



FOMD FEC SUMMARY

Summary Report

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

Table of Contents:

Executive Summary..... 3

Introduction 4

Steps in the annual Academic faculty member FEC review process. 5

Demographics of FOMD ACADEMIC Faculty Members Assessed at FEC..... 6

 Table 1. FoMD Academic Faculty members by rank and gender. 6

 Table 1a. Average age of FoMD Academic Faculty members by rank and gender. 6

 Table 2. Number of Associate Professors and FSOs with OA merit for Women (W) and Men (M). 7

 Table 3. FoMD Academic Faculty members and FSOs by gender and Department 8

Promotions Outcomes 9

 Table 4. November 2021 Promotions outcome by rank and gender. 10

 Table 4a. Trends in the number of men and women Academic Faculty applying for tenure and promotion. 11

Merit Summary: 11

 Table 5. Zero B, C or D merit for FoMD Women (W) and Men (M) academic faculty members and FSOs. 12

 Table 6. Non-zero merit distribution for academic faculty members and FSOs 13

 Figure 1. Non-zero merit distribution for academic faculty members and FSOs (graphic of Table 6 data) 13

 Table 7. Non-zero merit distribution by gender 14

 Table 8. Non-ZERO Merit distribution by rank for Report Cycles 2, 3 and 4 for Academic Faculty Members 15

 Table 9. Non-ZERO Merit for Report Cycles 2, 3 and 4 for Faculty Service Officers 16

FEC Reconsiderations/Appeals: 17

Process for Failure to Submit an Annual Report:..... 17

Summary 18

Demographics

- The total number of faculty at all ranks has been stable over 4 years, and consistently with the most at the rank of Full Professors. Monitoring this trend is important for growth at the junior ranks.

Gender

- Disproportion number of women full profs but increasing trend in #/proportion of women Full profs
- There are fewer academic women faculty members in most basic science departments except for the Department of Physiology (equal gender representation) and in most clinical departments except for Dentistry, Family Medicine, Laboratory Medicine & Pathology, Medical Genetics, Obstetrics & Gynaecology and Pediatrics.
- Cycle #4 had more women than men faculty apply for promotion; Cycle #1 (Nov 2017) had more men than women (11:8 for Associates, 11:6 for Full)
- No major difference in merit distribution between women and men faculty

Promotion Data

- 17 Academic Faculty members assessed for tenure and promotion to Associate (all successful)
- 26 Associate Professors applied for promotion to Full Professor (23/26 successful)
- Most applicants from clinical departments. Consider if this reflects the disproportionate number of faculty members in clinical departments

Merit Data

- 1.0 is the most common FEC recommended merit
- The number of faculty members recommended a 1.25 merit has increased over time (Cycle 1 to Cycle 4)
- OA numbers stable over 4 years for Academic Faculty members and FSOs; however there is an increasing trend for proportionately more women Associate Professors to have a OA compared to their male counterparts (Table 2)
- Consistently over the 4 report cycles, OB and OD are very rare

INTRODUCTION

The Faculty of Medicine & Dentistry (FoMD) has diverse strengths in all domains that the Faculty Evaluation Committee (FEC) evaluates: Teaching, Research, Service (Administration) and for some Academic Faculty members and Faculty Service Officers (FSOs), Clinical Care. This report has been prepared to provide transparency on the outcomes of FEC, which in turn will lead to a better understanding of the FEC process and interpretation of FEC documents. This report does not include data on FoMD Academic Faculty members not evaluated at FEC: Academic Teaching Staff, Department Chairs, Vice-Deans, the Dean. The FoMD FEC uses the FoMD FEC Standards and the Collective Agreement (Schedule A for Academic Faculty members, and Schedule B for Faculty Service Officers – previously referred to as the Faculty Agreement) to help guide their recommendations.

Resources and support for the annual report, merit and promotions can be found on the [FoMD Faculty Development](#) webpage.

