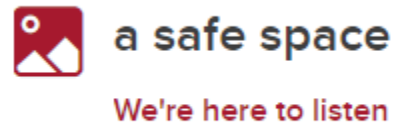
There are a number of reporting options available to learners to begin discussions depending on the nature of the complaint. Within the CSM, these could include the learner's supervisor, Graduate Program Director, Associate Dean – Graduate Science Education, a peer, a student-led group within a program or Institute. The first point of contact is usually through the Graduate Program Director or Associate Dean who connects learners with the appropriate reporting mechanism/office. The Associate Dean also advises learners to seek assistance through the Student Advocacy & Wellness Hub (see section on Student Advocacy & Wellness Hub) depending on the circumstances.

As all GSE programs fall under the Faculty of Graduate Studies (FGS), there is also a [reporting mechanism](#) through FGS (see section on Faculty of Graduate Studies) as well as other main campus offices. However, it was acknowledged that some learners may not be aware of the connection to and services provided by FGS, and that there are physical barriers to accessing some main campus services due to the location (ie. CSM or off-site lab such as Alberta Children's Hospital) and conflicts between learner work hours and/or main campus office hours.

## **Undergraduate Medical Education (UME)**

### **Background – Mission & Learners**

Undergraduate Medical Education (UME) provides training in basic and clinical science to produce undifferentiated physicians who achieve the [Big 10 Graduation Educational Objectives](#), and will continue their education in residency training programs. Learners are undergraduate students enrolled in the three-year program.



### **Mistreatment Reporting Policy**

UME has the [UME Student Mistreatment Guidelines](#) that is accessible via “A Safe Space” on the [UME website](#) and provides details on the reporting mechanisms available to UME learners and the processes followed under each option.

### **Mistreatment Reporting Mechanism/Process**

There are four main reporting mechanisms listed in the [UME Student Mistreatment Guidelines](#):

1. Anonymous end of course/clerkship surveys or directly to UME Associate Dean or delegate (internal resolution)
2. Direct to UME through a direct report or [“A Safe Space”](#)
3. [Faculty Advocates Against Mistreatment \(FAAMs\)](#). The advisors are a confidential resource available to provide guidance through the process regardless of whether the learner decides to report an incident. This resource is intended to be at arms-length from UME.
4. UC Main Campus – These options include the [Student Ombuds Office](#) or [Protected Disclosure & Research Integrity Office](#).

The FAAM webpage also includes options to report to the UME Associate Dean directly, or to the [Student Professionalism Committee](#) via an online form. The Student Professionalism Committee addresses complaints regarding unprofessional behaviour of students or faculty and may consult the Associate Dean of the Office of Professionalism, Equity and Diversity (see section on OPED) as needed or refer the complaint to other bodies as appropriate to follow those reporting processes.

There is also an UME EDI Committee which can serve as a reporting mechanism, although this committee's mandate is to provide recommendations focused on EDI principles in curricular delivery and evaluation of faculty and students.

Students are made aware of the various reporting mechanisms during orientation and through periodic email reminders throughout the program.

### **Other Resources**

Additional resources are listed under the FAAM webpage including main campus and external organizations as well as the Student Advocacy & Wellness Hub (see section on SAWH). There is also a [Student Emergency and Crisis Support](#) button on the main UME web page which links to various main campus and external supports.

### **Leaders in Medicine Learners**

This group of learners has additional informal supports and leaders to whom they can discuss or report mistreatment, in the form of their graduate program advisor and/or the Leaders in Medicine Director.

### **Pathways to Medicine Learners**

While in the MD portion of their program, Pathways to Medicine students have access to the UME reporting avenues and supports listed above.

## Postgraduate Medical Education (PGME)

### Background – Mission & Learners

Postgraduate Medical Education (PGME) offers 60+ residency training programs to build on the foundation of undergraduate medical education to produce physicians who will be certified by their national College. PGME also offers over 90 fellowships. Learners are residents and fellows enrolled in discipline-specific programs.

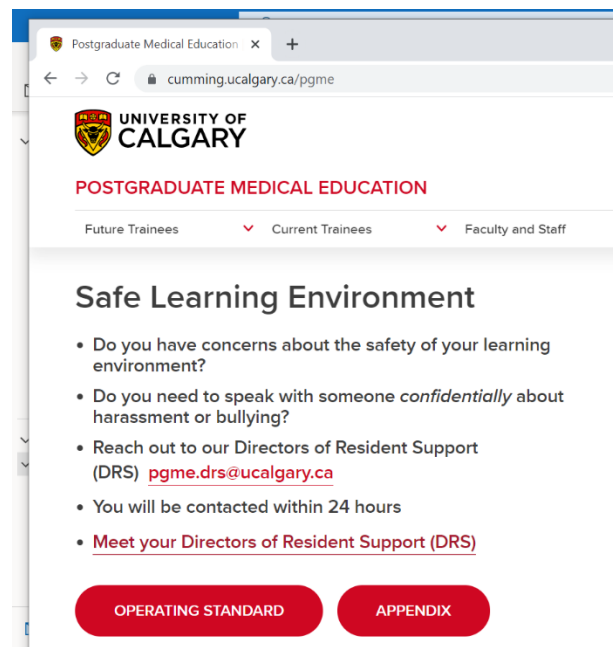
### Mistreatment Reporting Policy

PGME has an [Operating Standard on the Safe Learning Environment](#) that is accessible on the main PGME webpage and provides details on the reporting processes available to all learners in postgraduate training programs.

