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Overview

The Annual Report Online (ARO) has re-opened. Faculty members are requested to submit their completed ARO by mid-September. Faculty members must use the ARO to describe their activities from July 1 2016 to June 30 2017. The ARO is used by your Department Chair and the Faculty Evaluation Committee (FEC) to see how well your job description aligns with your reported activities, and is used in part for decisions regarding annual merit assignment. As such, it is critical that you provide comprehensive details of all your contributions.

Please note that teaching evaluations from MedSIS will not be available until early September, at which time they will be automatically uploaded to the faculty member’s annual report. Faculty members can still describe their UME teaching activities pending these evaluations, save the report and return to the review the evaluations in September. It is critical that faculty members review these evaluations before submitting their ARO.

With input from many faculty members, several improvements have been made to the Annual Report Online including:

1. Formative Assessment Activities:

Giving helpful feedback to learners is an important, and occasionally time consuming process of quality education activities. Examples may include a graduate student supervisor providing feedback on observed laboratory skills, or scientific writing; a clinical supervisor providing feedback to a UME or a PGME learner on their knowledge, skills or attitudes. As such, “Formative Assessment Activities”, has been modified to include:
   a. Number of events between 5 – 15 minutes
   b. Number of events more than 15 minutes

A description field box follows allowing the faculty member to describe their formative assessment activity.

2. Quantitative Teaching Evaluation Scores:

Please check with your course/teaching coordinators for your teaching evaluations. It is each faculty member’s responsibility to include the teaching evaluation scores; if scores are not reported, the teaching contributions will not be assessed by FEC. If teaching evaluations are not available, please indicate why.
Currently, there is variability in the denomination of various teaching evaluations. To better assess teaching performance, a box has been added after the mean evaluation score to indicate the denominator of the evaluation – please add this.

3. A new drop down box has been added under research grants: “Status for 2017”: new successful, new unsuccessful, ongoing, submitted-pending

4. Under Position Summary, Education is summarized with 3 subgroups:
   a. Classroom
   b. Workplace
   c. Educational Products (previously products of scholarship were being captured inaccurately within classroom activities).

Other help to complete the ARO is available through:
   1) The online ARO Directory: http://confluence.med.ualberta.ca/display/ARODOC/Directory
   2) Each section of the ARO has Quick Links
   3) Your Divisional Director and/or Department Chair may also be able to answer questions regarding where best to report your activities.

Two review sessions on how best to use the Annual Report Online will be available this summer:
   1. Monday, July 10, 12:00 – 13:00
   2. Thursday, July 27, 12:00 - 13:00

Sincerely,

Mia E. Lang
Associate Dean, Faculty Development
**STEP 1: Reporting**

**START (AND END) WITH GOING TO REPORTING, AND VIEW YOUR INDIVIDUAL REPORTING**

Advantages:
- become more aware of how your ARO is summarized
- find gaps in your report
- look for alignment of job description and reported activities
- Generate a Canadian Common CV

Your reported activities should align with your job description (i.e. % in each domain). Go to Reporting, select Individual Reporting, and then View Report under Complete Annual Report. On the first page, look at Position Summary and compare Assigned Half Days (what your job description says you should do) to your Reported Half Days (what you put into the ARO).

As you complete the ARO, check back to this page to see how your reported activates are being reported accurately in the Position Summary. Ideally after completing your entries, the Total number reported should be within 10% of assigned half-days.

Reasons why reported half-days may be much lower than assigned:
- Activities not entered
- Activities entered incorrectly (not saved, wrong location)
- Activities not done

If the Reported Half Days are far below the Assigned, go back to the section and reflect if you have missed reporting any activities. FEC may flag a report that has a section far below the assigned/expected half days. If you are reporting accurately and still are quite below the assigned half-day, this should trigger a conversation with your Department Chair regarding possible modification of your job description.

Under Reporting, also click on Education Summary to see a summary of your reported education activities. The higher your % teaching description, the more important to have scholarship activities in this domain.

