2020

FoMD Strategic Plan – Social Accountability, Equity, Diversity, Inclusion and Engagement

FRAMEWORK AND DIRECTION

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Introduction

There is a growing demand for social responsiveness and accountability from academic institutions in general, with special focus on medical schools and faculties of medicine.

Over the past decade, national and international efforts have been made to define the objectives of social accountability (SA) in medical schools and to establish meaningful yet practical and measurable indicators that will be helpful in advancing this important work. It has become clear that incorporating this work in our day to day practice is directly associated with the quality of care that we provide and the health outcomes of the population that we serve.

Our academic mission spans across the continuum of the three dimensions of Education, Research and Clinical Care/Service through the lens of Equity, Diversity, and Inclusion (EDI), using the comprehensive strategies for engagement with our internal and external communities. Responsiveness and accountability should be demonstrated toward the population that we serve, and internally toward our learners and employees.

This framework aligns with the University of Alberta's (UofA) EDI Strategic Plan, while reflecting our unique academic mandate and nurturing engagement with our partners in the health care system and the communities that we serve in Alberta.

The strategic work that has been accomplished thus far in our FoMD allows us to implement a set of measurable indicators across the domains of our scholarly and clinical endeavors and utilize an evidence-based and outcome-driven approach from data collection to knowledge dissemination and translation.

Purpose

The purpose of this document is:

- ➢ To provide a summary of leadership initiatives from the FoMD Office of Equity Diversity & Inclusion (EDI) 2017-2019.
- ➢ To suggest pathways for alignment with the University of Alberta Strategic Plan for Equity, Diversity and Inclusivity (launched Feb 2019).
    - o EDI FoMD current achievements as related to the required goals stated in the UofA EDI Strategic Plan.
    - o Suggest operational considerations and measures as a possible road map for achieving excellence in 2020-2023.

Summary of leadership initiatives – Office of Equity, Diversity & Inclusion (EDI) FoMD 2017-2019

The following steps were taken for a successful implementation and uptake of EDI foundational objectives. (https://www.ualberta.ca/medicine/about/diversity/living-edi)

1. Data collection
2. Raising awareness
3. Practice guidelines
4. Collaboration and contribution in creating the UofA EDI framework
5. Interdisciplinary collaboration within FoMD
6. Interdisciplinary collaboration outside of FoMD
7. Knowledge dissemination and translation

For the description of each of the above, terminology from the UofA EDI Strategic Plan will be used. (https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/index.html)

1. Data Collection (Workforce, Climate)
    - Voluntary survey – institutional first – raising awareness (as determined in 2019-20 goals).
    - Benchmarking – UofA, Statistics Canada (as determined in 2019-20 goals).
    - Creating questions to identify needs and gaps.

2. Raising Awareness (Vision, Leadership, Climate access)
    - Implicit Association Test (IAT) Harvard project for FoMD leaders.
    - IAT - Multiple Mini Interviews.
        - o File reviewers
        - o Interviewers
    - Creation of FoMD – EDI website, resources (part of 2018-19 goals).

3. Practice Guidelines (Workforce, Climate, Accountability, Equitable access)
   - Grow Wisely – Guide on best practices for hiring, an institutional first.
   - Conflict of Interest – document revised and implemented in search and selection committees (part of the 2019-20 goals).

4. Collaboration and Contribution – Prior to Institutional EDI Strategic Plan (Vision, Leadership, Research, Teaching, Public Service)
   - Contribution to the UofA Equity, Diversity & Inclusion survey which was released in November 2019.
   - Participating in the EDI Scoping Committee in the Creation of the UofA EDI Strategic Plan.
   - Raising awareness – FoMD Council, Chairs Committee, and Dimensions Canada, previously known as Athena Swan (Made in Canada), all plant seeds for upcoming changes.

5. Interdisciplinary Collaboration within FoMD (Climate, Workforce, Student Life)
   - Office of research – sharing data for the creation and implementation of CRC plan (goals 2018-19).
   - EDI – grant support for researchers
     o Workshop for researchers – led, and an institutional initiative for UofA researchers. (Goals 2020-21.)
   - Engaging with Faculty Research Committee (FRC).
   - Review – EDI section – New Frontiers Grants.
   - Indigenous Health Initiative (IHI).
     o Collaborative initiative – Medical College Admission Test (MCAT) for students with low socio-economic standing (SES).
   - Office of Faculty Development
     o Collaboration in the creation of FEC guidelines in determining criteria for international visibility. (Foundational work toward targets – goal for 2019-20.)