The following reporting cycles are included in this report to allow comparison over time:

Reporting Cycle and Dates	FEC Assessment Dates		Effective Dates
	Promotion	Merit	
1. July 1, 2017 - June 30, 2018	Nov 2018	Jan 2019	July 1, 2019
2. July 1, 2018 - June 30, 2019	Nov 2019	Jan 2020	July 1, 2020
3. July 1, 2019 - June 30, 2020	Nov 2020	Jan 2021	July 1, 2021
4. July 1, 2020 - June 30, 2021	Nov 2021	Jan 2022	July 1, 2022

Cycle number 2 is the first report cycle to use the new FEC Standards. Cycle 3 is unique secondary to the impact of the COVID-19 pandemic, which included the majority of faculty members assigned a Covid Non-Adjudicated (CNA) merit (details within this report). For Cycle 4, there was no Covid adjudicated merit, but faculty members were offered the opportunity on their annual report to describe the impact of the pandemic on their work.

Sincerely,

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STEPS IN THE ANNUAL ACADEMIC FACULTY MEMBER FEC REVIEW PROCESS.

1. All Academic Faculty members submit their ARO by the assigned deadline (usually September).
2. Completed ARO reviewed with Divisional Director, Department Chair (late summer/autumn).
3. Department Chair recommends merit increment (letter sent to Academic Faculty member).
4. Based on the content in the submitted ARO, the Department Chair submits a report on their Academic Faculty member/FSO's performance and 2 other Department Chairs review before FEC meets. Thus, it is in the Academic Faculty member/FSO's best interests to have their annual report completed as detailed as possible. The new Annual Report Online is open year-round and can thus facilitate timely input of activities.
5. FEC discusses individual Academic Faculty members/FSOs if:
 - a. merit recommendation <1.0 - > 1.5
 - b. if Dept. average is above the negotiated 1.2 per FTE merit
 - c. reviewing Dept. Chairs express differing opinions (may recommend higher or lower merit)
 - d. Department Chair requests second opinion from FEC
6. FEC may not be prepared to endorse:
 - a. "a recommendation for a further appointment; or
 - b. an application for promotion which has been supported by the Department Chair; or, may be prepared;
 - c. to award an Increment which is less than a single Increment or to award no Increment when the recommendation of the Department Chair was greater than the FEC is prepared to endorse; or
 - d. to cite a no Increment award as unsatisfactory and unacceptable when the recommendation of the Department Chair was not so to cite.

Such circumstances shall be considered as the preliminary position of FEC." (A6.19.1, Collective Agreement)

7. Academic Faculty members can choose to contest some decisions by FEC (A6.17.1, Collective Agreement). "An Academic Faculty member has the right where:
 - a. the Department Chair recommends that less than a single Increment be awarded, except where the Academic Faculty member is within one Increment from the salary maximum of the rank and has not applied for promotion;
 - b. the Department Chair recommends that no further appointment be offered to an Academic Faculty member;
 - c. the Academic Faculty member applies for promotion and the application is not supported by the Department Chair;
 - d. cases arise pursuant to A6.19.1."

DEMOGRAPHICS OF FOMD ACADEMIC FACULTY MEMBERS ASSESSED AT FEC

TABLE 1. FOMD ACADEMIC FACULTY MEMBERS BY RANK AND GENDER.

	Cycle 1			Cycle 2			Cycle 3			Cycle 4		
	Women # (%)	Men # (%)	Total #	Women # (%)	Men # (%)	Total #	Women # (%)	Men # (%)	Total #	Women # (%)	Men # (%)	Total #
Total	285 (38%)	473 (62%)	758	283 (39%)	448 (61%)	731	296 (40%)	454 (60%)	750	296 (40%)	445 (60%)	741*
Assistant	69 (46%)	80 (54%)	149	66 (49%)	68 (51%)	134	78 (53%)	69 (47%)	147	73 (51%)	71 (49%)	144
Associate	119 (42%)	163 (58%)	282	118 (43%)	153 (57%)	271	108 (42%)	152 (58%)	260	111 (42%)	153 (58%)	264
Full	72 (25%)	212 (75%)	284	78 (27%)	208 (73%)	286	89 (29%)	215 (71%)	304	90 (31%)	205 (69%)	295
FSO	25 (58%)	18 (42%)	43	22 (55%)	18 (45%)	40	21 (54%)	18 (46%)	39	22 (58%)	16 (42%)	38

The total number of faculty members at the different ranks has remained stable over the last four report cycles. A small proportion of changes represent recruitment, promotion, or attrition (retirement, or move to a different organization). The proportion of women and men Academic Faculty members has remained stable between all ranks, including the disproportionate number of men full professors.

However, over the past 4 cycles, there is a trend for an increasing proportion of women full professors.