### Mistreatment Reporting Mechanism/Process

There are three reporting mechanisms available specifically through PGME:

1. [Directors of Resident Support \(DRS\)](#). There are three DRS who provide guidance (not legal or psychological counseling) to residents and fellows and can remove a resident from a rotation/educational experience, in consultation with their Program Director and with approval of the Associate Dean. This option is prominently displayed on the main PGME webpage. PGME maintains a database of issues that present to DRS as a way to identify recurring themes so that they can be addressed in a proactive manner.
2. **PGME Associate Dean.**
3. [Residency Program Ombuds](#). Each residency program has an ombuds who provides a confidential resource that residents may access to discuss personal, professional or program-related concerns. The [Roles & Responsibilities of Residency Program Ombudsman](#) provides details on this role.



In addition, the [Operating Standard on the Safe Learning Environment](#) provides reporting mechanisms external to PGME: the Protected Disclosure and Research Integrity (PDRI) office, Human Resources, the Student Conduct Office, the Confidence Line (1-800-661-9675), a manager/supervisor/dean, and Campus Security.

### Other Resources

There is also the PGME Wellness App available to residents/fellows which includes direct links to the DRS and the [Office of Resident Affairs](#) and Physician Wellness.

## Continuing Medical Education & Professional Development (CME & PD)

### Background – Mission & Learners

Continuing Medical Education & Professional Development (CME & PD) provides and coordinates integrated

academic educational and assessment activities and resources that promote lifelong learning for healthcare professionals for excellence in clinical practice focused on improving health outcomes. Learners include physicians and physicians in training (ie. medical students and residents/fellows), as well as non-physician faculty and other healthcare professionals (eg. nurses, pharmacists, etc).

### **Mistreatment Reporting Policy**

There is no CME-specific policy, but the [Cumming School of Medicine Professional Standards for Faculty Members and Learners](#), [University of Calgary Code of Conduct](#) and [University of Calgary Harassment Policy](#) apply to CME & PD learners.

### **Mistreatment Reporting Mechanism/Process**

There is an internal process via anonymous course evaluations through which learners can report mistreatment. Evaluations are reviewed by the course Education Consultant (EC) and Scientific Planning Committee, at a minimum. If the EC deems a comment concerning, they would escalate it to the CME Manager or CME Director, which could be further escalated to the Associate Dean. Course feedback is also received directly via staff or generic office emails, which are also triaged according to importance/urgency. This internal process is not publicized on the CME & PD website, but learners would be made aware when completing course evaluations.

As CME & PD learners are affiliated with other departments, organizations (eg. AHS), or education programs (eg. UME, PGME, etc), external reporting processes specific to those organizations/programs would be available to them as well.

## **Office of Faculty Development & Performance (OFDP)**

### **Background – Mission & Learners**

The Office of Faculty Development & Performance (OFDP) offers programs and resources for orientation, faculty reporting, career development, leadership development, teacher development, and EDI training. Learners are primarily CSM faculty members, but some courses are open to staff and learners in the CSM.

### **Mistreatment Reporting Policy**

There is no OFDP-specific policy, but the [Cumming School of Medicine Professional Standards for Faculty Members and Learners](#), [University of Calgary Code of Conduct](#) and [University of Calgary Harassment Policy](#) apply to OFDP learners.

### **Mistreatment Reporting Mechanism/Process**

There is an internal process via anonymous course evaluations through which learners can report mistreatment. OFDP also uses a slide at the beginning of the session that says “if you see any items of concern in this presentation, please do not hesitate to reach out to [ofdp@ucalgary.ca](mailto:ofdp@ucalgary.ca)” for direct reporting if the learner prefers.

This internal process is not publicized on the OFDP website, but learners would be made aware at the beginning of the sessions and when completing course evaluations.

As OFDP learners are affiliated with other departments, unions (eg. TUCFA) and professional organizations, external reporting processes specific to those organizations/programs would be available to them as well.



## CSM Cross-Cutting Education Platforms & Services

### **Student Advocacy & Wellness Hub (SAWH)**

#### **Background – Mission & Learners**

The Student Advocacy & Wellness Hub (SAWH) advocates for students to ensure that they have a voice in issues that affect their academic and personal lives. As of April 2022, SAWH will be accessible by all learners in the CSM.

#### **Mistreatment Reporting Policy**

There is no SAWH-specific policy, and program-specific (eg. UME and PGME) and university-wide policies are applicable.

#### **Mistreatment Reporting Mechanism/Process**

Although mistreatment reporting mechanisms are available through the various CSM education programs, SAWH offers an additional reporting process. SAWH advocates and supports the learners, and the support provided depends on the situation and timing of the complaint (eg. some learners choose to delay reporting until the end of medical school to avoid any potential repercussions). SAWH does not deal with student-student mistreatment, which is directed to the main campus. SAWH debriefs, coaches and supports students helping them to navigate the process that students could follow in dealing with mistreatment.

