



UNIVERSITY OF SASKATCHEWAN

College of Medicine

FACULTY DEVELOPMENT

[MEDICINE.USASK.CA/FACULTYDEV](https://medicine.usask.ca/facultydev)

# **Faculty Development Annual Report 2020-2021**



# Welcome to our Faculty Development 20/21 Annual Report

Faculty Development (FD) is here to support you in areas of your work as a faculty member in the College of Medicine. This includes **teaching** (all levels of learners), **research** (with help to get started), **leadership** (when you want to assume educational and other leadership roles), **wellness** (for you and your learners) and so much more.

We hope you will find this annual report interesting as we celebrate the work accomplished in the past year. We also hope this will inspire you to think about how FD can help you, your team or unit, department and program. We are excited about our new initiatives coming up this next year and hope you will follow all FD has to offer on our website.

<https://medicine.usask.ca/facultydev/>





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# Mission Statements

## University of Saskatchewan

**MISSION** - The University of Saskatchewan advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including the creative arts, to build a rich cultural community. An innovative, accessible, and welcoming place for students, educators, and researchers from around the world, we serve the public good by connecting discovery, teaching, and outreach, by promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens.

**VISION** - We will contribute to a sustainable future by being among the best in the world in areas of special and emerging strengths, through outstanding research, scholarly, and artistic work that addresses the needs and aspirations of our region and the world, and through exceptional teaching and engagement. We will be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous peoples and communities.

## College of Medicine

**MISSION** – As a socially accountable organization, we improve health through innovative and interdisciplinary research and education, leadership, community engagement, and development of culturally competent, skilled clinicians and scientists. Collaborative and mutually beneficial partnerships with Indigenous peoples and communities are central to our mission.

**VISION** - We are leaders in improving the health and well-being of the people of Saskatchewan and the world.



# Messages

## College of Medicine



**Dr. Kent Stobart, Vice Dean Education College of Medicine**

During the past year, our province faced loss and hardship. I want to acknowledge the losses experienced during the year due to COVID-19; over 500 lives lost in Saskatchewan, and hardship for our health care and frontline workers.

Disruption was the hallmark of 2020 in relation to education in the College of Medicine. In March 2020, we pivoted to remote learning and delivered online educational content to ensure the safety of our students during the pandemic. As we collectively had time to think and reflect, we were also called to address bias and increase anti-racism efforts in the college.

It was a challenging year but there were many opportunities to rise and meet those challenges. Faculty Development assisted in new and creative ways to support the work of faculty in the College of Medicine and to advance its strategic priorities. This unit offered new online options and connected us with a diverse array of web-based resources to support the increased demand.

Our faculty and students demonstrated resilience, compassion, and flexibility with remote learning.

We launched new programs across the province to enhance our capacity for medical education leadership, including the Clinician Educator program, with Dr. Rob Woods as the inaugural program director, and the Masters in Education (Health Professions Education), with Dr. Kalyani Premkumar as the College of Medicine Lead. Both programs were offered in virtual formats.

We saw strong uptake by our faculty for these exciting educational opportunities, which is promising for the future of our college's medical education leadership. Other Faculty Development programs also supported work in undergraduate and postgraduate medical education and responded to needs identified by departments. Additionally, Faculty Development and Distributed Medical Education collaborated for the first-ever online SaskRENEWAL conference. There have been recent discussions with the Edwards School of Business about exciting opportunities for leadership training targeted to physicians in the province; done in collaboration with Faculty Engagement.

During the pandemic, Faculty Development embarked on an extensive qualitative research study to address faculty engagement in continuing professional development. The results will inform how their work evolves going forward, and emphasize our commitment to provide inclusive, responsive programming to meet the needs of our learners and faculty throughout the province.

Faculty Development also supported our commitment to medical education research and scholarship. The Medical Education Research and Scholarship Day was rebranded to RISE (Research, Innovation and Scholarship in Education) and hosted online. With the expertise of the Division of Continuing Medical Education, Faculty Development offered this event after a one-year hiatus. RISE celebrated the medical education research in our college by students, residents, faculty and staff.

I hope you will join me in congratulating the team and celebrate their many contributions over the past year.

Congratulations.



**Dr. James Barton, Associate Dean Continuing Medical Education**

My statement last year was that 2019 was a busy year for Faculty Development and 2020 looks to have been as busy or more so! The pressures on the FD group are also likely to see it remaining active through 2021 and beyond. Faculty Development is a team, but we acknowledge the leadership and vision of Dr. MacLean and congratulate her on the growth and evolution of FD under her skilled guidance.

The Masters in Education (Health Professionals Education) as well as the Clinician Educator Diploma Program have had a huge success with learner engagement and are keeping FD very busy. CME and FD continue to work closely together over the past year on a variety of projects and we are pleased to support the FD annual RISE conference with our operational infrastructure and expertise in conference management. We continue to enjoy reciprocal representation on one another's Advisory Committees and CME continues to be grateful for this unique and valued relationship. CME's CACME accreditation visit in the Fall of 2020 was the first ever virtual visit by CACME and we were grateful to FD for being able to attend and speak the valued relationship we share that benefits our physician learners.

Our virtual pivot is now complete, and we look forward to the future. I do not think we will ever be back to the old way in which we educated in person alone, if anything a blended format for learning continues and this will create many great learning opportunities for FD and CME to work together and develop outstanding programming that is accessible to as many in our province as possible. Busy and productive days lay ahead for FD.



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# Messages

## Faculty Development



**Dr. Cathy MacLean, Faculty Development Director**

This report includes 2020 which was a year many of us would like to forget. I thought I would summarize our work over this past year a bit unconventionally and list the top 10 things I am grateful for in Faculty Development. Despite the challenges, it was a great year and here is why:

10. We are a small office and have been without a functional office since the pandemic. We moved out of St. Andrews College in August 2020 and came to settle in Room 5B57 on Health Sciences fifth floor, or at least our stuff did. We are very grateful for our new home and will be very excited to invite you to visit us...once things re-open and we get to occupy it. We are also grateful to be colocated with CME – which will be a source of some great connections and collaborations in the future.

*Having said all that...*

9. We are grateful for the various online platforms we have worked with this year that have allowed us to work from home effectively, and even have some fun from time to time – Thanks to: Slack, Microsoft Teams, WebEx Event, WebEx Meetings, Zoom, GoToMeeting, BlueJeans, and I am sure there were others. All the buttons were in different places, but we have all had to adjust as we embraced online learning in that weird locked down world we were in not so long ago. *So...*
8. We are grateful for all that we have learned about meeting online, teaching online, celebrating online, and even cooking online... with such an amazing, diverse and inclusive team. *Speaking of which...*
7. I am so grateful to our team. We may be a small office, but we have a great group – a growing team both formally and informally, with loads of wonderful talent and lots of enthusiasm:
  - Helen Chang, Lead Faculty Development Regina
  - Sean Polreis, Faculty Development Teaching & Learning Specialist
  - Amy Winik, Faculty Development Administration
  - Rob Woods, Director Clinician Educator Diploma Program
  - Kalyani Premkumar, CoM Lead Masters in Education (Health Professions Education)
  - Sharon Card, CBD PGME Lead
  - Brent Thoma, FD liaison & program development
  - Erin Prosser-Loose, Research Equity and Diversity Specialist
  - Manuela Valle Castro, Director Division of Social Accountability
  - Christine Pask, FD program development
  - Udoka Okpalauwaekwe, Researcher; physician engagement research study
  - Greg Malin, Peer Observation Program (PROMPT-MED)
  - Paul Olszynski, Course Director ASSET Foundations Program