*741 does not include the Dept Chairs and ATS members (779 – 19 chairs, - 19 ATS members)

TABLE 1A. AVERAGE AGE OF FOMD ACADEMIC FACULTY MEMBERS BY RANK AND GENDER.

Rank (data from January, 2020)	Men and Women (years)	Women (years)	Men (years)
Assistant	39.9	40.2	39.6
Associate	49.5	49.8	50.2
Full	57.9	57.5	58.7
FSO	51.1	50.5	55.5

These ages are similar to the national data of median ages reported by Stats Canada. Statistics Canada. [Table 37-10-0077-01 Number and median age of full-time teaching staff at Canadian universities, by highest earned degree, staff functions, rank, sex](#)

Assistant professors must apply for tenure (and if successful are automatically promoted to Associate) prior to the end of their second probationary period (usually within six years of their start date or later if the faculty members had an extension). Unlike the Assistant professor rank, it is optional for Associate professors to apply for promotion to Full professor, and “are eligible to do so when their salary is within

one increment of (or higher than) the salary minimum of the Promotion Transition Zone of Professor” (Section 7.01c of the Reference Manual for Faculty Evaluation Committees). Department Chairs will inform their Associate Professors when they meet this salary-based eligibility criteria; faculty members still need to meet the Standards of Performance to be successful for promotion to Full Professor. Associate professors and Faculty Service Officers who are at the maximum salary and have acceptable Standards of Performance but have not yet met the criteria for promotion, will be allocated a OA merit. Note that only Associate professors and FSOs are eligible for a OA merit as Assistant and Full professors do not have a cap on salary.

TABLE 2. NUMBER OF ASSOCIATE PROFESSORS AND FSOs WITH OA MERIT FOR WOMEN (W) AND MEN (M).

	Cycle 1, N = 758			Cycle2, N = 731			Cycle 3, N = 750			Cycle 4, N = 741		
	W #	M #	Total #	W #	M #	Total #	W #	M #	Total #	W #	M #	Total #
# Associate Profs with OA	20	23	43	20	25	45	23	27	50	21	19	40
# Associate Professors	119	163	282	118	153	271	108	152	260	111	153	264
OA/#Associates	17%	14%	15%	17 %	16 %	16 %	21 %	18 %	19 %	19 %	12%	15%
# FSO with OA	12	8	20	8	10	18	9	10	19	10	10	20
# FSO	25	18	43	22	18	40	21	18	39	22	16	38
# OA/#FSO	48%	44%	46 %	36%	56%	45%	43 %	55 %	49 %	45%	62%	53%

The proportion of Associate Professors and FSOs with a OA merit has been stable over the past three years. It is not known how many Associates or FSOs with OA are not meeting the Standards of Performance for promotion vs those that do meet the Standards but are choosing to not apply for promotion. There is an increasing trend for proportionately more women Associate Professors to have a OA compared to their male counterparts.

TABLE 3. FOMD ACADEMIC FACULTY MEMBERS AND FSOs BY GENDER AND DEPARTMENT

Department	Women Faculty #	Men Faculty #	January 2021 Total # (2020, 2019, 2018 #)
Anesthesiology & Pain Medicine	0	6	6(7)(9)(7)
Biochemistry	5	18	23(23)(26)(23)
Biomedical Engineering	1	5	6(6)(6)(6)
Cell Biology	1	7	8(8)(10)(9)
Critical Care Medicine	2	9	11(8)(9)(7)
Dentistry	10	12	22(22)(26)(29)
Emergency Medicine	0	3	3(3)(4)(3)
Family Medicine	26	12	38(38)(39)(40)
Laboratory Medicine & Pathology	20	21	41(42)(39)(43)
Medical Genetics	12	3	15(11)(13)(14)
Medical Microbiology & Immunology	5	12	17(17)(18)(17)
Medicine	69	124	193(192)(198)(194)
Obstetrics & Gynaecology	10	3	13(13)(13)(13)
Oncology	23	57	80(82)(81)(84)
Ophthalmology	0	4	4(4)(6)(4)
Pediatrics	72	53	125(122)(122)(119)
Pharmacology	5	7	12(12)(13)(11)
Physiology	8	8	16(16)(16)(16)
Psychiatry	5	10	15(14)(14)(12)
Radiology & Diagnostic Imaging	2	7	9(10)(11)(10)
Surgery	18	72	90(79)(81)(76)
Health Sciences Lab. Animal Services	2	1	3(3)(3)(2)

There are fewer academic women faculty members in most basic science departments except for the Department of Physiology (equal gender representation) and in many clinical departments, except for Dentistry, Family Medicine, Laboratory Medicine & Pathology, Medical Genetics, Obstetrics & Gynaecology and Pediatrics. Since 2018, the total number of faculty members (Academic/FSO) by department (last column) has been stable, with the Department of Surgery showing the largest growth.