### **Distributed Learning & Rural Initiatives (DLRI)**

#### **Background – Mission & Learners**

Distributed Learning & Rural Initiatives (DLRI) fosters and sustains meaningful relationships between medical educators, healthcare professionals in training, individuals and families living in rural communities in order to provide quality healthcare to the people of rural Alberta. Learners include both medical students (UME) and residents (PGME).

#### **Mistreatment Reporting Policy**

There is no DLRI-specific policy, but as DLRI learners are affiliated with either UME or PGME, policies within those programs apply.

#### **Mistreatment Reporting Mechanism/Process**

As DLRI learners are affiliated with either UME or PGME, the reporting mechanism is through those programs. However, DLRI has an internal process to address complaints/concerns from learners which involves the Associate Dean connecting the learner to the appropriate resource (ie. UME, PGME).

## **Indigenous, Global & Local Health (ILGH)**

### **Background – Mission & Learners**

The Indigenous, Local & Global Health portfolio champions a health and social-equity oriented medical school by nurturing respectful relationships with diverse communities, promoting collaborative and innovative models of engagement, informing curriculum and research, and co-designing initiatives for impact. Learners affiliated with office programs include students in the Bachelor of Health Sciences program, Graduate Science Education, medical students (UME) and residents (PGME).

### **Mistreatment Reporting Policy**

There is no ILGH-specific policy, but as ILGH learners are affiliated with other educational programs, policies within those programs apply.

### **Mistreatment Reporting Mechanism/Process**

As ILGH learners are affiliated with other educational programs, the reporting mechanism is primarily through those programs. However, mistreatment is often reported through the ILGH office particularly for or from Indigenous students experiencing racism or mistreatment, including microaggressions. Students feel comfortable reporting to the faculty or staff in the office. We have expertise through our Indigenous faculty and the Traditional Knowledge Keepers program to guide students and provide informal support. There is also safe space for students within the Indigenous Hub.

## **Office of Professionalism, Equity & Diversity (OPED)**

### **Background – Mission & Learners**

The Office of Professionalism, Equity & Diversity mission is to strengthen existing coalitions, build new alliances, eliminate barriers and bridge gaps to nurture a respectful, inclusive and equitable culture in the Cumming School of Medicine. There are no learners directly affiliated with OPED, however, OPED is a cross-cutting platform within the CSM that is available to assist all learners.

### **Mistreatment Reporting Policy**

There is no OPED-specific policy, but CSM (both faculty-wide and education program-specific) and University of Calgary policies apply for learners accessing the mistreatment reporting mechanism provided by OPED.

### **Mistreatment Reporting Mechanism/Process**

As learners are affiliated with CSM educational programs, the primary reporting mechanism is through those programs. However, learners are able to contact the Associate Dean OPED directly to report mistreatment incidents. There is a contact button/link prominently displayed on the [OPED website](#), and emails are received directly by the Associate Dean.

### **Other Resources**

There are prominent links to [policies](#) and [mental wellness resources](#) which lists the Office of Resident Affairs & Physician Wellness and the Student Advocacy & Wellness Hub, as well as a number of external organizations that can provide assistance.

Additionally the CSM Director of Wellness is affiliated with OPED - the Director can receive concerns and support reporters. The Office of Resident Wellness and Physician Affairs provides supports not only to residents but also to faculty, and is linked to OPED as well.

## CSM Institutes

Learners who are affiliated with one or more of the 7 research institutes at the CSM may have access to additional supports for addressing mistreatment, as well as resources relating to equity, diversity and inclusion and other matters relating to the creation of a safe and healthy learning, work and research environment. Such resources include informal reporting channels through institute directors or education teams, EDI committees, and websites that outline institutional reporting processes.

## CSM Clinical and Basic Science Departments

Similar to the Institutes, clinical and basic science departments may offer additional supports and informal reporting options for affiliated learners. Learners may communicate with a department head or other department leader such as a deputy head of professional affairs. Many departments also have EDI Leads and/or committees, which can represent another point of support. In addition, federal funding agencies have embedded practices for the [responsible conduct of research](#).

## MedLegal

Members of the University of Calgary who create Intellectual Property own their Intellectual Property and share net revenues earned from commercializing with the University of Calgary. If owners of Intellectual Property transfer their Intellectual Property to the University, MedLegal will provide support with material transfer agreements, nondisclosure agreements etc. and address disputes that may arise as per the [Intellectual Property Policy](#). This policy applies equally to all UofC-affiliated creators.

## University of Calgary Main Campus Programs/Support Units

### Faculty of Graduate Studies

FGS has [two academic advisors](#) who provide support to students experiencing “all sorts of challenges”. Online and over the phone advice is available, as well as in-person consultations. The advisors offer regular in-person support at the Foothills campus. Further, the [Associate Dean Student Experience](#) provides academic leadership and support to students by connecting with the student’s supervisor, the Graduate Program Director, and Associate Deans of their respective Faculties.

Although learners are made aware of these services during [Orientation](#), FGS recognizes that there is a problem with awareness regarding services available specifically to students experiencing mistreatment.