*No team works in a vacuum and we are also grateful for the...*

6. Great leadership in the CoM, who ask us regularly to help to work on tough issues like pivoting to teach online and who also have supported our work and engaged with us for great programming. This team includes:
  - Kent Stobart, Vice Dean Education
  - Tom Smith Windsor Assoc. Dean DME with programs like SaskRENEWAL
  - Marilyn Baetz Vice Dean Faculty Engagement with work exploring leadership and coaching
  - Anurag Saxena Assoc. Dean PGME – TIPS transitioning to departments, coaching, etc.
  - Meredith McKague Assoc Dean UGME – Onboarding, Online resource ToolKit (check it out!)
  - Gill White, Associate Dean, Regina Campus
5. We are grateful for all the new relationships and collaborations in research:
  - All the participants who stepped up to be in our studies
  - All the feedback you gave us on our evaluation forms and requests for input
  - Dr. Udoka Okpalauwaekwe and the Physician Engagement Study
  - Research, Innovation and Scholarship in Education (RISE) event
  - Devynn McIntyre, Med Student Year 2 for her Dean's Project on Coaching
  - All those who signed up for creo; uptake hit an all-time high this year!
4. We are grateful for the amazing programming that we offered, were invited to deliver, experimented with, played with, trialed, and implemented:
  - Timely Topics in Medical Education (T-TIME)
  - Medical Education Reading Club
  - R2C2 Train the Trainer program on Coaching in the moment and over time
  - UGME Onboarding
  - Unconscious Bias Training
  - Teaching Improvement Project Systems (TIPS)
  - Clinician Educator Diploma program
  - Masters in Education (Health Professions Education)
  - Essential Skills for Rural Clinical Educators from the University of Alberta
3. We have learned so much this year – through CGEA/AAMC, Harvard Macy, ICRE and all the amazing CPD that was offered around the globe that we have been able to access at a time our world seemed so small. We could reach out and connect in ways we never have before... and much of the great CPD we found was so accessible and sometimes even free. We are excited to be pass it along and have added many links to our website just for this purpose. We invite you to explore these.
2. We are grateful for all the support we had and great groups we got to work with – through FD leads around the province, for Helen and her work in Regina, Janet Tootosis and her work in rural SK, Tara Lee and the SLIC sites, amazing educators and medical education leaders around the province who connect and care about FD in Saskatchewan.
1. Most of all, we are grateful for our faculty and our staff who work tirelessly every day to transform health care in Saskatchewan for our learners and our patients through education, med ed research and scholarship; working to move things forward every day. Thank you for all you do. Faculty development is grateful, and I invite you to celebrate with us as you read this year's report.



## Dr. Helen Chang, Lead - Faculty Development Regina

*The magic seeds of FD are sprouting!*

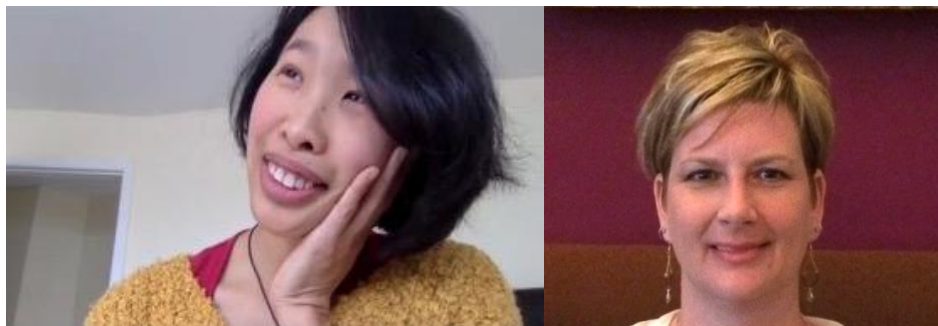
2020 marked the launch of the Clinician Educator and Masters (Health Professions Education) courses. We are pleased that several Regina faculty are taking part. Applications are open each spring for the next start date.

We are progressing with developing the Regina PROMPT-Med mentorship program under Dr. Greg Malin's expert direction. Soon faculty will be able to reach out to a team of their peers for guidance and teaching advice!



The results of our online survey in February were encouraging, and although COVID has derailed everyone, we are working hard to build a feeling of support and community for our faculty. The virtual delivery of programs has helped keep FD available for all. Our Regina FD library also continues to be an accessible resource.

We encourage faculty to access FD programs for support in online teaching & wellness, especially in these challenging times. Thanks to Jeanette Bellavance, Kris Schoenhofen, Dr. Gill White, and our Saskatoon colleagues for their invaluable assistance, and especially to our faculty for their continued dedication to teaching!



**Regina Team:** Helen Chang, Lead & Jeanette Bellavance, Administrative Officer

# Faculty Development Strategic Directions

The office of Faculty Development is working towards growing success in four strategic areas which are summarized below.

## RESPONSIVE PROGRAMMING

**To grow into a high-level Faculty Development program that is part of the culture of learning at the College of Medicine. We aim to have an inclusive, accessible program that engages all faculty members to improve educational practice, leadership and scholarship.**

- Explicitly identify faculty development's role to respond to the college strategic plan
- Invest in the support framework by enhancing the in-house department support
- Seek and offer creative solutions to informal and formal offerings to reflect the time and method faculty have to focus on development
- Promote awareness of impact of faculty development programming

## ENHANCED PROGRAM QUALITY

**To engage in ongoing and systematic evaluation of the process and impact of faculty development through reflective critique, quality improvement, educational innovation, and scholarly work.**

- Completion of an evaluation framework that articulates the comprehensive nature to measurement from a lens of the user experience, utilization, and impact
- Promote approaches to best practices learned at the College of Medicine in scholarship

## BUILDING CONNECTIONS AND CAPACITY

**To build a community of practice for faculty development and medical education across the province to promote continual learning opportunities and connection.**

- Create communities of practice
- Leverage and promote experts
- Continue to support stronger integration between faculty development and CME

## OPTIMIZING DELIVERY

**To provide a user-friendly experience to all participants, both on and off-site.**

- Establish confidence in the support structure for the processes so that there is a focus on quality of platform and quality of experience
- Invest in communication tools to enable access/searchable functions to materials

### ***Facilitating Culture Change***

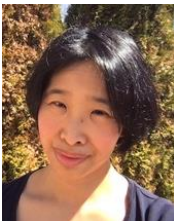
*To support culture change for all faculty in the College of Medicine by being a resource and an innovator for wellness programming and other information, skills development, connections, and program quality improvements. This priority is woven through the other four Faculty Development priorities and supports a number of College of Medicine Strategic Plan goals.*

# Leadership

## Who and Where We Are



**Dr. Cathy MacLean**, FCFP, MCISc, MBA, CCPE is the Faculty Development Director for the College of Medicine. Dr. MacLean is a family physician with extensive administrative, clinical and education experience. Taking on this role in 2017, she has a dedicated 0.6 FTE for Faculty Development and is the leadership module lead for the CE Diploma. She has focused on coaching development for the past year and leading FD related research.



**Dr. Helen Chang**, MD, CCFP, FCFP, is Faculty Development Lead for Regina. She is an Assistant Professor, Family Medicine, and teaches extensively in the UGME program. She joined Faculty Development in August 2017 and is a 0.2 FTE for FD in Regina. Helen is Site Coordinator for the Sensitive Exam Teaching Associate program and is excited to be taking on a new role as Co-Chair of Y1 in Regina. Helen is in the Masters in Education program.



**Mr. Sean Polreis**, MEd, is the Faculty Development Teaching & Learning Specialist (1.0 FTE) for the College of Medicine. Sean has a passion for teaching and has extensive experience. He has been working in faculty development for the College of Medicine for over twelve years. In addition to a wide variety of support provided to faculty, Sean has facilitated the TIPS course for residents to develop and grow their teaching skills. Sean is also co-Unit Lead in Teaching & Learning for Dr. Rob Woods in the Clinician Educator Diploma program.



**Dr. Rob Woods** MD, FRCPC, MMed, DRCPC joined Faculty Development in 2019 as the Director of the Clinician Educator Program. He has developed the Clinician Educator Program at USask which launched in September 2020. Rob is an Emergency Physician & STARS Transport Physician.