6. Interdisciplinary Collaboration outside FoMD (Vision, Leadership)
   - Initiated dialogue with AHS, UofC to establish provincial EDI – healthcare framework.
   - Academic Women Association (AWA) Vice President 2018-2019, President 2019-2020.
   - Research collaboration with the Office of Vice President Research directors, NSERC, CIHR.
   - Deputy Provost Office – EDI Scoping group, EDI Survey Committee.

7. Knowledge Translation and Dissemination
   - Website.
   - Periodical communications (through Dean's messages).
   - Annual report cards.
   - EDI Symposium (2017-2019), open to UofA.
   - Sharing developed practices and initiatives with other institutions (Grow Wisely, Harvard initiative, TOR).

Pathways for alignment with University of Alberta Strategic Plan for Equity, Diversity & Inclusion

Operational Considerations

As a road map for achieving excellence in 2020-23, we would apply the governance structure (senior leadership) in the specific determination of goals and objectives (in alphabetical order).

A. Deans
   - Vice-Dean Education
   - Vice Dean Faculty Affairs
   - Vice Dean Research
B. Chairs
C. Division Directors

Methodology

Methodology used in the creation of the framework:

A. Thematic compilation of required goals per domain from the UofA EDI Strategic Plan.
B. Cross section discourse revision of U EDI Strategic Plan by goal.
C. Literature review of articles published in English over the past 15 years using the search terms:
   - "Equity, Diversity, Inclusion"
   - "Social Accountability"
   - "Medical Schools/ Health Professional Schools"
   - "Evaluation/Assessment"
   - "Excellence"
   - "Accreditation"
   - "Awards"
   - "International"
   - "Outcomes"
   - "Community engagement"

Table of Indicators		
Table of Indicators by Academic deliverables (domains)		
Education		
Strategic Pillar	**Theme** (based on terminology UofA EDI Strat Plan)	**Suggested Measures**
Data Collection		
Undergraduate	Access	1. Admission numbers to undergraduate program by category
Postgraduate	Students; Trainees; Teaching; Leadership	2. Admission numbers to postgraduate program by category
Workforce		3. Admission numbers to Post-doctoral program by category
		4. Graduate exit surveys regarding access to programs and resources
Raising Awareness		
(Curriculum/Materials)	Material	1. Number and type of sessions for each program related to: EDI, Community Engagement, Academic half-days
	Learning Opportunities; Teaching; Public service; Students; Trainees	2. Faculty Development: Grand Rounds, Dean's Lecture Series
		3. Bias and stigma training
		4. Professionalism training
		5. Needs assessments surveys
		6. Survey tools: knowledge uptake, program evaluation
		7. Graduation Questionnaires
		8. Alumni Questionnaires
		9. Data on existing mentorship programs
Practice Guidelines		
	Climate; Vision; Leadership; Workforce	1. EDI guidelines at a faculty level (mission, vision)
		2. Admission policies/guidelines
		3. Hiring practices
		4. Professionalism guidelines (code of conduct)
		5. Academic affairs – accessible and inclusive learning policies
Engagement		

Strategic Pillar	Theme	Suggested Measures
Internal Communities of learning and practice	Climate; Workforce; Public Service; Leadership	1. Number and type of curricular offerings that were co-created with other disciplines within the FoMD, and UofA
External - Health Care; - Community (AB		1. Number and type of curricular offerings that were co-created with AHS, AMA, CMA, CPSA, AFMC, AAMC and other groups
		2. Number and type of curricular offerings that we co-created with community agencies and community programs
		3. Documents describing partnerships for education purposes
		4. Rural engagement
		- Types of programs
		- Numbers of learners
		- Numbers of instructors
		5. Volunteer work of graduates