The Harassment-Violence online training module is currently being redesigned and will be made available to grad students.

FGS ensures that “the right conversations are happening” and directs learners in distress to appropriate supports including the [Wellness Center](#), the [Protected Disclosure and Research Integrity Office](#), and the [Student Success Centre](#).

### Student Ombuds Office

The [Student Ombuds Office](#) does not have the ability to investigate complaints. It guides students to other services available on campus including Wellness Center, the Protected Disclosure Office, and Student Success.

The Ombuds offers safe, confidential, trusted, impartial, and independent support to students. Most issues originating from main campus Faculties relate to academic misconduct, however, CSM students approach the office with “more complex issues” relating to evaluation (MD learners), issues with supervisors. **CSM’s Master, PhD and medical students contact the Student Ombuds Office in “disproportionately high numbers” concerning EDI issues.** In 2021, 46 new files were opened concerning CSM learners. Students report not feeling comfortable speaking about harassment issues with their Graduate Program Director or Associate Dean.

The Student Ombuds Office does not have access to investigative resources to solve problems and offer no guarantees that the student will reach resolution to their complaint. CSM learners comment that the School seems to have numerous terms of references and procedures however that they are not easy to find.

### Protected Disclosure and Research Integrity Office (PDRI)

The Protected Disclosure and Research Integrity Office has the responsibility to investigate complaints formally and contracts external investigators and mediators for this purpose.

When the issues relate to student-to-student conduct, the matter is also referred to the Student Conduct Office. For investigations involving faculty, the issues are also reported to the faculty member’s

Dean. The office also directs students to other services including Wellness Center, the Faculty of Graduate Studies, and Student Success Center.

About 10 students from the CSM approach the Protected Disclosure and Research Integrity Office every year.

## **Sexual and Gender-based Violence Office**

While the Sexual and Gender-based Violence Office does not have the authority or resources to investigate complaints formally, as noted above the University of Calgary does have a [Sexual and Gender-based Violence Policy](#) (revised 2021). It offers information and therapeutic referrals to students that include options leading to a formal process. Staff from the office can accompany learners as they attend meetings to address complaints with groups inside and outside the University (i.e., RCMP, Calgary Police Service, etc.). CSM learners report being afraid to report incidents of harassment due to the power differentials and for fear of not being believed.

## **Student Conduct Office**

The Student Conduct Office can investigate complaints formally through Campus Security. Learners can access support through web-requests, email, and an anonymous call line. About 75 formal complaints are filed annually by learners, however the Office does not maintain statistics by faculty.

# Faculty and Staff

## Routes available to all University of Calgary staff and faculty

Human Resources-guided informal and formal processes (<https://www.ucalgary.ca/hr/campus-culture/respect-workplace-culture-collegiality/addressing-workplace-complaint>) – see below for details from the HR website

PDRI Office (see above for detailed description of office)

Confidence Line (3<sup>rd</sup> party) – details available through the [PDRI Protected Disclosure process website](#)

Campus Security

Resources through the Employee and Family Assistance Plan (EFAP – Lifeworks <https://www.ucalgary.ca/hr/wellness/wellbeing-worklife/employee-and-family-assistance-plan>)

## Routes available to CSM staff and faculty

OPED (see above for detailed description; process is the same for employees and learners)

OFDP (see below for details on how this office supports academic and clinical faculty)

### *Human Resources*

#### [Workplace Investigation Procedure](#)

As per the Human Resources website, there are both informal and formal resolution processes for addressing a workplace complaint, which can be utilized by employees with a formal employment relationship at the University of Calgary. There are specific Human Resources partners who specialize in handling matters relating to CSM employees. There are both informal and formal complaint resolution processes outlined on the [Human Resources website](#):

#### **Informal Resolution Process**

This may include problem solving meetings, mediation, facilitated group discussions, or a change in worksite to name a few. There are a variety of informal resolution options available and the best option will depend on the specific circumstances of each case and the willingness of the parties involved. Some options may be:

- Respectfully address the situation with the individual. Employees may want to practice this conversation first with a colleague or one of the parties mentioned below.
- Reaching out to one's supervisor.
- Reaching out to one's Union Steward, Faculty Association Representative, or MaPS Representative.
- Seek coaching from the assigned HR Partner.
- If the situation doesn't improve, keep an incident log by date with a description of each incident.

## Formal Resolution Process For MaPS and Support Staff

A formal complaint may involve filing a grievance or a formal investigation through HR. The formal process for academics is still in development.

In general, when a complaint is received by HR, a determination as to whether a formal investigation is necessary will be made upon assessing the complaint and following an initial consultation with the complainant.

For an overview of the HR formal investigation process see the Investigation Flow Chart.

To register a formal complaint, use the Complaint Form.

## Formal Resolution Process For Academic Staff

A formal written complaint may be filed with an Academic Staff member's Dean or equivalent or by contacting the Faculty Association to discuss filing a grievance.

In general, when a complaint is received by a Dean, a determination as to whether a formal investigation is necessary will be made upon assessing the complaint and following an initial consultation with the complainant.

Deans or their equivalents will work with their HR Partners in an investigation and will ensure academic staff are offered representation by the Faculty Association if they so choose.