Some faculty members may find it useful to keep these summary templates available throughout the reporting year. They can be used to organize your activities to make reporting easier when the ARO re-opens.
**STEP 2: Personal Information**

Review and update all sections, especially the following:

- Review your position summary:
  - Regardless of your individual role in the faculty, the minimum proportional contribution you must make is 10% for education and 10% for research. Change requests must occur **before** you meet with your Dept. Chair as your Divisional Director must first approve the requested change.

- Complete the Faculty Agreement Compliance
  - **Question # 1:**
    - Tenured Track must respond
    - Faculty Service Officers (FSO) have a different agreement
    - Clinical Faculty should respond with “no”
  - **Question # 2:**
    - Respond not applicable (N/A) if you belong to an alternate reimbursement plan (ARP)
  - **Question # 3:**
    - E.g. Are you in compliance with making money from working for another company, or law firms
  - **Question #4:**
    - This mandatory Conflict of Interest section must be completed before your ARO can be submitted

- Degrees and Certifications:
  - This section is for recording successfully completed specialized, longitudinal training
    - **New this year: an expanded dropdown list**
    - While faculty members can obtain a certificate for completing a workshop, or a multi-session program, e.g. Gold College or individual Teacher Scholar’s Course, these are not considered to be equivalent of a Certificant/Certificate program (they may instead be recorded in the CPL section: see below)

- Continuous Professional Learning (CPL):
  - Check with your Divisional Director/Departmental. Chair as to what are expectations, e.g. with attendance at Departmental Grand Rounds
  - For clinicians, review requirements with your accrediting College

- Demographics:
  - check for inconsistencies, address, full-time or part-time equivalent
**STEP 3: Participation, Contribution and Leadership**

**General:**
- Currently, activities are recorded as “half-days”, ~ 4-6 hours of work.
- Full-time faculty members are expected to have 446 half days per year. The minimum expectation for reporting is set at 90% of this, or 400 half days per year.
- Do not double-dip: e.g. consulting on ward same time as a clinic – record only the predominant activity.
- Do not count activities that were cancelled.

**Patient Centered Clinical Activities:**

[http://confluence.med.ualberta.ca/display/ARODOC/Patient+Centred+Clinical+Activities](http://confluence.med.ualberta.ca/display/ARODOC/Patient+Centred+Clinical+Activities)

Four types of clinical work are listed:

1. In-patient Consultation
2. In-patient ward
3. Ambulatory/Office-based
4. Mixed Clinical Activity

If teaching was associated with any area, record your half days in the “with learners” section. This will take you to the corresponding workplace based teaching section, and once the section is filled, 50% of that clinical time will be automatically attributed to the clinical section and 50% to the education section of the ARO.

Reported clinical time is increased automatically by 10% to account for extra time needed for indirect patient care (e.g. lab review, dictations). However, if your clinical work needs far more preparatory work than 10%, then claim the additional appropriate half-days.

If your clinical activities are not clearly described elsewhere, describe them in the notes under Patient Centered Clinical Activities.

*Remember to hit “save” at the end of this (and every) section.*
Educational Activities:

Your Teaching Philosophy:
This section should demonstrate some reflection on your teaching style and how you have incorporated learner feedback into your teaching strategies. This is particularly important if you have a substantial education portfolio.

Classroom Based Teaching:
- a) # Teaching Events in Series: How many individual sessions did you teach?
- b) # Half Days Committed: How many half days did you contribute to the teaching time?
- c) Adjusted # Half Days: To account for pre-event preparation time, and post-event activities, the number of half days you entered to "#half-days committed is automatically doubled.

  • If uncertain how best to report teaching time that is 3 x 1hour/week vs 2 x 1.5h/week, check with your Divisional Director or Department Chair.
  
  • Peer review of your teaching is recommended for all of us, particularly if education is a major part of your job description.
  
  • If there were special circumstances for your teaching activity, e.g., remediation, use the Notes section to describe more fully what they were.