Most Academic Faculty members from other Faculties of the University of Alberta have a position distribution of 40/40/20 reflecting the per cent allocation to Research, Teaching and Service. In contrast, the per cent of faculty members with a 40/40/20 position description is low. Approximately one-third of FoMD faculty (Academic Faculty and FSOs) have 10% or less Research or Teaching:

Position Description	Percent of FoMD faculty (Cycle 4)
10 % or less Research	22 %
10 % or less Teaching	19 %
30 % or higher Research	55 %
30 % or higher Teaching	40 %

PROMOTIONS OUTCOMES

The FoMD FEC met in November 2021 to review promotions for Academic Faculty members and Faculty Service Officers (FSO).

Assistant Professors were given advanced notice that they had the choice to be promoted based on the FEC Guidelines that were effective when they were hired, or the new FEC Standards that became effective for the July 1st, 2018 – June 30th, 2019 academic year; all other faculty members were assessed using the new FEC Standards.

All Academic Faculty members and FSOs are encouraged to consult with their Divisional Director, Department Chair, FEC Standards and ideally a mentor and/or Departmental Academic Advisory Committee prior to submitting their tenure and promotion packages. While most promotion packages are well prepared (thorough and organized), to improve the quality of promotion packages, the FEC recommends the following:

1. Ensure you have sufficient documentation, especially for the domains with the highest percentage in your position description; align your scholarly output with your position description.
2. Use the CV Template/Format found on E-Class External (link on [Faculty Development webpage](#)), with special note to number your publications, and put all your publications in your CV; don't divide them into different dossiers
3. Ensure clarity on what is your work vs that of your mentor/supervisor
4. If providing health care, delineate what difference it makes - beyond day-to-day service; describe the scholarship of your clinical work.
5. Proper formatting, including legibility of uploaded and/or copied material, may assist reviewers.

Potential outcomes for Assistant to Associate with Tenure:

1. Successful
2. Not Successful:
 - a. Offer 2nd probationary period (if applying during first probation period), or
 - b. Offer 1 year extension (if applying during second probation period), or
 - c. Removal from tenure track (may not apply again in this category)

Potential outcomes for Associate without tenure applying for Tenure:

1. Successful: award of tenure, rank becomes Associate Professor with Tenure)
2. Not successful:
 - a. Offer 2nd probationary period (if applying during first probation period), or
 - b. Offer 1 year extension (if applying during second probation period), or
 - c. Removal from tenure track (may not apply again in this category)

Potential outcomes for Associate to Full Professor:

1. Successful
2. Not Successful (no change in rank, may apply again)

Potential outcomes for FSO or FSO Teaching Professor:

If end of probationary period:

1. That a Continuing Appointment be offered to the FSO Member, or
2. That no further appointment be offered to the FSO Member.

If has a Continuing appointment:

1. Successful
2. Not Successful (no change in rank, may apply again)

TABLE 4. NOVEMBER 2021 PROMOTIONS OUTCOME BY RANK AND GENDER.

	# Applicants		# Successful	
	Women	Men	Women	Men
Assistant Prof applying for Associate (with automatic award of tenure) *	10	5	10	5
Associate without tenure applying for Tenure	1	1	1	1
Associate to Full Professor	12	16	11	16
FSO	3	0	3	0
ATS	2	1	2	1

Of the 17 Academic Faculty members (Assistants or Associates without tenure) assessed for tenure, all but one were from clinical departments, and 14 were clinicians who in addition to their clinical role, had either a major research or teaching role.

Of the 28 Associate professors assessed for promotion to Full professor:

- 25/28 from Clinical Departments
- 10/28 had a Researcher position description
- 17/28 had either a Clinician-Educator or Clinician-Investigator profile

Compared to 5 years ago, the number of women applying for tenure and Full Professor has increased. Comparatively, the number of men applying for tenure has decreased (Table 4a).