There is also a [Respect in the Workplace program](#), which includes learning modules and resources that outline the University's expectations for professional and collegial behaviour and interactions.

### [Labour Relations](#)

Academic Labour Relations

Employee & Labour Relations

## Routes available to specific types of employees within the CSM

There are several categories of employees in the CSM, and in addition to the above-listed options, each type of employee also has access to specific reporting mechanisms and support. The following summary outlines these reporting routes and supports, as well as other resources available to CSM employees relating to mistreatment.

### Academic Staff (Faculty)

Academic staff members at the University of Calgary are members of the Faculty Association of the University of Calgary (TUCFA); the [Collective Agreement](#) between the Governors of the University of Calgary and TUCFA lists the following as members of this bargaining unit:

a) Professors, Associate Professors, Assistant Professors, Teaching Professors, Senior Instructors, Instructors, Lecturers, and Sessional Instructors, and any employee of the Governors, other than a Dean

or other senior leadership team member, who is the instructor of record for a course offered for degree credit;

b) Professional Librarians, Archivists, and Curators in Libraries and Cultural Resources;

c) Counsellors in the Counselling and Student Success Centre (or any successor organizational unit); (NB this category is irrelevant to the CSM)

d) Heads of Academic Departments and Associate Deans and Assistant Deans of Faculties and any other employee of the Governors, other than a Dean, Vice-Dean Large Faculty, or other senior leadership team member who directs or supervises the work of the academic staff.

Routes of reporting for Academic Staff who are members of TUCFA:

#### *TUCFA Office*

Members of this bargaining unit have access to a formal grievance process to report mistreatment through TUCFA. According to the TUCFA website, a member can contact a TUCFA representative confidentially by email or telephone. The grievance process and appeal process is available through their website as well. Members can also seek confidential advice from the Association on how best to proceed with a complaint or report (<https://www.tucfa.com/service-resources-2/grievances-and-member-advice/>).

#### *The Office of Faculty Development and Performance*

##### **Background – Mission & Learners**

The Office of Faculty Development & Performance (OFDP) offers programs and resources for orientation, faculty reporting, career development, leadership development, teacher development, and EDI training.

In terms of supporting academic employees outside of a learning context, the OFDP, while not formally a route of reporting mistreatment or professionalism concerns, does receive concerns from faculty and provides guidance and informal support for resolving such issues. This support is particularly well-utilized by people who may not feel comfortable using formal reporting channels or directly confronting the people mistreating them.

#### *Dean, Associate Dean or Department Head/Institute Director*

In the Human Resources guidance for reporting a workplace incident (outlined in more detail above), staff are advised that they can report informally to their supervisor or other academic lead. Where appropriate, these leads may in turn seek guidance from colleagues or leaders on how to proceed.

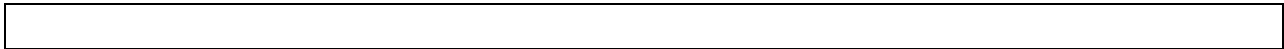
## CSM Institutes

Faculty and staff who are affiliated with one or more of the 7 research institutes at the CSM may have access to additional supports for addressing mistreatment, as well as resources relating to equity, diversity and inclusion and other matters relating to the creation of a safe and healthy learning, work and research environment. Such resources include informal reporting channels through institute directors or education teams, EDI committees, and websites that outline institutional reporting processes.



## CSM Clinical and Basic Science Departments

Similar to the Institutes, clinical and basic science departments may offer additional supports and informal reporting options for affiliated faculty and staff. They may communicate with a department head or other department leader such as a deputy head of professional affairs. Many departments also have EDI Leads and/or committees, which can represent another point of support.



### **Clinical, Adjunct, Adjunct-Research Faculty**

Adjunct and Clinical appointments are usually without remuneration, and may be made for periods of twelve months up to five years. These are “persons with substantial experience in a profession or discipline who are from outside a Department, Division, or Faculty and who agree to contribute to the educational experience of students on a recurring basis through active participation in the academic programs of a Department, Division, or Faculty.”

Due to their unique relationship to the CSM and the University, persons with this type of appointment are not bound by TUCFA or the collective agreement. Clinical, Adjunct, and Adjunct-Research Faculty nonetheless may receive institutional support and have streams of reporting mistreatment including the PDRI office on main campus, and informal support through the OFDP as well as support from their specific Department Head or Institute Director.

### **Management and Professional Staff (MaPS)**

As the [MaPS Employee Handbook](#) states, “[The Public Service Employee Relations Act \(“PSERA”\)](#) governs the labour environment for non-academic staff at the university. Specifically, PSERA sets out the type of employees included and excluded from a bargaining unit. By the nature of their employment with the university, MaPS are excluded from a bargaining unit,” and therefore fall under the terms and regulations outlined in the PSERA.

The Employee and Family Assistance Program has additional resources for “people leaders”, which includes guidance on how to resolve issues with staff. This could serve as an informal route for support and the resolution of complaints but does not serve as an official route of reporting for MaPS.

Management staff can also initiate a workplace investigation through HR for mistreatment and professionalism concerns.