**Dr. Kalyani Premkumar**, MBBS MD MSc (Med Ed) PhD, MBA, Professor, with the Department of Community Health and Epidemiology. She is an Association of Faculties of Medical Colleges (AFMC) peer leader on the E-Health Sub-Committee. In the College of Medicine, Dr. Premkumar is the lead for the CoM for the Masters in Education, Health Professions Education. She provides a variety of faculty development sessions in teaching and assessment and teaches in the Masters program as well.



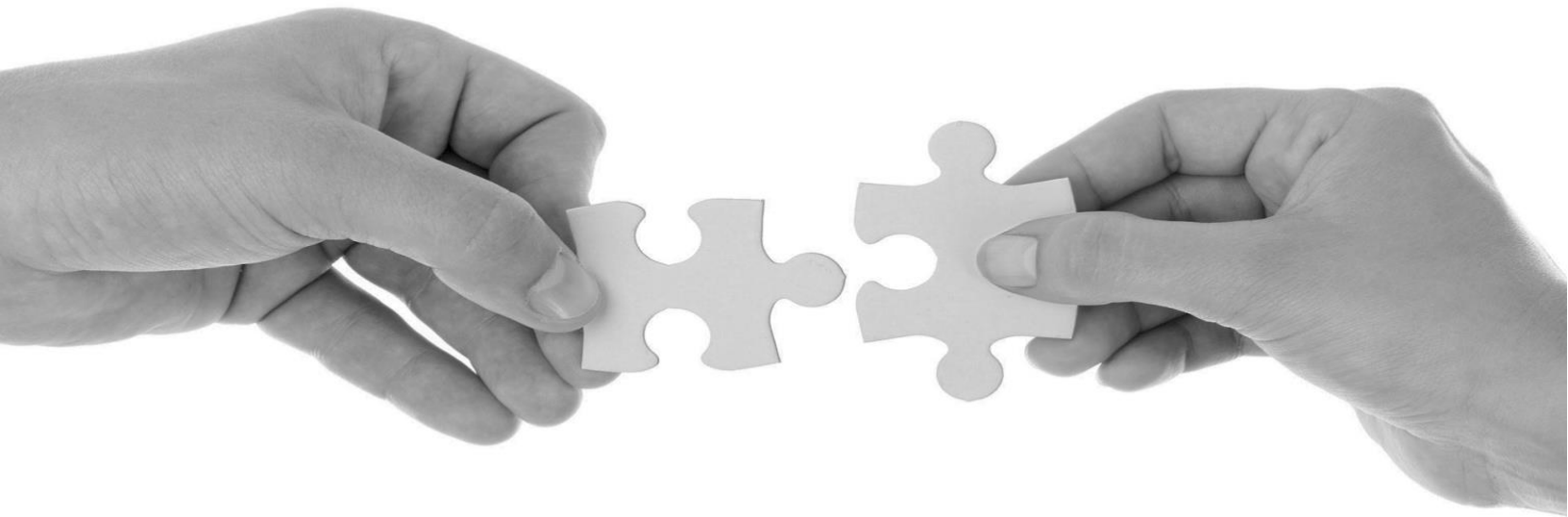
**Amy Winik** is administration for Faculty Development. She has been with Faculty Development since June 2019, and with College of Medicine at the University of Saskatchewan since 2010. Amy manages the delivery of FD programming including the CE Diploma. Amy has completed courses to assist Faculty Development in Project Management and Business Writing.

## Comings, Goings and Collaborations

Dr. Tom Smith-Windsor will be retiring from his role as Associate Dean Distributed Medical Education. We want to thank him for his many years of dedicated time and commitment with the office of Faculty Development and we wish him all the best!

We are grateful for many relationships and collaborations within Faculty Development:

- Dr. Christine Pask, Academic Family Medicine, is developing new FD curriculum for faculty around ethics and professionalism
- Dr. Erin Prosser-Loose, Senior EDI Specialist, has been working with FD to develop a new curriculum around Equity Diversity and Inclusion
- Dr. Udoka Okpalauwaekwe, working on his PhD, Academic Family Medicine, has been leading the Physician Engagement Study
- Dr. Brent Thoma, Department of Emergency Medicine, is developing programming around Learning Analytics
- Dr. Paul Olszynski, Department of Emergency Medicine, runs the ASSET Foundations course, which took a brief hiatus during 2020 but plans to start-up again in the fall



# Programming

## Responsive Programming

### Faculty Development Achievements & Events

**Eighty-four sessions** were organized by or presented through Faculty Development in 2020/2021 with **over 1,000 participants**. It was a big change to present all FD programming virtually, but we did see an increase in our attendance. Programming covered all FD themes: Teaching and Learning, Leadership, Professional/Career Development and Research Skills Development. We were pleased to present the SaskRENEWAL conference and RISE (Research, Innovation and Scholarship in Education) event, both virtually this year.

Sessions were organized for medical students, residents, faculty, and staff. The vast majority of the sessions delivered were targeted to residents as teachers. We also worked with several departments and provided sessions as a part of departmentally based retreats, meetings and rounds.

Faculty Development continued to offer the Cook Ross Everyday Bias for Healthcare Professionals workshop for the College of Medicine, which is facilitated by Sean Polreis. We saw a spike in demand for these sessions over the past year.

Each of our core programming sessions (T-TIME & MedEd Reading Club) were approved for 1.0 MOC credits. These credits can be claimed by both Royal College specialists and family physicians (through Mainpro).

There were also a number of Department of Academic Family Medicine Faculty Development specific events that ran in their distributed learning sites in La Ronge, Moose Jaw, North Battleford, Prince Albert, Regina, Saskatoon and Swift Current. Congratulations to all the FD leads in each site!





## Timely Topics in Medical Education (T-TIME)

T-TIME was launched in September 2020 and is part of the core curriculum for the Clinician Educator Diploma Program (CEd). It is open for anyone to attend. T-TIME occurs monthly on the second calendar Thursday from 6:00-7:30pm (excluding June - August). Sessions consist of two 45-minute workshop presentations and take place virtually via Zoom (we hope to have some in-person sessions in the future). T-TIME covers core topics within the CEd program. Presenters are faculty from each core Unit. The T-TIME series has been very successful, with over 20 attendees for every session.

### 2020/21 T-TIME Sessions

<b>September</b>	Education theory made simple How to do a curriculum needs assessment	Dr. Greg Malin Dr. Sharon Card
<b>October</b>	Performing an education consultation Tips for reading a MedEd paper	Dr. Rob Woods Dr. Kalyani Premkumar
<b>November</b>	Programmatic assessment Simulation – what is it/why do it?	Dr. Lynsey Martin Dr. Paul Olszynski
<b>December</b>	Dealing with the exceptional learner How to debrief	Dr. Jon Dean Dr. Carla Angelski
<b>January</b>	Turning your project into scholarship Formative vs summative assessment	Dr. Brent Thoma Dr. Kathy Lawrence
<b>February</b>	Curriculum mapping Managing conflict	Dr. Marla Davidson Dr. Cathy MacLean
<b>March</b>	Learner engagement during virtual presentations Direct Observation	Mr. Sean Polreis Dr. Roona Sinha
<b>April</b>	Learners in difficulty Appreciative inquiry	Dr. Meredith McKague Dr. Anurag Saxena
<b>May</b>	Research and scholarship	Drs. Rob Woods & Brent Thoma



## Teaching Bootcamps

Dr. Kalyani Premkumar facilitated a Teaching Bootcamp course this past November which included four separate teaching sessions: Preparation for Teaching in the Classroom and in Rounds; Teaching in a Clinical Environment; Assessment in Medical Education; and Providing Effective Feedback in Clinical Settings.

## R2C2 Train the Trainer

FD teamed up with Jocelyn Lockyer and Heather Armson from the University of British Columbia to deliver a 2-hour workshop on coaching to faculty within the college this past April and May.

## UGME Onboarding

FD has been working with UGME to deliver an onboarding session to all new course and module directors since 2018. Onboarding took place in March this year and will occur bi-annually going forward.