***Special Continuing Faculty:**

The Faculty of Medicine & Dentistry has many valuable faculty members designated as “Special Continuing”. This category of Academic Faculty members, while governed by the Collective Agreement and evaluated by the FEC, is eligible for promotion only, not tenure; if there is no continued salary from the University of Alberta, these Academic Faculty are not eligible for tenure.

Tenure & Promotion Outcomes for Special Continuing Faculty:

- Three of the 16 Assistant Professors applying for promotion were Special Continuing Faculty (all successful)
- 1 year extension was granted to 1 Assistant professor
- One Special Continuing faculty members was promoted to Full Professor

TABLE 4A. TRENDS IN THE NUMBER OF MEN AND WOMEN ACADEMIC FACULTY APPLYING FOR TENURE AND PROMOTION.

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

Over the past five years, all applicants were successful except for 2 male Assistant professors who were recommended to have a one-year extension, and one female Associate Professor.

Additional considerations at the November 2020 FEC Promotions Meeting:

- Old FEC Guidelines vs newer FEC Standards:
 - Assistant professors hired under the FEC Guidelines, can choose to be assessed by either the FEC Guidelines or the FEC Standards. Two faculty members chose to use the FEC Guidelines for promotion assessment to Associate Professor. There was no difference in promotion outcomes if the old FEC Guidelines were used vs the new FEC Standards.
- Emeritus status: The process and benefits are described in [UAPPOL](#)
 - Tenured Full Professor: n = 0
 - Clinical Professor: n = 5
- Sabbaticals: 11 applications (all approved)
 - The process for Sabbaticals is described in Article A4 of the Collective Agreement (Academic Faculty members) modified because of the [impact of Covid](#).

MERIT SUMMARY:

Zero Increments description from Collective Agreement, University of Alberta (A6.10, B6.10):

Merit	Description
0.00 A	“that maximum for rank has been reached and standards for promotion have not been met but performance is acceptable notwithstanding.”
0.00 B	“that performance requirements for an increment have not been met but performance is acceptable notwithstanding. “
0.00 C	“that academic performance while on authorized leave could not be properly evaluated.”
0.00 D	“that academic performance is unsatisfactory and unacceptable.”

TABLE 5. ZERO B, C OR D MERIT FOR FOMD WOMEN (W) AND MEN (M) ACADEMIC FACULTY MEMBERS AND FSOs.

	Cycle 1, N = 758			Cycle 2, N = 732			Cycle 3, N = 750			Cycle 4, N = 741		
	W #	M #	Total	W #	M #	Total	W #	M #	Total	W #	M #	Total
OB	2	3	5	0	3	3	0	0	0	1	0	1
OC	0	2	2	1	1	2	1	0	1	0	1	1
OD	1	4	5	0	1	1	0	0	0	0	0	0

Academic Faculty members or FSOs with a specific position description are not at higher risk of a 0B or 0D merit. FEC data over the past four years, a 0B was assigned to an Academic Faculty member or FSO if the dominant position domain reflected:

- Research: Combination of none, or very minor publications, and none or very minor funding.
- Teaching: Combination of limited teaching contributions and poor or no submitted teaching evaluations.
- Clinical: Combination of no clinical innovation, no research productivity, little teaching.

A 0D was recommended if the Academic Faculty member or FSO had little documentation on their ARO in all domains, and/or, the documentation reflected minimal effort in all domains.

The process for an Academic Faculty member or FSO who receives a recommendation from FEC of Unacceptable Academic Performance (0D) is listed in Article A7 and B7 of the Collective Agreement.

The merit distributions are similar over three reporting cycles (July 1 2016 - June 30, 2019, Table 6) and do not suggest any gender differences (Table 7). For Tables 6, 7, and 8, Report Cycle 4 reflects the CNA merit data.

