



September 27, 2022
Dr. Dermot Kelleher
Dean, Faculty of Medicine 317 - 2194 Health Sciences Mall
Vancouver, BC Canada V6T 1Z3

Re: Clinical Faculty Working Group Joint Recommendations

Dear Dean Kelleher,

Pursuant to the 2011 Letter of Intent between Doctors of BC and the UBC Faculty of Medicine (FoM), the parties agreed to form a joint Clinical Faculty Working Group (CFWG) with the mandate to make recommendations to the Dean of Medicine on the Clinical Faculty Compensation Terms, the Dispute Resolution Process and other matters of importance to Clinical Faculty (CF) based on the results of a Survey of Clinical Faculty.

In November, 2021, Doctors of BC conducted a Survey of physicians who are members of Clinical Faculty to identify issues of importance to them. This round we are pleased to announce that we have had the largest response count to date, with 1,406 physician members of Clinical Faculty responding.

Based on consultations between the parties and an analysis of the results of the Survey, the following are the joint recommendations of the CFWG:

1. Learners/Trainees in Difficulty

The Survey demonstrates a need for faculty development to improve their management of challenging learner situations. Learners/Trainees in difficulty require a significant amount of additional preceptor teaching time over and above other learners/trainees. Some preceptors have shared a perception that the same preceptors are overburdened by consistently having learners/trainees on academic probation/remediation placed with them. Additionally, there seems to be a gap in current process to support learners/trainees in difficulty who are not yet on academic probation/remediation with identified accommodations.

The CFWG recommends that the FoM:

- review, and make adjustments as needed, to the current processes in Undergraduate Medical Education (UGME) and Postgraduate Medical Education (PGME) for placing learners/trainees on academic probation/remediation to ensure specific preceptors or training sites are not overburdened by learners/trainees on academic probation/remediation.
- for both UGME and PGME, develop a process map that outlines the points at which the program may become aware of a learner/trainee in difficulty, prior to being placed on academic



probation/remediation, and a description of how both the learner/trainee and the preceptor(s) can be supported to help ensure learner/trainee success.

2. Administrative Processes

a. Administrative Tasks

The Survey has demonstrated that there has been a significant increase in the hours CF spent per month on administrative tasks related to teaching. Additionally, the Survey demonstrates that almost half of the respondents have difficulty finding time to teach. Addressing some of the administrative burden could lessen the time needed to be carved out of clinical services for teaching activities. Assessment, particularly within PGME has increased substantively over the past few years with the introduction of Competency by Design (CBD), which is part of the Royal College of Physicians and Surgeons of Canada (RCPSC) accreditation and is not something UBC can remove. Without addressing this increased administrative burden, CF will have less time for actual direct teaching. There are resources and learning tools available through UBC FoM Faculty Development as well as CBME resources on the PGME website, but these resources may not be widely known.

The CFWG recommends that the FoM:

- explore whether there are opportunities for streamlining to reduce the burden of completing assessment forms, including any opportunities for technological supports, and implement opportunities where they exist.
- ensure training around CBD assessment is advertised and accessible.
- consider additional supports, particularly for individuals who are not paid for teaching activities.

b. Feedback on Clinical Teaching

i) Teaching Assessments

The Survey found that a significant number of members view not feeling valued at work as a significant challenge faced in clinical faculty work. Inappropriate and inconsistent use of teaching assessments across the province impacts how a CF member feels valued at work. The CFWG reviewed the processes around the use of teaching assessments. There was much discussion around the inconsistent use of, and feedback on teaching assessments. Feedback, particularly negative feedback, is addressed inconsistently by different programs. There is an Assessment of Teachers by Learners Policy, but it is currently not referenced or linked on the CF website. It is also unclear how consistently assessments are used in the reappointment and promotion processes across UBC FoM Departments.



The CFWG recommends that the FoM:

- link the Assessment of Teachers by Learners Policy on the CF website.
- develop principles of transparency around the process where teaching assessments may be used including in the processes for promotion, reappointment, and discipline, to help CF to understand how to access their teaching assessments, who sees them, and how any constructive or negative feedback will be used.
- develop a policy to promote consistency around processes where teaching assessments may be used, including in the processes for promotion, reappointment, and discipline, between UGME and the various PGME residency training programs.

ii) Complaints

The Survey found that almost half of the respondents would like to see improved recognition through feedback and evaluation from learners and colleagues. Where complaints are inappropriately handled, they are seen as impacting this recognition. The CFWG reviewed the FoM process for complaints brought forward around the learning environment. While there are processes that exist for FoM dealing with complaints, they are not well understood, and treatment of complaints is often inconsistent between programs and sites. There is also vagueness on the CF website in the complaint process on how anonymous complaints will impact a CF members' record where no investigation has been completed.