## Everyday Bias for Healthcare Professionals

In partnership with the AAMC, this workshop has been designed by Cook Ross, a consulting firm in the United States with 30 years of experience, including deep expertise in the role of inclusion and diversity in the workplace. Grounded in self-reflection, the workshop enables participants to examine how experiences and identities shape their biases. Participants develop awareness of their first impressions in order to improve decision-making in the workplace. Sean Polreis was trained in the US through Cook Ross to deliver their workshop on Bias. There were eight workshops held in 2019-20 across different departments and Colleges in Saskatoon and Regina including Internal

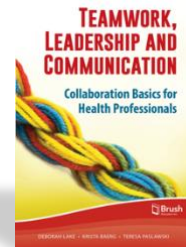
Medicine, SKCFP, Rheumatology, Nursing, PGME, and Admissions.

## ASSET Foundations

ASSET stands for Advanced Skills for Simulation Educators and Teachers. ASSET teaches faculty to effectively use simulation as a teaching modality with a focus on feedback and debriefing. ASSET was unable to run in 2020 due to COVID-19 restrictions, but we are looking forward to picking this back up in fall of 2021!

## Medical Education Reading Club

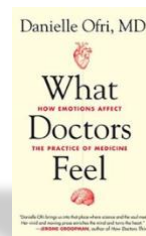
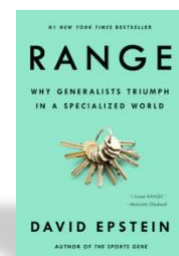
Medical Education Reading Club first began in 2019. We focus attention once a month around an article or book of particular interest related to medical education. The goal is to have a mix of staff, faculty and any others who have an interest in medical education. Books covered over the past year include:



***Teamwork, Leadership and Communication – Collaboration Basics for Health Professionals***

Teresa Paslawski, Deborah Lake, Krista Baerg

***Range – Why Generalists Triumph in a Specialized World***  
David Epstein



***What Doctors Feel: How Emotions Affect the Practice of Medicine***  
Daniel Ofri

## Teaching Improvement Project Systems (TIPS)

TIPS is a required course for all first year residents in Saskatchewan. The program is facilitated by Sean Polreis and involves all postgraduate year one residents (PGY 1) at the University of Saskatchewan. TIPS was completed this past year in February 2021. Ensuring this course is taught to all PGY 1 learners is also a major requirement for UGME accreditation. Residents in some programs get additional sessions in Medical Education throughout their residency and all are encouraged to seek opportunities to improve as teachers.

TIPS for Residents in remote sites was held from July through October in 2020, in Moose Jaw, Swift Current, North Battleford, Prince Albert and Regina. The course has been updated to reflect Competency Based Medical Education with the introduction of new content. Experienced residents have been facilitating microteaching sessions for the TIPS course. We also began to study the effectiveness of feedback during resident microteaching sessions and this will be continuing throughout the next year of TIPS in order to continually improve the course.

Our goal in FD is that these courses will not be “one off” events, and we hope to continue to work with Departments to ensure residents continue to apply the teaching principles they are taught in TIPS. We are also emphasizing that TIPS is the start of a lifelong journey in medical education with many future opportunities to grow this knowledge and skills particularly with the introduction of the Master’s in Education (with two certificate routes) and the Clinician Educator Diploma option.

### TIPS 2020/21 Course Dates

July 3 & 13, 2020	<b>Prince Albert</b>	October 6 & 13, 2020	<b>Swift Current</b>
July 8 & 15, 2020	<b>Regina</b>	October 8 & 15, 2020	<b>Saskatoon</b>
July 9 & 16, 2020	<b>Regina</b>	October 20 & 27, 2020	<b>Saskatoon</b>
July 22 & 29, 2020	<b>Moose Jaw</b>	November 6 & 13, 2020	<b>Saskatoon</b>
August 4 & 11, 2020	<b>Saskatoon</b>	November 24 & Dec 1, 2020	<b>Zoom</b>
August 5 & 12, 2020	<b>Saskatoon</b>	December 9 & 16, 2020	<b>Zoom</b>
August 18 & 25, 2020	<b>North Battleford</b>	January 14 & 21, 2021	<b>Zoom</b>
August 27 & Sep 3, 2020	<b>Saskatoon</b>	February 2 & 9, 2021	<b>Zoom</b>
September 16 & 23, 2020	<b>Saskatoon</b>	February 16 & 23, 2021	<b>Zoom</b>



## Research, Innovation and Scholarship in Education (RISE)

Faculty Development was pleased to present its first ever *virtual* RISE (Research, Innovation and Scholarship in Education) event on June 11, 2021. RISE is a sharing event to celebrate the medical education research and scholarship work that is being done in medicine and across the health professions in the province of Saskatchewan. Starting in June 2017 this event is offered annually and showcases work by staff, faculty, and learners across the province.

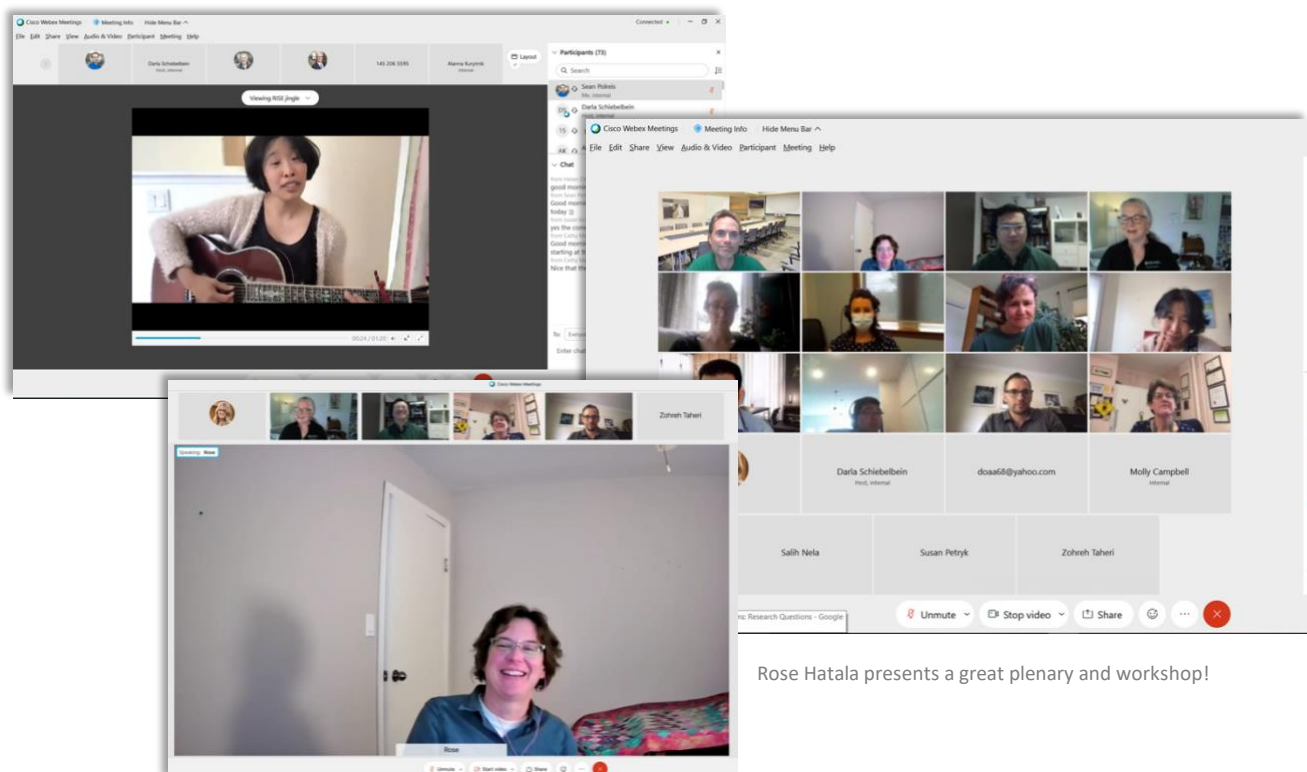


RISE 2021 saw over 60 participants, featured 18 oral presentations and 9 electronic poster presentations. Dr. Rose Hatala, University of British Columbia gave the plenary, and also offered an afternoon workshop alongside Dr. Sharon Card, Department of Medicine. Congratulations to our award winners: Dr. Susan Petryk, Department of Pediatrics, poster presentation winner; Dr. Siddharth Kogilwaimath, Department of Pediatrics, abstract winner; and Dr. Udoka Okpalauwaekwe, Department of Academic Family Medicine, abstract winner.