### **Support Staff**

*Alberta’s Union of Provincial Employees*

Support staff at the University of Calgary are members of Alberta’s Union of Provincial Employees Local 52. According to the AUPE Local 52 [collective agreement](#) with the Governors of the University of Calgary,

Union Stewards, Membership Service Officers and the Union Executive have a “duty to assign or handle grievances and to assist the Membership with problems and to give advice for solutions.”

Support staff can also bring issues to their Human Resources partner for guidance and formal reporting. Additionally, mistreatment reports can be brought to a staff member’s manager or director.

## **Postdoctoral Scholars**

Postdoctoral Scholars can hold several different types of appointments at the University of Calgary. The primary support for postdoctoral scholars is the Postdoctoral Fellows Association of the University of Calgary. Some postdoctoral scholars may concurrently hold another type of appointment at the University; for example a postdoctoral scholar who is the instructor of record for a course may be appointed as a sessional instructor as well. In this case, the route of reporting may depend on the role of the respondent of the report as well as the context in which an interaction occurred.

### *The Postdoctoral Fellows Association of the University of Calgary*

The PDAC collective agreement states that “the Association may act as an advocate for Employees. Employees have the right to seek advice and guidance from the Association at any time and are encouraged to do so. The Association may appoint a representative to assist, accompany or represent the Employee at any stage of the grievance procedures.”

### *The Office of Protected Disclosure and Research Integrity*

See above for details of the PDRI

In summary, as is the case for learners, there are several potentially overlapping routes of reporting mistreatment for faculty and staff, and the most appropriate route is often informed by the roles of the individuals involved and the context in which an interaction or incident occurs.

## Recommendations and Moving the Needle

### Recommendations—Key Considerations

**We must move beyond tolerating racism, discrimination and harassment by taking an active stance against these serious issues. To that end, the following recommendations must be implemented.**

#### I. Policy:

1. Develop and disseminate a clear path that anyone who receives a report of mistreatment can follow to ensure that reporters are appropriately directed for further support and reporting. This will encompass instituting a “no wrong door” policy in concert with appropriate support and sensitivity training for all CSM members and specifically to all CSM members receiving a disclosure or mistreatment or misconduct. This path must include and define options for discussing vs. more formal reporting and resolution of matters, and should be led by the person who has experienced harm (i.e. all responses should be trauma-informed).
2. Treat all persons with respect and consideration. Relevant policy must acknowledge that the hierarchical structure of the CSM may result in under-reporting, differing perspectives on reported events, and long-term consequences on education and careers. The dignity of all persons involved must be respected at all times, including maintaining confidentiality and obtaining permission as required to disclose shared information.
3. Standardization of process and documentation for all investigative procedures (e.g. dates of commencement and conclusion of inquiries, procedure followed, how and from whom relevant information was obtained, the findings and basis to be reported to the CSM Dean in a timely manner. Ensure the proper facts, criteria and procedures are brought to bear on any discussions. Prohibit retaliation or reprisals against individuals based on their pursuit in good faith of a mistreatment complaint under CSM procedures.
4. Outline clear accountability measures for anyone who engages in behaviour that constitutes mistreatment or misconduct. This should be based on a restorative justice model, which focuses on not only specific incidents but also the broader culture that allows those incidents to occur ([Acosta & Karp, 2018](#)).
5. Implement a faculty-level Anti-Racism/Anti-Discrimination policy (for which there are models including the University-signed Scarborough Charter, the Indigenous Health Dialogue)
6. Revise CSM Professional Standards to reflect emphasis on Respectful Workplace/Learning Environment, with associated supporting procedural documentation and guidelines (e.g.: Safe Disclosure process)
7. Continue to engage with stakeholders and those who have experienced mistreatment to re-evaluate and refine policies and processes; this ongoing consultation and evaluation of the policies and processes must be articulated within the policy itself.
8. Take responsibility for our actions, as well as our inactions, by annually tracking the success of various CSM programs, if we fall behind our goals, we will own up to it and make the necessary adjustments to get back on track. This commitment must be embedded into relevant policies.

## II. Process-related:

9. Undertake a third-party, neutral review of policies and procedures, with that third party providing guidance on next steps and improvements to the reporting of mistreatment using a lens of equity, diversity and inclusion within the CSM. The third party reviewers will be provided the recommendations and responses from previous reviews within the CSM, (eg UME, GSE, HBI, ACRI) in order to review and update existing program review procedures to ensure they reflect CSM's values. This review will occur in parallel with implementing other recommendations and in alignment of University policies and regulations.
10. Provide counseling to all those who report mistreatment on what the reporting process entails, who will be their point of contact/support through the process, the duration of the process and what forms resolution might take.
11. Promote a "just culture" approach to reporting mistreatment (Ahmed, S. et al. 2022) that normalizes making and calling out mistakes in a supportive environment (e.g.: this approach aligns with the CMPA's [Good Practices Guide](#), as a prospective guiding document).
12. Outline timelines for the process and accountability measures of a report – a recommended timeline for the response to the mistreatment is 8-12 weeks (Tan, 2022)
13. Support all units/offices that receive mistreatment reports to keep deidentified data about these reports (quantity, type, action/communication taken and timeline to resolution) so that an annual report for the School can be made available to the CSM community (this report and any data collected would carefully protect the identities of all parties involved). This support can include provision of a standardized data collection template and consultation regarding how to track mistreatment reports.
14. To reduce ambiguity regarding the role of the Protected Disclosure Research Integrity (PDRI) Office the following is recommended: The PDRI should strive to coordinate the development of research integrity policies designed to ensure that subjects of investigations and whistleblowers are treated fairly, including clear specification of what constitutes misconduct, a fair hearing process, appropriate time limits on pursuing allegations, and specific whistleblower protections and contracts external investigators and mediators for this purpose. Research misconduct is extremely troubling - in spite of its infrequency - the importance of integrity in research cannot be over emphasized.