Clinical Workplace Teaching:
- This refers to teaching and supervision that occurs concomitantly with patient care
- See: http://confluence.med.ualberta.ca/display/ARODOC/Clinical+Workplace+Teaching+and+Supervision

Teaching Evaluations
- Do not forget to enter course evaluation scores. MedSIS will upload evaluations automatically in early September; others, including ONE-45, you must enter manually.
- If evaluations are unavailable (e.g., not enough students responded) insert a note explaining the circumstances.
- Missing evaluations are your responsibility. They can negatively impact your merit/promotion outcome at FEC.
Supervision and Supervisory Committees:
This section lists each supervisory committee that you are on (entries should be automatically carried over from previous years). Enter the number of meetings attended in the reporting year.

Examination Committees:
For:
   a. Candidacy Exams
   b. Thesis Exams
Drop down menu to describe your principal role.

Other Research Trainee Supervision:
• This is for research trainees other than graduate students. E.g. Summer students, resident research project supervisor, WISEST

Your Teaching Methods and Strategies Development:
Include any pertinent information on how you have integrated or applied existing objectives curriculum, methodologies and strategies into your own teaching. This is similar to your Teaching Philosophy.

Formative Assessment Activities: MODIFIED THIS YEAR
• List/describe activities of you giving feedback to help learner
  • E.g., feedback on a specific, single encounter, or, end of the day summary
NEW: List:
  • a. Number of events between 5 – 15 minutes
  • b. Number of events more than 15 minutes
A description field box follows allowing the faculty member to describe their formative assessment activity.

Summative Assessment Activities:
• Multiple activities in the “type” drop-down, e.g. admissions, examinations (OSCEs), remediation

Objectives and Curriculum Development:
• Open field description of your contributions in this area
• If this work was peer reviewed and disseminated, you could enter this work as a Product and Processes of Scholarship

Self-assessment, Evaluation and Plans:
• This is an important section if education is a significant part of your job description
ARO TIPS

- This is meant to be a narrative, reflective section to supplement your Teaching Philosophy, guided by best evidence in medical education theory and practice, and by your own scholastic contributions
- Entries in this section are automatically added to your Education Dossier

Research Studies and Grants:

NEW: A new drop down box has been added under research grants: “Status for 2017”:
- new successful
- new unsuccessful
- ongoing
- submitted-pending

Then, choose the most appropriate funding category:
- Research with peer-reviewed grant support
- Research with alternate or no funding support
- Clinical research with ethics approval (NACTRC import)
- Clinical research with ethics approval (manual entry)

Publications:

- Authorship:
  - Note that there can be multiple entries under “Authorship Role” (e.g., senior author + first author is my trainee); additional roles can be selected by ctrl-clicking the desired ones from the list.

- Finding/recording your citation/journal:
  - Currently, citations and their Impact Factor from the Web of Science can be automatically imported either through PubMed or Scopus.
    - Web of Science journals and Impact Factors: [https://jcr.incites.thomsonreuters.com/JCRJournalHomeAction.action?SID=B1-ooBi3f55f6ZHIVTChYx2BKLEwNqIllo7Ni1-18x2d0W5ztla5aE6ZPQttUZbfUAx3Dx3DepntP3L4yVxxv2Fno8zFrjYgx3Dx3D-iyiHxxh55B2RtQWBj2LEuawx3Dx3D-1iOubBm4x2FSwJjijKtx2F7lAaQx3Dx3D&refineString=null&SrcApp=IC2LS&timeSpan=null&Init=Yes&wsid=2DgeQDwgCe29ejmLyGF](https://jcr.incites.thomsonreuters.com/JCRJournalHomeAction.action?SID=B1-ooBi3f55f6ZHIVTChYx2BKLEwNqIllo7Ni1-18x2d0W5ztla5aE6ZPQttUZbfUAx3Dx3DepntP3L4yVxxv2Fno8zFrjYgx3Dx3D-iyiHxxh55B2RtQWBj2LEuawx3Dx3D-1iOubBm4x2FSwJjijKtx2F7lAaQx3Dx3D&refineString=null&SrcApp=IC2LS&timeSpan=null&Init=Yes&wsid=2DgeQDwgCe29ejmLyGF)

- Manual entry: Use this for a broad type of pubs, including podcasts, that may not be found on Web of Science.