COVID Non-ADJUDICATED (CNA) MERIT

The COVID-19 pandemic impacted many aspects of our personal and professional lives. Academic (research and teaching) activities and responsibilities were impacted. As such, AASUA and the Governors of the University of Alberta made a number of recommendations for the evaluation of merit increments for Academic Faculty Members, Faculty Service Officers, Librarians and Academic Teaching Staff Members. As per the Letter of Understanding between AASUA and the Governors of the University of Alberta, a [COVID Non-Adjudicated \(CNA\) merit](#) was approved for the academic year July 1 2019- June 30th 2020:

“The increment awarded on July 1, 2021, for Academic Faculty, FSO and Librarians will not be adjudicated and, instead, will be calculated with a value equivalent to the average of the increments received on July 1, 2018, July 1, 2019, and July 1, 2020 (or on all applicable years in this 3-year period if the staff member has less than 3 years of service) as long as the academic staff member is otherwise eligible to receive merit increments. The average increment will be rounded to the next appropriate quarter increment (0.50, 0.75, etc. up to 3.00) as described in B.2. (c, d, e).”

“For those who received a CNA merit of 1.0 or more on July 1, 2021, and who believed that the value assigned was not a fair representation of their activities”, FEC reassessed the CNA for 25 faculty members (9 women, 16 men), who made this request. As per the process of the University of Alberta, merit increments assigned by FEC of ≥ 1.0 are not appealable, therefore the decision of the CNA re-assessment by FEC is final. The merit data for Report Cycle 3 includes the CNA merit and the re-assessed CNA merit.

A CNA merit was NOT applied for Report Cycle 4 (July 1 2020- June 30, 2021). However, faculty members had the option of self-reporting in their annual report a “covid-impact statement”. The FEC took these statements into consideration for merit recommendation.

TABLE 6. NON-ZERO MERIT DISTRIBUTION FOR ACADEMIC FACULTY MEMBERS AND FSOS

Merit	Report Cycle 1 Number of FoMD Faculty Members	Report Cycle 2 Number of FoMD Faculty Members	Report Cycle 3 Number of FoMD Faculty Members	Report Cycle 4 Number of FoMD Faculty Members
0.5	12	5	2	7
0.75	44	14	19	22
1.0	259	272	260	259
1.25	195	217	236	251
1.5	119	123	117	99
1.75	32	22	31	31
2.0	18	6	9	8
2.25	3	2	4	1
2.5	0	1	1	0
2.75	0	0	0	0
3.0	0	0	0	1

FIGURE 1. NON-ZERO MERIT DISTRIBUTION FOR ACADEMIC FACULTY MEMBERS AND FSOS (GRAPHIC OF TABLE 6 DATA)