## III. Resource-related:

15. A central point of contact for learner-initiated reports of mistreatment and who can provide unbiased and knowledgeable student-centered support through this process
16. Develop a literacy campaign and ongoing education to the CSM community around what discrimination and harassment looks like, how to appropriately receive a complaint or advise a complainant on what to do if they are the subject of discrimination/harassment, and how to call out or call in mistreatment as an effective bystander
17. Promote existing supports and resources such as the CSM Implicit Bias learning module and workshop, sessions on microaggressions, OFDP's PLUS Leadership program, and EDI-focused Lunch and Learn sessions

#### IV. Organizational Structure

18. Create a distinct office to support mistreatment reports to minimize real or perceived conflicts of interest

Ultimately, as stated at the beginning of this report, our goal for the CSM is to ensure a healthy and safe learning and working environment for all members of the School. While improving mistreatment reporting processes and policies is an important part of achieving that goal, a cultural shift that prioritizes health and wellbeing is also required.

#### Moving the Needle:

1. Undertake a third-party review of the CSM
2. Engagement with the following groups for their feedback about the recommendations and their implementation to ensure alignment; this engagement does not preclude moving forward with actions based on the following recommendations:
  - Students, through specific student groups including but not limited to UME, PGME, GSE and student groups like the BMSA, Indigenous students
  - EDI Leads
  - Representatives of specific CSM units
  - Representatives of CSM-affiliated groups

This feedback can be solicited in a number of ways, including:

- Completion of anonymous survey
  - Facilitated focus group sessions
  - Town hall meetings
3. Disseminate this report to the CSM community
  4. Review and coordinate with recommendations from main campus third-party review
  5. Ongoing action to identify existing and new barriers to safe and effective mistreatment reporting and resolution
  6. Review of most recent updates to mistreatment avenues at the unit level within CSM (e.g.: GSE, HBI, UME, etc) and consideration of any recommendations or action responses from those unit-level reviews.
  7. Responsible collection and sharing of self-reported data on equity-deserving status across CSM (e.g. All CSM Members, Leadership, Professor, Associate Professor, Assistant Professor, People Managers).

## Timeline

Stakeholders, reporters of mistreatment and their allies have emphasized the harm that can arise from an unclear and ineffective system and process for addressing mistreatment. Further, as noted above, CSM students have initiated a disproportionately high number of complaints of mistreatment through institutional channels. This number does not include incidents of mistreatment that were not reported through official channels for the reasons noted earlier of fear of repercussions or lack of clarity in the process. Given these points, it is imperative that a more effective system and set of processes is implemented as soon as possible. Consultations with stakeholders should occur and a summary of their contributions be made available to the CSM community. A third-party review of CSM reporting processes and consultation with affected parties and groups by an unbiased, non-CSM affiliated expert, should follow a similar timeline.

## Appendix A: Mistreatment Reporting Policies & Mechanisms Summary

The following is a summary of mistreatment reporting policies and mechanisms as communicated by the program/portfolio either on their websites or through other means. “Internal” refers to resources within the program/portfolio, “External” indicates a CSM (including other CSM educational programs) or UCalgary policy or mechanism.

<b>FOR LEARNERS</b>					
Portfolio Type	Portfolio	Policy		Reporting Mechanisms	
		Internal	External	Internal	External
UCalgary Main Campus	FGS	UCalgary-wide policies: Harassment Policy Sexual Violence Policy		Advise graduate students and direct them to other supports	
	PDRI Office			Formal complaint investigation	
	Student Conduct Office			Formal complaint investigation through Campus Security	
	Student Ombuds Office			Support and referral to other offices	
	Sexual Violence & Gender-Based Violence Office			Information and therapeutic referrals	
CSM Education Program	BHSc/BCR		CSM & UCalgary	<ul style="list-style-type: none"> <li>● Associate Dean</li> <li>● Student-Faculty Liaison Committee / CRDS Student Association</li> <li>● Students' Union representative</li> <li>● Program Directors</li> </ul>	Student Ombuds Office
	GSE		CSM & UCalgary		FGS and main campus offices
	UME	UME Student Mistreatment Guidelines	CSM & UCalgary	<ul style="list-style-type: none"> <li>● end of course surveys</li> <li>● direct to UME</li> <li>● Faculty Advisors Against Mistreatment</li> <li>● Student Professionalism Committee</li> <li>● UME EDI Committee</li> </ul>	<ul style="list-style-type: none"> <li>● PDRI</li> <li>● Student Ombuds Office</li> </ul>
	PGME	PGME Operating Standard	CSM & UCalgary	<ul style="list-style-type: none"> <li>● Directors of Resident Support</li> <li>● Associate Dean</li> <li>● PG Program Ombuds</li> </ul>	<ul style="list-style-type: none"> <li>● PDRI</li> <li>● Student Conduct Office</li> <li>● HR</li> <li>● Campus Security</li> </ul>