- Import from PubMed or Scopus:
  - Select your Scopus ID, or for PubMed, your search term is your last name then initial, or full first name. When you find your publication, select box on left column, indicate your authorship role, publication type, and whether or not
it was peer reviewed. Then hit import at bottom of screen. Despite the red writing for zero impact factor journals, they can still be imported.

- Use the Notes section to describe the impact of your work. Often this is more helpful than the actual Impact Factor.

- For further help: [http://confluence.med.ualberta.ca/display/ARODOC/Scopus+Import](http://confluence.med.ualberta.ca/display/ARODOC/Scopus+Import)

- Publication vs Presentation:
  - Your work may be presented at a conference and then the abstract published in the conference proceedings. Don’t double dip - choose either presentation, or publication (recommended).

- See ARO Publication Help: [http://confluence.med.ualberta.ca/display/ARODOC/Publications](http://confluence.med.ualberta.ca/display/ARODOC/Publications)

Presentations:

- If your presentation was to FoMD learners or faculty to improve their education/development, enter the activity in a different section, e.g. Educational Activities

- It is important to enter each presentation accurately for several reasons, including:
  - All authors and co-authors can be credited appropriately for their work
  - Measures of productivity can be more accurate
  - If asked to speak to fellow department members, this is not an invited presentation

- ARO Presentation Help: [http://confluence.med.ualberta.ca/display/ARODOC/Presentations+other+than+for+FoMD+learner+or+faculty+Teaching%2C+Education+and+Faculty+Development](http://confluence.med.ualberta.ca/display/ARODOC/Presentations+other+than+for+FoMD+learner+or+faculty+Teaching%2C+Education+and+Faculty+Development)

Products and Processes of Scholarship:

- Enter any products of scholarship of discovery, integration or application that have not already been entered in the publication section
- Multiple types are listed in drop-down menu
- Be detailed in the Description section about the impact of your work
- See: [http://confluence.med.ualberta.ca/display/ARODOC/Products+and+Processes+of+Scholarship](http://confluence.med.ualberta.ca/display/ARODOC/Products+and+Processes+of+Scholarship)
Peer-Review Activities:

- These are activities you do to peer-review others (e.g., review journal article, teaching)
- To report peer-reviewed activities about you (from others), record this in your teaching section

Professionalism and Mentoring:

- Mandatory reporting every year in the Professionalism section
- View the FoMD mentorship manual, and select if you are a faculty mentor, or a mentee
- Mentoring is a critical component of academic success, hence the ARO questions regarding mentorship training, mentoring relationships. If you are interested in learning more about our mentoring program, see the FoMD Faculty Development webpage: https://www.ualberta.ca/medicine/about/faculty/development/mentoring

Administrative Activities:

- Be descriptive about your contributions and output – your work is valued based on your contributions/output, less about your admin title/role.
  - Examples: Don’t just put committee member, describe in notes section what you contributed as a committee member.
- While this section self-populates every year, you must update it with your current reporting year contributions, and remove items recording administrative roles and contributions that you are no longer making. Of note, when you do this, records of such prior contributions are still saved in archives, and can still be used by such sub-reports as the Education Dossier which display your contributions over many years.
- See: http://confluence.med.ualberta.ca/display/ARODOC/Administrative+and+Other+Service+Activities

Awards and Recognition:

- Be descriptive about the scope of the award/terms of reference
- Do not include nominations, unless it was for a very substantial/rare award
- Awards your graduate students receive can be included in Graduate Student Supervision section
- See: http://confluence.med.ualberta.ca/display/ARODOC/Awards+and+Recognition
Step 4: Submitting

ARO’s should be submitted by the deadline which closes them. Your department chair will base their merit recommendation on the closed ARO. For individuals that have not submitted their ARO, 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 since they haven't hit the submit button in their ARO. If your department chair wishes some changes after your meeting, it can be reopened upon request.

Before you submit your ARO, look for gaps or errors in your report. To do so, go back to the Reporting section and view a summary of:

1. your Annual Report
2. your Education Summary
3. your Education Dossier

Print/save a copy for your records, which can be useful when moving forward for promotion.