The CFWG recommends that the FoM:

- review the complaints process to ensure consistency in its application between programs and sites.
- review the complaints process, and the CF website to ensure transparency in its application between programs and sites, including the impact of anonymous complaints on CF members' records where no investigation has been completed; and ensure that supports for addressing concerns are clear and accessible for CF to find easily.

c. Communication of support

The Survey demonstrated that the majority of members are seeking teaching supports. While there are teaching supports that currently exist, they may not be widely known or accessed. The CFWG discussed the need for better communication in general for CF members to access FoM supports and material. CF often have questions 'in the moment', and do not know where to go for answers or support. These can arise in a variety of areas: learner supports, assessment, IT/system access, teaching payment, etc. There also may be additional supports required that are not currently known by the FoM. As part of the Clinical Faculty Engagement Program, the FoM is currently in the process of establishing a working group to look at communication with CF generally.



The CFWG recommends that the FoM:

- develop supports that would be most effective, helpful and used by CF and not inadvertently cause more frustration. These could include implementing a 1-800 number, virtual assistant on website(s), etc.
- revamp the CF website to more quickly and easily direct people to resources that may already be in place.
- explore whether specific learning objectives/goals/expectations are sent out or available for CF for each program (in both UGME and PGME). If these are not available in each program, FoM to work on a plan to develop such resources where deemed appropriate by each program (UGME and PGME).
- look at teaching payment statements for UGME to see if the communication around teaching payment details can be improved, rather than including teaching information on the pay statement.
- continue to explore the opportunity to include PGME in the TTPS so that CF have a record of all teaching activities in one place.

3. Recognition/Appreciation

The Survey showed that a significant number of respondents are seeking improved recognition in the form of certificates and ceremonies for clinical teaching milestones. CF view that many awards are provided to the same individuals year after year. While many departments and programs do hold annual recognition events, some may not or they may not be labelled as such.

The CFWG recommends that the FoM:

- review how CF are currently recognized and valued.
- implement a policy of a required time period between when a person wins an award and when they can be nominated again for the same award.
- survey units to understand their CF recognition practices and share ideas across units.

4. Promotion

The Survey found that almost half of the respondents are seeking promotion and advancement where the criteria is met. Currently, there are variations in the criteria for preceptors to obtain promotion which can lead to the optics of unfairness. Often CF are not applying for promotion as they are not aware of the process, or the benefits of being promoted. Furthermore, CF have identified that the specific CV formatting needed to apply for promotion can be a barrier.



The CFWG recommends that the FoM:

- develop principles to be applied consistently across all departments (regions and sites), including looking at promotion readiness a year in advance of reappointment, and standardization of how teaching assessments are used in the promotion process.
- look at system requirements, such as the CV format, to see if they can be simplified, removed or otherwise supported to remove them as a barrier from CF applying for promotion.
- revise its Policy on Clinical Faculty Appointments to reflect these above-mentioned changes.

5. General Compensation Issues

Compensation for clinical teaching under the Terms of Compensation has increased by 2% in 2020, and this was a move in the right direction. This was the first compensation increase in 14 years, and the Survey shows that this falls short of addressing the concern, which if not addressed, will likely impact the FoM's access to teaching resources.

The Survey shows that 58% (consistent with 2019) of CF respondents identify that insufficient compensation for teaching is among their most significant concerns. Additionally, the Survey found that 64% of PGME Service Contracted physicians, and 62% of UGME are dissatisfied with current compensation. If the compensation concern is not addressed, 66% of respondents (up from 57% in 2020) indicate that they are likely to take action, including a reduction in their commitment to the FoM.

The Doctors of BC members of the CFWG are issuing a separate recommendation to address this concern.

6. Survey updates

The CFWG has discussed that the Survey in its current form does not provide enough specificity to allow for meaningful discussions around recommended changes. For example, it is important to identify whether a concern applies to UGME or PGME or both. The CFWG recommends that over the next 18-24 months, that work be done on the Survey to modify some questions to improve the information obtained.

7. Role of the CFWG

Given the benefit of collaborative consultation between the Faculty of Medicine and Doctors of BC in the implementation of recommendations affecting Clinical Faculty, the CFWG recommends that it continue to meet regularly to discuss issues of importance to CF and to review progress on the implementation of CFWG recommendations which are accepted by the Dean of Medicine.



The Working Group would appreciate hearing from you in response to these recommendations.

Yours truly,

A handwritten signature in blue ink, appearing to read 'D. Wensley'.

Dr. David Wensley
CFWG Co-Chair, Doctors of BC

A handwritten signature in black ink, appearing to read 'M. Allard'.

Dr. Mike Allard,
CFWG Co-Chair, Faculty of Medicine

pc Jim Aikman, Acting CEO, Doctors of BC
 Paul Straszak, Chief Negotiator, Doctors of BC
 Shanda Jordan Gaetz, CFWG Representative, Faculty of Medicine
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