

**Questions to ask yourself about your Academic Unit/Departments governance:**

	<b>Internal Governance: Is my own house in order?</b>	<b>Medical School / University Governance: To be, or not to be, a full Academic Department?</b>
<b>1. Legitimacy &amp; Voice</b>	<ul style="list-style-type: none"> <li>- 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?</li> <li>- Do individual physicians have reasonable representation with regard to the academic mission and priority setting?</li> </ul>	<ul style="list-style-type: none"> <li>- Does your Academic Unit/Department have a voice and reasonable influence at the Faculty of Medicine decision making tables?</li> <li>- What legitimacy does your Academic Unit/Department (and your Chair/Chief) have within the University and Health Authority bylaws?</li> </ul>
<b>2. Strategic Directions</b>	<ul style="list-style-type: none"> <li>- 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)?</li> <li>- Is the strategic plan for Emergency Medicine an integrated FRCP(EM), CCFP(EM), and Peds EM strategic plan?</li> </ul>	<ul style="list-style-type: none"> <li>- Does Emergency Medicine have an opportunity to have influence on the strategic priorities of its parent organizations (Faculty of Medicine, Health Authority)?</li> <li>- Is the Academic Unit/Department strategic plan aligned with the mission/vision of the Faculty of Medicine and Health Authority?</li> </ul>
<b>3. Performance</b>	<ul style="list-style-type: none"> <li>- Does the “internal” governance structure and processes optimize research performance (grant capture, publications, impact factor, developing programs of research, mentoring clinician scientists)?<sup>1-4</sup></li> <li>- Does the “internal” governance structure and processes optimize education performance (Education scholarship, innovative curriculum, UGME influence/impact, PGME accreditation)?<sup>5-7</sup></li> </ul>	<ul style="list-style-type: none"> <li>- 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)?<sup>1-4</sup></li> <li>- Does the Faculty of Medicine level governance structure and processes optimize education performance (Education scholarship, innovative curriculum, UGME influence/impact, PGME accreditation)?<sup>5-7</sup></li> </ul>
<b>4. Transparency &amp; Accountability</b>	<ul style="list-style-type: none"> <li>- 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?</li> <li>- Are accountabilities at the level of programs and individuals measured, managed, and ensured?</li> </ul>	<ul style="list-style-type: none"> <li>- Does your Academic Unit/Department understand the current (and have influence on the future) policies and procedures of resource/funding allocations within the parent organization?</li> <li>- Are accountabilities at all levels measured, managed, and ensured?</li> </ul>
<b>5. Equity &amp; Fairness</b>	<ul style="list-style-type: none"> <li>- Is there reasonable fairness within the Academic Unit/Department with regard to how resources are allocated and performance is measured (and possibly incentivized?)</li> <li>- Is there a dispute resolution process if there are perceived inequities?</li> </ul>	<ul style="list-style-type: none"> <li>- Is there reasonable fairness within the Faculty of Medicine with regard to how resources are allocated and performance is measured (and possibly incentivized?)</li> <li>- Is there a dispute resolution process if there are perceived inequities?</li> </ul>
<b>6. Global &amp; General</b>	<ul style="list-style-type: none"> <li>- Is there an academically oriented culture in your Academic Unit/Department?</li> <li>- Is academic output and performance valued and what is the impact of this on recruitment and retention?</li> <li>- Regardless of what the organizational chart says, where is the academic mission on the influence map of your Academic Unit/Department?</li> </ul>	<ul style="list-style-type: none"> <li>- 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?</li> <li>- What is the impact of this professional identity on access to university funding streams and philanthropic relationships?</li> </ul>

## References

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3. Perry, J. J. *et al.* CAEP 2014 Academic Symposium: ‘How to make research succeed in your emergency department: How to develop and train career researchers in emergency medicine’. *CJEM* **17**, 334–343 (2015).
4. Vaillancourt, C. *et al.* CAEP 2014 Academic symposium: ‘How to make research succeed in your department: How to fund your research program’. *CJEM* **17**, 453–461 (2015).
5. Sherbino, J. *et al.* Education scholarship in emergency medicine part 1: innovating and improving teaching and learning. *CJEM* **16 Suppl 1**, S1–5 (2014).
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7. Bhanji, F., Cheng, A., Frank, J. R., Snell, L. & Sherbino, J. Education scholarship in emergency medicine part 3: a ‘how-to’ guide. *CJEM* **16 Suppl 1**, S13–18 (2014).