Knowledge Dissemination and Translation

	Teaching; Research; Public service; Student Life; Climate; Workforce	1. Communication strategies related to Education (types of media)
		2. Shared curricular innovation EDI, SA with other schools – national and international visibility
		3. International visibility
		4. Awards
		- Learners
		- Faculty
		- Staff
		- Community
		5. Educational EDI/SA research projects
		6. Education EDI/SA community engaged research
		7. Where are our graduates after graduation
		8. Number of presentations, publications related to SA
		9. Accreditation visits reports
		10. Exchange students (learners) programs

Research

Strategic Pillar	**Theme** (based on terminology UofA EDI Strat Plan)	**Suggested Measures**

Data Collection

	Access	1. Data on research programs by group (at all levels and programs)
	Research; Research trainees	2. Research committees by group
		3. CRC (Canadian Research Chairs program) allocations, process (against targets and UofA and national benchmarking)
		4. Canadian Excellence Research Chairs (CERC) allocation, process (against targets and UofA and national benchmarking)

Raising Awareness

(Curriculum /Materials)	Research; Teaching; Trainees; Climate	1. Educational offerings (EDI) for researchers
		2. Mentorship programs

Practice Guidelines

	Climate; Vision; Leadership	1. Hiring practices
		2. CRC, CERC selection processes

Engagement

Internal (FoMD UofA)	Climate; Public service; Trainees	1. Audit publications and presentations for multidisciplinary collaborations
External - Health Care; - Community (AB), NWT		1. Audit publications and presentations of projects that are community engaged (joint authorship)
		2. Number of learners engaged in community research projects
		3. Memorandum of Understanding with community related to research
		4. Number of mutual grant applications
		5. Number of community research/participatory projects
		6. Number of higher research degree trainees undertaking projects prioritizing health needs

Knowledge Dissemination and Translation

	Research; Teaching; Public service; Student life; Climate	1. Number of presentations, publications related to SA and engagement
		2. Quality Assurance and Improvement (QA/QI) projects related to community health outcomes
		3. Workshops

Strategic Pillar	Theme (based on terminology UofA EDI Strat Plan)	Suggested Measures
		4. Partnerships with other institutions/stakeholders promoting EDI/SA in research
		5. Faculty, staff, learners exchange in research programs
		6. Awards

Service

Strategic Pillar	Theme (based on terminology UofA EDI Strat Plan)	Suggested Measures
Data Collection		
	Vision; Leadership; Workforce; Public Service; Students	1. Census (Faculty, Staff, Clinical Colleagues – benchmarked to Stats Can, UofA, AB population)
		2. Promotion and tenure
		3. Professionalism incidents
		- Faculty
		- Staff
		- Learners
		4. Search and selection results
Raising Awareness		
	Vision; Leadership; Workforce; Public Service; Students	1. Awards, Professionalism accolades
		2. Mentorship programs
		3. Grand rounds dedicated to EDI/SA
		4. Resources available for primary care health professionals and rural practitioners
		5. Usage of the appropriate media, marketing, and advocacy to present relevance to serve in underserved areas
Practice Guidelines		
	Vision; Leadership; Workforce; Public Service; Students	1. FEC – process ensures EDI narrative and practices
		2. S&S committees – practices and changes over the years (periodic reports)
		3. EDI guidelines and strategic vision related to SA
		4. Practices for hiring

		5. HR policy
		6. Access for persons with disabilities
		7. Mission and institutional objectives are consistent with values of EDI/SA
		8. Mission and vision posted in appropriate positions.

Engagement

Internal (FoMD UofA)	Vision; Leadership; Workforce; Public Service; Students	1. Participation in educational offerings by primary care workers, health services managers, population health, and human sciences
External (With AHS)		1. Protocols that are designed for prevention, treatment and education of patients and families
		2. Membership in health council, provincial committees
		3. QI projects to reduce risk and improve outcomes in population health
		4. Memorandum of understanding with local authorities for implementing priority health programs
		5. Number of health care professionals accepting learners in different health care settings

Knowledge Translation and Dissemination

	Vision; Leadership; Workforce; Public Service; Students	1. Effective communication access for persons with disability
		2. Reward behaviors in performance reviews/awards
		3. Membership of faculty, staff, learners in national accreditation bodies
		4. Membership of faculty, staff, learners in international bodies and networks promoting and conducting research for evaluating social accountability of medical and other health professional schools.

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*The above were a few of the most cited references from 179 articles reviewed.