We would like to acknowledge Darla Schiebelbein and her team at CME for making this virtual event happen, Sarah Henschke who created our new RISE logo, Helen Chang for her musical talents, and to everyone to attended and presented. We hope to see you at next year's RISE!

Learn more about the event and access handouts and resources, [here](#).

Helen Chang's RISE Jingle!



## Other FD Events

### ***CEd Orientation***

Virtual

September 10, 2020

### ***FD Presentation for Melfort***

Virtual

September 15, 2020

### ***Seminar Series for the School of Public Health***

Virtual

October 22, 2020

### ***Asynchronous recorded session for admissions MMI interviewers***

January 2021

### ***GIM AHD Session – Remote Visits***

Virtual

February 10, 2021

### ***Choosing Wisely Presentation***

Virtual

March 4, 2021

### ***EPA Education – Pediatric Grand Rounds***

Virtual

April 1, 2021

### ***Panel Management Talk***

Virtual

April 15, 2021

### ***Presentation – O&G Provincial Wellness Retreat***

Virtual

April 16, 2021

### ***Presentation at CSPL Conference***

Virtual

April 27, 2021

### ***SaskRENEWAL Faculty Development/CME Presentation***

Virtual

May 14, 2021

### ***FD Presentation in ILX***

Virtual

May 20, 2021

### ***CEd Orientation***

Virtual

June 10, 2021

## Family Medicine FD Events

### ***La Ronge, SK Assessing High-performing Learners***

January 2021

### ***Non-medical books that help you learn medicine***

January 2021

### ***Importance of Providing Critical Feedback***

February 24, 2021

### ***The Feedback Sandwich, revisited***

February 25, 2021

### ***How to Have Difficult Conversations with Learners***

March 4, 2021

### ***The Secret to Giving Great Feedback***

March 17, 2021

### ***GRADE Recommendations for Learners***

March 30, 2021

### ***Confidence Intervals***

April 19, 2021

### ***Absolute vs Relative Risk***

April 26, 2021

### ***Getting Learners Interested in QI***

May 25, 2021

### ***Field Notes: “suggest”***

June 1, 2021

### ***Field Notes: “try”***

June 8, 2021

### ***Moose Jaw***

### ***RX Files - Diabetes***

July 22, 2020

### ***Burnout – how to avoid and thrive***

March 31, 2021

### ***RX Files – HIV PreP***

June 2021

### ***North Battleford***

### ***Teaching & Learning in a Virtual Environment***

September 17, 2020

### ***Giving Effective Feedback***

January 27, 2021

### ***Teaching the Learner in Difficulty***

April 12, 2021

### ***Teaching the Learner in Difficulty***

May 25, 2021

## Regina

### ***RX Files – Insulin Therapy***

August 5, 2020

### ***Tips and Tools for Deprescribing in a Busy Practice***

September 10, 2020

### ***Scholar Curriculum Update***

September 30, 2020

### ***Trans Health Interpretation of Labs***

October 14, 2020

### ***FMU QI Update***

December 10, 2020

### ***RX Files – Buprenorphine- Naloxone for Opioid Use Disorder***

December 17, 2020

### ***CaRMS Interview Training Session***

March 10, 2021

### ***RX Files – HIV and PrEP***

May 26, 2021

## Saskatoon

### ***PPE Workshop***

July 16, 2020

### ***Intercultural Development Inventory***

August 20, 2020

### ***QI – Ladder of Inference***

October 15, 2020

### ***HIV***

November 19, 2020

### ***Wellness***

December 17, 2020

### ***Wellness***

January 21, 2021

### ***Flipped Classroom***

February 18, 2021

### ***CaRMS Prep***

March 11, 2021

### ***FD Connects – Twitter Intro***

March 25, 2021

### ***Panel Management***

April 15, 2021

### ***FD Connects – One-Minutes Preceptor***

April 29, 2021

### ***PROMPT-MED***

May 20, 2021

# Lifelong Learning

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# FD ANNUAL REPORT HIGHLIGHT

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## Undergraduate Medical Education & Faculty Development



**Dr. Meredith McKague, Associate Dean Undergraduate Medical Education**

The undergraduate medical education (UGME) program is actively supported by faculty development as we work together to optimize effective teaching and learning, curriculum, and admissions for MD students.

In response to the pandemic, the undergraduate program undertook a rapid change to on-line delivery of all large group and many small group sessions in 2020. Faculty development unit staff have participated in a working group to develop a new [toolbox of on-line resources](#) to better support teachers with both the technical and pedagogical aspects of remote teaching.

To help teachers receive timely peer evaluation and feedback to improve their teaching, Dr. Greg Malin, UGME Academic Director, has partnered with faculty development to provide the Peer Observation and Mentorship Program for Teaching in Medicine ([PROMPT-MED](#)) program. This program pairs peer mentors with faculty members who are interested in improving their teaching through observations and supportive, constructive feedback, ranging from one-time consultation to longer-term coaching.

Faculty development co-coordinates regularly held onboarding sessions for faculty starting new educational leadership roles in UGME as course, module and rotation directors. These onboarding sessions help faculty develop skills and become familiar with resources to help them in their roles. Several faculty in UGME leadership roles are also doing a deeper dive into educational leadership development through participating in the Clinician Educator Diploma.

With the help of faculty development, UGME is also working to ensure our Admissions and progress committees are skilled in identifying and mitigating bias through participating in unconscious bias training provided, with planned expansion of this training in the coming year. Faculty development is also providing bias training to undergraduate students within the curriculum.

In addition to the many workshops and events hosted by faculty development which support undergraduate teachers' skills around the province, faculty development has also assisted with targeted support to departments and divisions to assist them with developing entrustable professional activities (EPAs) in their clerkship programming.

To support integration of UGME needs with faculty development offerings, faculty development unit staff participate in the undergraduate curriculum retreats and on key committees such as Curriculum Delivery Sub-Committee. UGME team members contribute to planning responsive faculty development activities through participation on the faculty development steering committee and, also regularly meet to review needs identified through program evaluation processes. We are developing additional processes to use undergraduate program evaluation data to inform faculty development planning.

We see faculty development as a key partner with UGME in helping to provide excellent teaching and learning for our MD students, in supportive learning environments, with engaged faculty. We are very grateful for this partnership.



# Building Connections & Capacity

## Faculty Development & Postgraduate Medical Education



A message from **Dr. Anurag Saxena**, Associate Dean Postgraduate Medical Education

The faculty development unit is vital to the integrity of postgraduate medical education (PGME) residency training programs. Under Dr. Cathy MacLean's leadership, the faculty development portfolio assists in multiple areas in PGME.

The educational activities and programs of PGME are designed to align with faculty development's shared values of scholarship and excellence, and equity, diversity and inclusion (EDI). During the 2020-2021 academic year, PGME collaborated with faculty development to offer Unconscious Bias: Addressing our Blind Spots facilitated by Mr. Sean Polreis to post-graduate Program Directors and Administrative Assistants. Unconscious bias training has been identified as a key imperative by the College of Medicine leadership. The Office of faculty development is committed to provide this education throughout the College of Medicine and this session was tailored to PGME audience with focus on implications for resident admissions and administration, as well as some time on coaching. The PGME Resident Resource Office had also collaborated with faculty development to offer LMCC Exam Prep: Beyond MCC Website facilitated by Dr. Cathy MacLean to support the learner wellness initiatives.