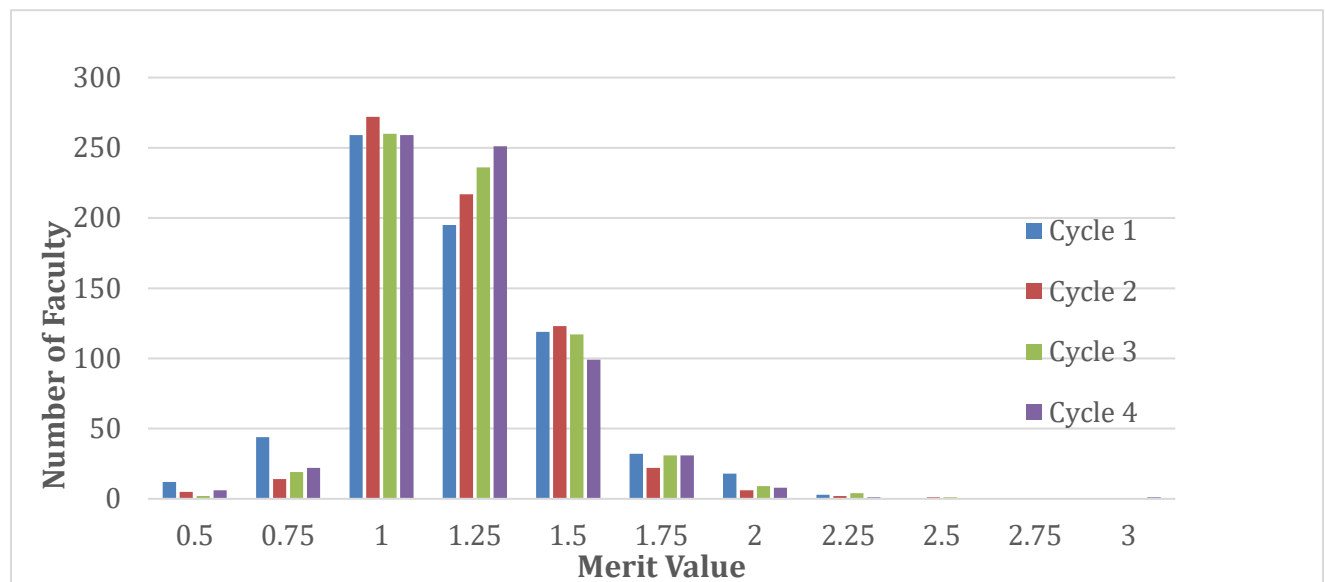


TABLE 7. NON-ZERO MERIT DISTRIBUTION BY GENDER

The numbers of women and men faculty members (all ranks) with a zero merit (0A, B, C or D) are not included, thus total number with a non-zero merit for: (Total # faculty by gender (data from Table 1) - # faculty with 0A, B, C and D (data from Tables 2 and 5)) = Number of faculty with a non-zero merit

Report Cycle 2: women: 283 - 29 = 254 men: 448 - 40 = 408

Report Cycle 3: women: 296 - 33 = 263 men: 454 - 37 = 417

Report Cycle 4: women: 296 - 32 = 264 men: 445 - 30 = 415

Merit	Women Report Cycle 2		Men Cycle 2		Women Report Cycle 3		Men Cycle 3		Women Report Cycle 4		Men Report Cycle 4	
	W #	% of 254	M #	% of 408	W # *	% of 263	M #	% of 417	W #	% of 264	M #	% of 415
0.5	2	0.8	3	1.2	0	0	2	0.5	1	0.4	6	1.4
0.75	2	0.8	12	2.9	4	1.5	15	3.6	5	1.9	17	4.1
1.0	108	42.5	164	40.2	111	42.2	149	35.7	102	38.6	157	37.8
1.25	83	32.7	134	32.8	94	35.0	142	34.1	106	40.1	145	34.9
1.5	48	18.9	75	18.3	41	15.6	76	18.2	36	13.6	63	15.2
1.75	9	3.5	13	3.2	10	3.8	21	5.0	10	3.8	21	5.1
2.0	2	0.8	4	1.0	2	0.8	7	1.7	3	1.1	5	1.2
2.25	0	-	2	4.9	0	-	4	1.0	1	0.4	0	0
2.5	0	-	1	0.2	0	-	1	0.2	0	0	0	0
2.75	0	-	0	-	0	-	0	-	0	0	0	0
3.0	0	-	0	-	0	-	0	-	0	0	1	0.2

*Column does not include 1 faculty member at partial to ceiling

TABLE 8. NON-ZERO MERIT DISTRIBUTION BY RANK FOR REPORT CYCLES 2, 3 AND 4 FOR ACADEMIC FACULTY MEMBERS

Merit	# Assistant Cycle 4 (% of 144)	# Assistant Cycle 3 (% of 147)	#Assistant Cycle 2 (% of 134)	# Associate Cycle 4 (% of 223)	#Associate Cycle 3 (% of 260)	#Associate Cycle 2 (% of 224)	# Full Cycle 4 (% of 294)	#Full Cycle 3 (% of 304)	#Full Cycle 2 (% of 283)
0.5	1 (0.7)	0	0	0	0	2 (0.9)	6 (2)	2 (0.7)	3 (1.1)
0.75	1 (0.7)	1 (0.7)	4 (3.0)	7 (3.1)	6 (2.3)	4 (1.79)	14 (4.8)	10 (3.3)	6 (2.1)
1.0	57 (39.6)	85 (57.8)	58 (43.3)	99 (44.3)	78 (30.0)	96 (42.9)	93 (31.6)	88 (28.9)	104 (36.7)
1.25	63 (43.8)	40 (27.2)	41 (30.6)	82 (36.8)	91 (35.0)	85 (37.9)	98 (33.3)	97 (31.9)	88 (31.2)
1.5	16 (11.1)	16 (10.9)	30 (22.4)	25 (11.2)	23 (8.9)	30 (13.4)	58 (19.7)	77 (25.3)	59 (20.9)
1.75	6 (4.2)	4 (0.3)	1 (0.7)	9 (4.0)	5 (1.9)	3 (1.3)	16 (5.4)	22 (7.2)	18 (6.4)
2.0	0	0	0	1 (0.5)	4 (1.5)	4 (1.9)	7 (2.4)	5 (1.6)	2 (0.7)
2.25	0	0	0	0	2	0	1 (0.3)	2 (0.7)	2 (0.7)
2.5	0	0	0	0	0	0	0	1	1 (0.3)
2.75	0	0	0	0	0	0	0	0	0
3.0	0	0	0	0	0	0	1 (0.3)	0	0

In Cycle 2, 1.0 was the most common merit for all ranks. In Cycle 3, 1.25 was the most common merit for Associate and Full Professors, which may in part be secondary to the influence of the Covid Non-Adjudicated (CNA) merit. A merit of < 1.0 is rare for all ranks, and was no different between Cycles 2(pre-pandemic) and pandemic years 3 (Covid Non-Adjudicated Merit) and 4.