	CME		CSM & UCalgary	course evaluations or email	primary affiliation - program/organization of learners
	OFDP		CSM & UCalgary	course evaluations or email	primary affiliation - program/organization of learners
CSM Cross-Cutting Education Platforms & Services	OPED		CSM & UCalgary	Associate Dean via webform or email/phone	<ul style="list-style-type: none"> <li>● CSM education program</li> <li>● main campus offices</li> </ul>
	ILGH		CSM & UCalgary	For Indigenous learners: <ul style="list-style-type: none"> <li>● Indigenous faculty and staff (informal/support)</li> </ul>	<ul style="list-style-type: none"> <li>● CSM education program</li> <li>● main campus offices</li> </ul>
	SAW Hub		CSM & UCalgary	SAW Associate Directors	<ul style="list-style-type: none"> <li>● CSM education program</li> <li>● main campus offices</li> </ul>
	DLRI		CSM & UCalgary	Associate Dean refers to appropriate resource	<ul style="list-style-type: none"> <li>● UME or PGME</li> <li>● main campus offices</li> </ul>
CSM Institute	Hotchkiss Brain		CSM & UCalgary		<ul style="list-style-type: none"> <li>● relevant CSM educational program</li> <li>● main campus offices</li> </ul>
	O'Brien Public Health		CSM & UCalgary	OIPH Directors refer to appropriate resource	<ul style="list-style-type: none"> <li>● relevant CSM educational program</li> <li>● PDRI, main campus offices</li> </ul>
	AB Children's Hospital		CSM & UCalgary	ACHRI education team	<ul style="list-style-type: none"> <li>● relevant CSM educational program</li> <li>● main campus offices</li> </ul>
	Charbonneau Cancer		CSM & UCalgary	Charbonneau EDI Committee	<ul style="list-style-type: none"> <li>● relevant CSM educational program</li> <li>● main campus offices</li> </ul>
	Libin Cardiovascular		CSM & UCalgary	LCI EDI Committee	<ul style="list-style-type: none"> <li>● relevant CSM educational program</li> <li>● main campus offices</li> </ul>
	McCaig Bone & Joint Health		CSM & UCalgary		<ul style="list-style-type: none"> <li>● relevant CSM educational program</li> <li>● main campus offices</li> </ul>
	Snyder Chronic Diseases		CSM & UCalgary		<ul style="list-style-type: none"> <li>● relevant CSM educational program</li> <li>● main campus offices</li> </ul>
<b>FOR STAFF AND FACULTY</b>					



Portfolio type	Portfolio	Relevant Process	Reporting Mechanisms and supports
Union/Bargaining Unit	AUPE	<a href="#">AUPE Local 52 Collective Agreement</a>	Representatives can assist members through grievance process
	TUCFA	<a href="#">TUCFA Collective Agreement</a>	""
	GSA	<a href="#">GSA Collective Agreement</a>	""
	PDAC	<a href="#">PDAC Collective Agreement</a>	""
Human Resources	AUPE and MaPS staff	<a href="#">Formal grievance or formal complaint process</a> : submit in writing to HR	Human resources triages complaint to assess whether formal investigation is appropriate
	Faculty	Formal complaint process: submit in writing to Dean	Dean connects with HR to determine whether formal investigation is appropriate
Main campus unit	PDRI	Formal complaint process: submit to PDRI	Investigation of complaints or referral as appropriate
CSM Faculty & Staff support	OFDP	Guidance on appropriate next steps	Support and informal referral
	Department/Institute Head	Consultation as appropriate to plan course of action	Formal complaint can be submitted to Dean or HR
	EFAP		Support and resources for staff and faculty

<b>Report Resolution Processes &amp; Data Collection*</b>			
Reporting channel	Process	Timeline	Data collected?
Office of PDRI			
Human Resources	If formal report/investigation deemed correct route, then communication with reporter/victim	Determined when TOR and investigation plan created for specific case	Data is collected for formal investigations
Student Conduct Office			~ 75 complaints/year (total across all faculties, faculty-specific data not available)
Student Ombuds Office	Refers students to appropriate office to receive complaints		46 complaints from CSM students in 2021 (high number compared to other faculties)
Department/Institute			
Associate Dean – Education (CSM)			
FGS			
PGME	Consult with DRS	Initial contact within 24 hours	~ 25 consults since July 2021 (may not all be mistreatment-related); data collection is in early stages
UME	Consult with FAAM		According to website, creates an annual tabulation of activities

SAW Office			implementing a new scheduling/tracking system
OPED	Contacted by Assoc Dean	Initial contact within 48 hours	Tracking of type of report and action taken

\*This table is incomplete as data collection was not addressed with all units

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