Faculty development also offers their annual Research Innovation and Scholarship in Education (RISE) event which is an excellent opportunity for PGME residents, faculty, and staff to share their collaborative research and leadership endeavours. In addition, ongoing support from faculty development is appreciated with the launch of new programs, and those who are continuing, with CBD (COMPETENCE BY DESIGN) initiatives, and with critical website resources for residents and faculty to adapt to telemedicine environment during the COVID-19 pandemic. I look forward to continuing collaborations with Dr. MacLean and her team on the exciting journey to enhance quality education at our College of Medicine.

## Faculty Development & Family Medicine



A message from **Dr. Andries Muller**, Department of Academic Family Medicine Faculty Development Director

Faculty Development in the Department of Academic Family Medicine had an interesting yet busy year. For the majority of 2020/21 there was no administrative support to the division. Three sites had a change of Site Lead for the Faculty Development role. Notwithstanding the above, a significant amount of work was accomplished during the past year. A vast portion of energy was invested in preparing and orientating faculty and residents to the new CaRMS selection process. This was accomplished by creating a Canvas course of "how to" videos. Another project in the creation and curation phase is a database of awards that will be made available to faculty and residents in the department. The Residency Program is preparing for an accreditation visit and work is being done on that front. As there begins movement to more in-person events, planning will commence to prepare for the next faculty retreat which likely will be scheduled in the spring or fall of 2022.

## Faculty Development & Faculty Engagement



### A message from **Dr. Marilyn Baetz**, Vice-Dean Faculty Engagement

We have nearly 2000 faculty across the province involved in teaching undergraduate and postgraduate medical education. The majority of these are medical faculty engaged in busy clinical practices. Engaging our faculty in the academic endeavors of the College of Medicine requires a multi-faceted approach. Engagement involves good communication, understanding needs, addressing barriers, and providing a value add. Faculty development is an integral part of this engagement process. Continually assessing what faculty need to be the best teachers, and considering how that might be addressed and delivered, is a key function. As Vice-Dean I reach out to onboard new faculty and meet with many physician leaders and practicing physicians across the province. I always ensure they are aware of Faculty Development. Key areas of interest include enhancing their teaching skills, acquiring information on virtual clinical teaching, obtaining training on unconscious bias, or seeking creative ways to support students. Many of our medical faculty are also keen on advanced training. The Clinician Educator program and Masters of Education (Health Professions Education) are two other initiatives that are well-received. This year Dr. MacLean and I also had the opportunity to learn more in depth about the skill of coaching and look forward to how this will be integrated into future faculty development opportunities. The quality, variety and practicality of faculty development offerings are a much appreciated element to enhance faculty engagement with the College of Medicine.

## Faculty Development & Distributed Medical Education



### A message from **Dr. Tom Smith Windsor**, Associate Dean Distributed Medical Education

As with all aspects of medical education, the pandemic has imposed new challenges for Distributed Medical Education. In collaboration with the Department of General Surgery, 15 third year clerks were distributed to Estevan, Moose Jaw, Swift Current, Lloydminster, North Battleford, Prince Albert and Melfort for their general surgery rotations. This meant finding preceptors and accommodation for a discipline which had not previously gone outside of Saskatoon for clinical experiences. The evaluations collected by General Surgery were very positive and encourage further distribution of clerks for their core rotations in surgery. This may add a further dimension to Faculty Development at these sites.

SaskRENEWAL was also required to innovate because of the virus. I am very grateful for the participation of Faculty Development and the Division of CME for their assistance in planning and delivering a “Virtual Conference” this year. We attracted 42 participants from around the province and I believe the conference was very well received. Participants were involved in presentations on resources available from the USask library, Faculty Development and CME, and received information on the SMA Roadmap and SRPC/CFPC Rural Roadmap programs. They also heard about cultural and gender microaggressions and the ladder of inference, as well as had an opportunity to interact with some of our students about their perceptions of DME. There was also a photo contest of pictures which exhibited the beauty from around the province which might entice learners and colleagues to their area.

The Saskatchewan Longitudinal Integrated Clerkship (SLIC) continues to be successful under the leadership of Dr. Tara Lee. As in previous years, all SLIC students Matched in the first round of CaRMS. The program will continue expansion with La Ronge opening as a new site this year. DME has collaborated with Dr. Veronica McKinney at Northern Medical Services (NMS) and we plan to have the La Ronge clerks integrate with one or two of the First Nations communities that are currently served by the La Ronge physicians.

It is my hope that distributed medical education will continue to gain prominence within the College of Medicine, so our learners receive a perspective of the rural, remote and regional populations as recommended in the AFMC documents on the Future of Medical Education in Canada. I know that our efforts will be well supported by Faculty Development and CME.



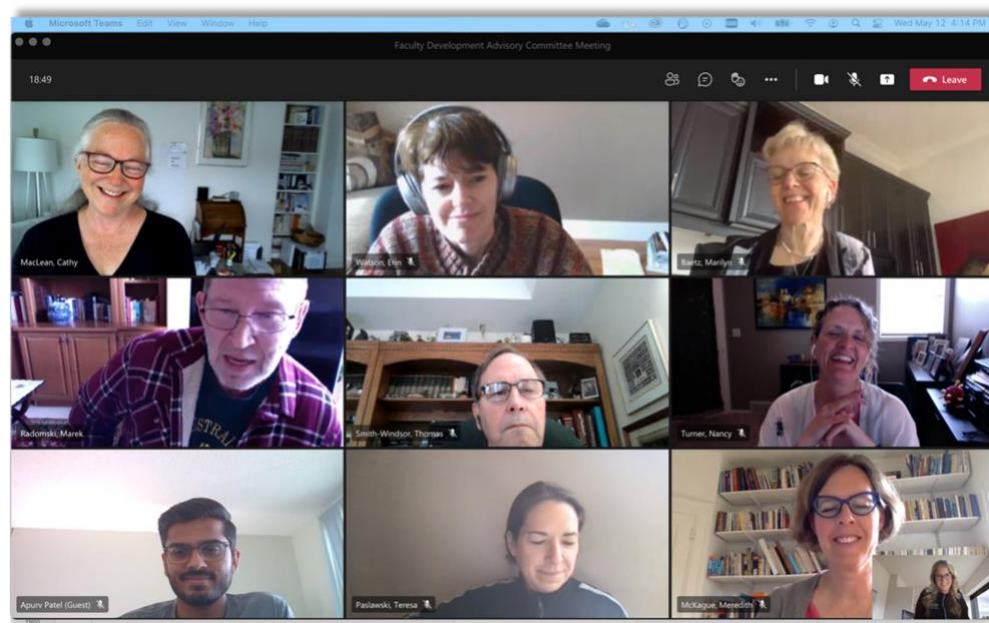
Photo taken by Kristin Foy

## Committees

### Faculty Development Advisory Committee

The FD Advisory Committee (FDAC) has been meeting twice a year since April 2016. FDAC includes representation from other health sciences colleges, the Health Sciences Library, Gwenna Moss Teaching and Learning Centre, Edwards School of Business, and the College of Medicine's Distributed Medical Education, CME, PGME and UGME Associate Deans. This advisory committee helps to provide strategic direction to our work in FD and to create alignment with the needs of the various audiences across the education continuum and health sciences. Membership this past year included:

- **Dr. Cathy MacLean**, Director, Faculty Development (Chair)
- **Dr. Marek Radomski**, Vice Dean Research, College of Medicine
- **Dr. Gill White**, Associate Dean, Regina Campus
- **Dr. Tom Smith Windsor**, Associate Dean, Distributed Medical Education
- **Dr. Anurag Saxena**, Associate Dean, Postgraduate Medical Education
- **Dr. Jim Barton**, Associate Dean, Division of Continuing Medical Education
- **Dr. Meredith McKague**, Associate Dean, Undergraduate Medical Education
- **Ms. Erin Watson**, Clinical Medicine Liaison, Leslie and Irene Dubé Health Sciences Library
- **Ms. Nancy Turner**, Director, The Gwenna Moss Centre for Teaching Effectiveness
- **Dr. Marilyn Baetz**, Vice Dean, Faculty Engagement
- **Dr. Teresa Paslawski**, Associate Dean, School of Rehabilitation Science
- **Noreen Mahoney**, Associate Dean, Edwards School of Business
- **Apurv Patel**, Student Representative



FDAC meeting May 12, 2021

## Provincial, National and Beyond

**Sean Polreis** is part of several committees including: AFMC Faculty Development Committee, EPA Working Group, Remote Learning Working Group, Module lead for IPE in UGME, SaskRENEWAL Planning Committee, and the RISE Planning Committee.