TABLE 9. NON-ZERO MERIT FOR REPORT CYCLES 2, 3 AND 4 FOR FACULTY SERVICE OFFICERS

Merit	# FSO Cycle 4 (% of 18)	# FSO Cycle 3 (% of 39)	# FSO Cycle 2 (% of 21)
0.5	0	0	0
0.75	0	2 (5.1)	0
1.0	10 (55.5)	9 (23.1)	14 (66.7)
1.25	8 (44.4)	8 (20.5)	3 (14.3)
1.5	0	1 (2.5)	4 (19.0)
1.75	0	0	0
2.0	0	0	0
2.25	0	0	0
2.5	0	0	0
2.75	0	0	0
3.0	0	0	0

FEC RECONSIDERATIONS/APPEALS:

Further details about Contested Cases, Reconsiderations and Appeals can be found in the Collective Agreement (A6.17.1, A6.20.1 and Article A8).

PROCESS FOR FAILURE TO SUBMIT AN ANNUAL REPORT:

A2.05 “An Academic Faculty member shall submit to the Department Chair and Dean an Annual Report on University responsibilities during the previous year.” Collective Agreement, Schedule A.

B2.03 “An FSO Member shall submit to the Department Chair an annual report on their University responsibilities during the previous year. The requirements for the report shall be provided to the FSO Member by the Department Chair, and based on the written job description of the general responsibilities of the position.” Collective Agreement, Schedule B.

1. Notice is sent to all Academic Faculty members and FSOs providing the date when all Annual Reports are to be submitted. Academic Faculty members and FSOs who are unable to comply with the deadline secondary to approved leave should inform their Department Chair. As per the Collective Agreement Appendix A.2, “Faculty members on leave or on sabbatical for all or a portion of the reporting period shall include a report on activities while on leave or sabbatical”.
2. An email reminder is sent to any Academic Faculty member/FSO who fails to submit by the deadline;
3. Should the Academic Faculty member or FSO fail to comply, then a letter will be sent to that person indicating that disciplinary action (Article 7, Common Agreement) may ensue;
4. The Academic Faculty member or FSO will be called to a meeting with the Dean (and someone from Faculty Relations) and should be advised of their right to have an AASUA advisor since discipline may be involved.
5. The Department chair will submit a letter to FEC indicating that they are unable to evaluate or make a recommendation for the non-compliant faculty member;
6. A 1.0 merit increment is removed from the increment pool of the Department chair and the FEC proceeds as usual;
7. FEC deliberations proceed without consideration of the non-compliant Academic Faculty member (or FSO);
8. An Article 7 of the Common Agreement (Discipline) complaint for a non-compliant faculty member should be issued either before or at the start of the FEC deliberations.

SUMMARY

The FoMD values equally the scholarly contributions to all position domains (Research, Teaching, Service, and Clinical).

There is tremendous talent within the FoMD, with junior and senior faculty making many outstanding contributions nationally and internationally.

Diversity, including gender, is important to FoMD. Merit data suggest no gender differences exist, however, there is a disproportionate number of men faculty members, particularly at the rank of Full Professor. Understanding why this difference exists will lead to faculty development initiatives to support women faculty members wishing to pursue promotion to Full Professor, as well as recruitment strategies for senior faculty.

All FoMD members are encouraged to strive for excellence.

Common Challenges at FEC	Potential Solutions
Teaching evaluations not reported	More information on annual report on how to upload; Some teaching does not get evaluated, describe other ways teaching can be assessed (e.g. peer review)
Referees interpreting FEC Standards	Assist referees with interpretation FoMD Template for CV with clear scope headings (optional)
Interpretation of products of scholarship	Targeted faculty development to assist with how to develop and report various products of scholarship (including knowledge translation, innovation, commercialization)