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| **Questions to ask yourself about your Academic Unit/Department’s governance:** | **Internal Governance:**  **Is my own house in order?** | **Medical School / University Governance:**  **To be, or not to be, a full Academic Department?** |
| 1. **Legitimacy and Voice** | * Do academic programs (research and education) within your Academic Unit/Department have input and influence with regard to decision making and resource allocations within your Unit/Dept? * Do individual physicians have reasonable representation with regard to the academic mission and priority setting? | * Does your Academic Unit/Department have a voice and reasonable influence at the Faculty of Medicine decision making tables? * What legitimacy does your Academic Unit/Department (and your Chair/Chief) have within the University and Health Authority bylaws? |
| 1. **Strategic directions** | * Does the Academic Unit/Department have a process for developing, articulating, and iteratively improving its strategic priorities (and the relative importance of research and education to the tripartite mission)? * Is the strategic plan for Emergency Medicine an integrated FRCP(EM), CCFP(EM), and Peds EM strategic plan? | * Does Emergency Medicine have an opportunity to have influence on the strategic priorities of its parent organizations (Faculty of Medicine, Health Authority)? * Is the Academic Unit/Department aligned with the mission/vision of the Faculty of Medicine and Health Authority? |
| 1. **Performance** | * Does the “internal” governance structure and processes optimize research performance (grant capture, publications, impact factor, developing programs of research, mentoring clinician scientists) <…> * Does the “internal” governance structure and processes optimize education performance (Education scholarship, innovative curriculum, UGME influence/impact, PGME accreditation) <..> | * Does the Faculty of Medicine level governance structure and processes optimize research performance (grant capture, publications, impact factor, developing programs of research, mentoring clinician scientists) <…> * Does the Faculty of Medicine level governance structure and processes optimize education performance (Education scholarship, innovative curriculum, UGME influence/impact, PGME accreditation) <..> |
| 1. **Transparency and Accountability** | * Is there an appropriate level of transparency and accountability with regard to Chair/Chief (+/- leadership team) decision making in service of the strategic plan and academic mission. * Are accountabilities at the level of programs and individuals measured, managed, and ensured? | * Does your Academic Unit/Department understand the current (and have influence on the future) rules and processes of resource/funding allocations within the parent organization? * Are accountabilities at all levels measured, managed, and ensured? |
| 1. **Equity and Fairness** | * Is there reasonable fairness within the Academic Unit/Department with regard to how resources are allocated and performance is measured (and possibly incentivized?) * Is there a dispute resolution process if there are perceived inequities? | * Is there reasonable fairness within the Faculty of Medicine with regard to how resources are allocated and performance is measured (and possibly incentivized?) * Is there a dispute resolution process if there are perceived inequities? |
| 1. **Global and General** | * Is there an academically oriented culture in your Academic Unit/Department? * Is academic output and performance valued and what is the impact of this on recruitment and retention? * Regardless of what the organizational chart says, where is the academic mission on the influence map of your Academic Unit/Department? | * Does the Academic Unit/Department have a strong and proud professional identity with regard to contributing to, and being an equal partner in, the overall academic mission/vision of the Faculty of Medicine/ Health Authority? * What is the impact of this professional identity on access to university funding streams and philanthropic relationships? |