**Helen Chang** is the SETA Program Coordinator in Regina and shares the role of UGME Y1 Regina Site Coordinator. She is also a member of the EDI Working Group, and the Research Innovation and Scholarship in Education planning committee.

**Kalyani Premkumar** is part of several committees including: AMEE Technology Enhanced Learning Committee member, AFMC's Standing Committee on Continuing Professional Development (SCCPD), Self-directed learning (SDL) committee, Graduate Teaching Committee Chair (CH&E), Admissions review committee member, Masters in Health Professions program (CoE) Steering Committee, CoM Rep Masters in Health Professions program (CoE), Faculty Council, Secretary CoM, RISE planning committee member, AMEE Technology Enhanced Learning Committee member, School of Rehabilitation Sciences Faculty Council Member, ASPIRE panel member – Association of Medical Education of Europe.

**Cathy MacLean** sits on the Continuing Medical Education Advisory Committee, the Indigenous Health Committee, the Faculty Engagement Advisory Committee, and the steering committee for the Masters in Education (Health Professions Education) Committee. She also actively attends the Education Executive Team meetings and PGME meetings. On a monthly basis Dr. MacLean provides a CoM FD report to the Department of Academic Family Medicine's provincial FD committee and works to provide communication with the PG training sites around the province. Provincially she sits on the Family Medicine Conference planning committee of the SCFP. Nationally she works with the AFMC FD committee, AMEE Faculty Development Interest Group and the CFPC FDIG.

**Rob Woods** is the Emergency Medicine Residency Program Director. He is finishing his 3<sup>rd</sup> term as Chair of the Education Scholarship Committee for the Canadian Association of Emergency Physicians (CAEP). He continues to serve as a Decision Editor for Education Scholarship for the Canadian Journal of Emergency Medicine. He is the track chair and a speaker in the Education track at the annual CAEP conference in June 2021. He is also a member of the RISE planning committee, and the Emergency Medicine residency program committees and sub-committees (competence, selection, curriculum).

## Continuing Professional Development

**Sean Polreis** has attended several virtual workshops over the past year and has completed the Harvard Macy Institute course on Transforming Your Teaching for the Virtual Environment.

**Cathy MacLean** completed the CSPL application this year, the Role of Practitioners in Indigenous Wellness course in CME, attended Harvard Macy Institute's course on Transforming Your Teaching for the Virtual Environment, as well as a Coaching program through Edwards School of Business.



# Optimizing Optimizing Delivery

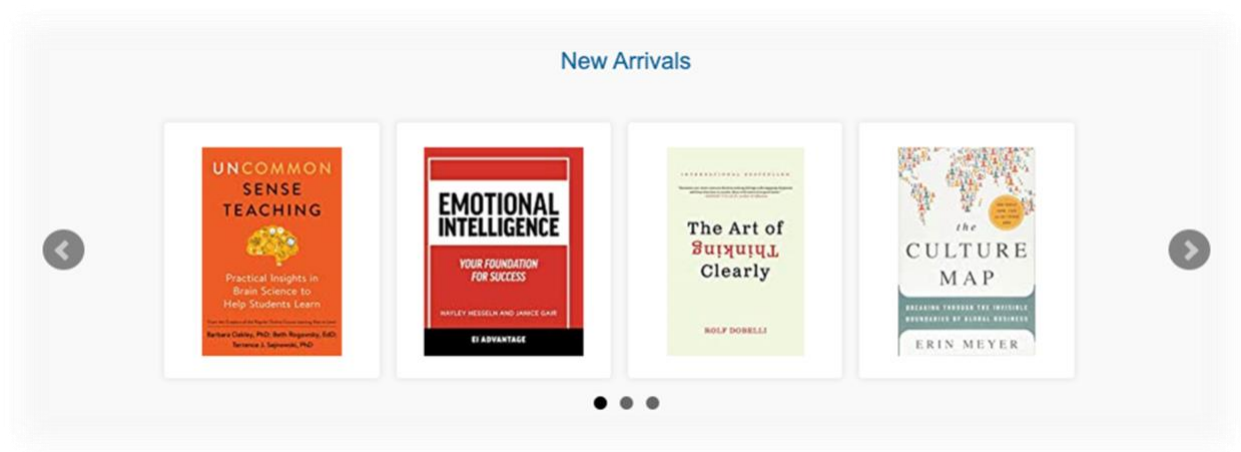
## Faculty Development Website

We are continually updating our website content to provide the most up-to-date supports, resources and programming. This past year added a lot to our website including on virtual teaching, virtual care guidelines, engaging learners on clerkship rotations in meaningful nonclinical experiences, writing references for Carms and more. We continued to promote our site at a key source of information on faculty development and what is available: [medicine.usask.ca/facultydev/](https://medicine.usask.ca/facultydev/). Faculty are always encouraged to leave us suggestions on how we could improve our site: <https://www.surveymonkey.ca/r/Z6MCQLX>. The FD website is a work in progress and we aim to update it regularly and respond to faculty needs through this accessible platform.

## Faculty Development Library

Our physical office may have been closed due to COVID, but faculty could still view our online Faculty Development Library. To make arrangements to borrow titles of books or medical education articles of interest to faculty and staff, anyone could contact [medicinefaculty.development@usask.ca](mailto:medicinefaculty.development@usask.ca).





We are happy for these resources to be used by individuals in the College of Medicine or other Health Professions, anyone participating in our FD programming, as well as to have them go out to distributed teaching sites in SK. Visit: [cmfdlibrary.librarika.com](http://cmfdlibrary.librarika.com). If there are great titles related to medical education that you think we should have, let us know. We welcome your suggestions.

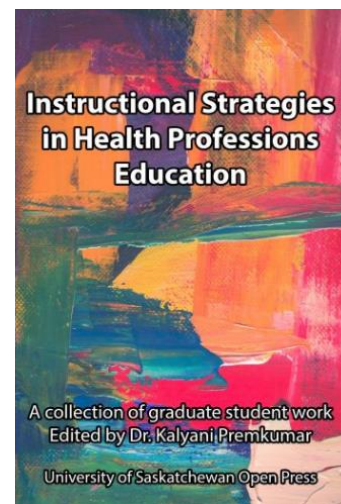




## Masters in Education (Health Professions Education)

This masters was launched in the Fall of 2020 with approximately 22 participants from local, national and international areas, of different health professions. The two courses (ECUR 836 and ECUR 837) offered at the start were developed by Dr. Premkumar in collaboration with Distance Education Unit. Dr. Premkumar also served as the instructor of these two online courses. In January, the next two new courses were implemented. Dr. Premkumar collaborated with Dr. Joshua Lloyd in UGME who developed the course on Learner Assessment. 19 students completed the first certificate in April 2021.

	<b>ECUR 836 Teaching Methodologies Facilitating Learning Through Teaching</b> <ul style="list-style-type: none"><li>•21 students registered</li><li>•Course average = 85.86%</li></ul>
	<b>ECUR 837 Technology and Simulation in Teaching and Learning</b> <ul style="list-style-type: none"><li>•22 students registered</li><li>•Course average = 87.91%</li></ul>
	<b>ECUR 838 Learner Assessment</b> <ul style="list-style-type: none"><li>•24 students registered</li><li>•Course average = 90.75%</li></ul>
	<b>EADM 894 Laboratory in Educational Administration</b> <ul style="list-style-type: none"><li>•22 students registered</li><li>•Course average = 82.82%</li></ul>



## Clinician Educator Diploma Program

The Clinician Educator Diploma Program is now up and running at the University of Saskatchewan. It is an Area of Focused Competence (AFC) through the Royal College of Physicians and Surgeons of Canada. This program aims to train consultants in medical education, and we are only the 2nd accredited program in Canada! We have 28 faculty from across the province representing eight Departments (Family Medicine, Internal Medicine, Psychiatry, Pediatrics, Surgery, Emergency Medicine, Anesthesia and Pathology) as well as education specialists. We have just accepted our second cohort of fellows who will start in June of 2021, for a total of 16 fellows in the program. So far, our fellows have come from Family Medicine, Emergency Medicine, Internal Medicine, Psychiatry, Physical Medicine & Rehabilitation, Surgery, Pediatrics, Anesthesia and Pathology.

It is a flexible, self-directed program so practicing physicians can work around their busy clinical schedules. It is also practical, and we encourage fellows to use their educational administrative work and leadership roles for the tasks in their units. Fellows must complete six units to receive their Diploma. There are four core units: Foundations, Teaching & Learning, Curriculum and Assessment. There are three elective units, which fellows must choose two: Leadership, Simulation and Scholarship. We do run a monthly session called T-TIME (Timely Topics in Medical Education) on 2nd calendar Thursday evenings, where we discuss important concepts in medical education. These rounds are open to all faculty and residents and have been very well attended in our first year.

We hope this program will raise the level of education expertise in our College of Medicine. We will be open for applications for our 3rd cohort in January of 2022, with a deadline of April 1, 2022. Please [contact us](#) if you are interested and would like to learn more about the program.

*"I joined the Clinician Educator Diploma program since I'm relatively new to practice and teaching and faculty development are such a large part of my work. The program so far has been an excellent complement to the on-the-job experience and what I learn from my experienced physician peers. It has resulted in a deeper understanding of educational theories which has informed my practice and I believe has already made me a more thoughtful and better teacher."*



Dr. Emily Sullivan, MD, MPH, CCFP  
CEd Fellow (2020)



*"The Clinical Educator Diploma Program offers me an opportunity to explore structured foundational and theoretical learning to complement my practical experience. The engaging and safe learning experience provides me the opportunity to collaborate with medical educators and leaders throughout Saskatchewan. I have appreciated the self-directed format of the Program, granting me the flexibility necessary to meet my clinical and academic responsibilities."*

Dr. Kaitlyn Hughes, MD, CCFP  
CEd Fellow (2020)



# Enhanced

## Enhanced Program Quality

### Our Research, Scholarship and Publications

#### PUBLICATIONS

**Sullivan E, Pask C, MacLean C, Polreis S**, 2020, 'Providing Feedback for Learners in Virtual Visits Using a Standardized Direct Observation Assessment Form', *MedEdPublish*, 9, [1], 253, <https://doi.org/10.15694/mep.2020.000253.1>

**Premkumar K.**, Umaefulam V. and O'Brien J. Mobile Medical Simulation for Rural Physicians: A Feasibility Study. *Canadian Medical Education Journal*. 2020. <https://doi.org/10.36834/cmej.69572>.

Umaefulam V. and **Premkumar K.** Impact of mobile health in diabetic retinopathy awareness and eye care behavior among Indigenous women. *mHealth* 2020; 6:14.

#### FUNDING

2021 - College of Medicine 2021 Dean's Summer Research Program - \$5000

Woods RA. Using Natural Language Processing and Machine Learning to rate narrative assessment comments in CBME

2021 – College of Medicine 2021 Dean's Summer Research Program  
MacLean, CA. Coaching Certification in Faculty Development

2019 - SCFP Funding for Physician Engagement Study, USask (\$5000)

2019 - CORRP, SMA Funding for Physician Engagement Study, USask (\$5000)

#### MOC and MainPro

Several of our FD programs at the College of Medicine and Department level have had MOC credits, including our monthly Core Faculty Development sessions. The Division of CME has been responsible for approving faculty development applications for MOC and Mainpro and have been a helpful partner to achieve this.

**For FD to be able to offer study credits requires faculty involvement on event planning committees.** This is not onerous work and puts faculty in the driver's seat when it comes to program content. With participant involvement on planning committees, we can make both our Faculty Development and our Continuing Medical Education at USask tailored to better meet needs and ensure that the programs deliver what is needed!

We want to thank all those faculty who participated in our planning committees in 2020/21! We could not do this work without you.

# COVID-19 - The Digital Transformation

## Changes and Challenges

Since March of 2020 our physical office has been closed and we continue to work remotely. Through various online platforms we have worked from home effectively, and even have some fun from time to time. We have seen an increase in programming attendance and have been able to extend our regular programming to a broader audience. Thanks for joining us in 2020/21 and we look forward to more faculty participating in our programming in the upcoming year!



RISE Planning Committee meeting



## Going Forward

This has been a challenging but also fascinating year and as a result we are looking at the world differently. Going forward, there will be more focus on Equity, Diversity and Inclusion in Faculty Development. We are collaborating with Dr. Erin Prosser-Loose in the EDI office, and nurturing our relationship with the Division of Social Accountability and the Indigenous Health Committee. This year we engaged Dr. Christine Pask to design a longitudinal FD program in Ethics and Professionalism which also weaves in many of the EDI themes. These initiatives build on the earlier work that Sean Polreis has been doing in Implicit Bias training. The format of these programs will allow faculty to take a deeper dive and get a FD acknowledgement for completed the course. For these new initiatives, we remain committed to applying for study credits and staying on top of new CPD opportunities that faculty can leverage for quality improvement and application of learning to teaching practice.

TIPS presentations to the residents on how to teach is transitioning to enthusiastic, teaching faculty who are keen to teach about teaching. Sean will be doing the train the train program for TIPS and working with an oversight committee to review the program each year. This fits with our strategic directions for both building capacity and ensure quality programming. Sean will be available more for the EDI work as well as furthering our own SK based antiracism content. His expertise can also be accessed for faculty development within programs, departments and divisions – responding to context specific FD needs. We continue to promote the uptake of micro-faculty development and are looking for efficiencies and ways to insert easy to digest faculty development tips into day-to-day meeting schedules.

Later this year, we plan to roll out the formal periodic needs assessment that is done with the Division of CME. Our Faculty Engagement Research study is also completed, and we are in the data analysis stage. These two studies – one qualitative and one quantitative – will define much of our way forward in Faculty Development for the next couple of years. We are very grateful to those who have participated in the focus groups and interviews and hope you will continue to communicate your needs so our programming going forward hits the mark! We would love to have you join one of our planning committees as well. This is a great way to ensure FD programming is designed to ideally meet faculty needs.

Lastly, we want to advance faculty development scholarship, research and innovation. We look forward to publishing our research, evaluating FD programming against the ASPIRE criteria, celebrating RISE again in 2022 and introducing new innovations in learning analytics and educating for health equity. Stay tuned.



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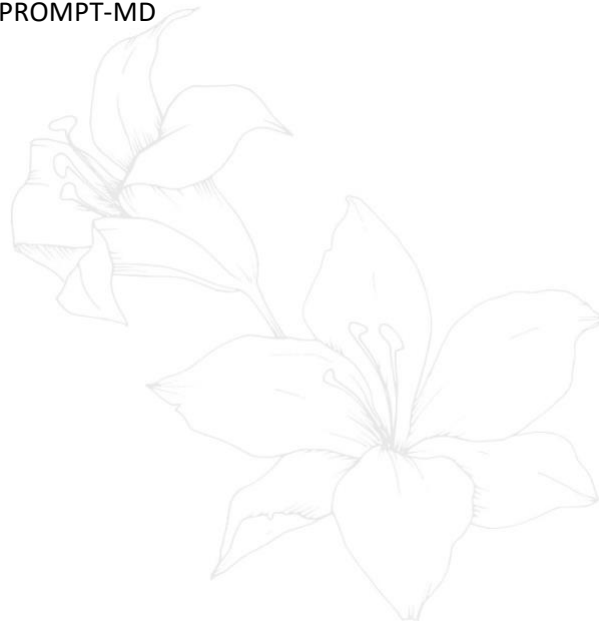
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[medicine.usask.ca/facultydev](https://medicine.usask.ca/facultydev)