

## Response of the Technion Faculty of Medicine to the 2021 International Quality Assurance Review Committee (IQAR) recommendations.

We thank the IQAR committee very much for their thorough evaluation of the medical education in Technion Faculty of Medicine (TFOM). Their recommendations will be of tremendous help in our assessment and strategic planning to improve the standards for education and research in the Faculty. Because a few of the recommendations reveal some misunderstandings of our faculty's policies, probably due to miscommunications, we seek to clarify these points below and appreciate your kind attention to these details.

Sincerely,

TFOM

<u>Committee Recommendation</u>	<u>TFOM Response</u>
<b>Essential</b>	
1) Complete the strategic planning process that has been initiated recently	With the selection of a consulting firm and a steering committee, the strategic planning is expected to take place during the first 6 months of the '21-'22 academic year (until April 2022). The plan will comply with the guidelines suggested by the IQAR committee. We intend to consult with the faculty leadership, stakeholders at all levels, and external (m/p international) experts.
2) Lock in clearly articulated mission, vision, and value statements	The strategic planning will start with the articulation of the faculty's mission, vision and values exactly as suggested by the IQAR committee.
3) Develop a TFOM handbook that formally catalogues the medical school's policies, guidelines, and procedures	Many of the TFOM policies, guidelines and procedures are derived from the Technion's Academic Regulations, constitution, and course catalog. From these documents we will create a formal TFOM procedure handbook in both Hebrew and English by beginning of the 2 <sup>nd</sup> semester of next academic year (around April 2022).
4) Convert the TFOM <i>Department of Medical Education</i> into a defined entity that orchestrates the <i>cluster</i> organization model, the pre-clinical and clinical curriculum evaluation committees, the relevant vice deans, and various <i>ad hoc</i> clinical discipline-specific committees that arise from time to time	Presently, the Department of Medical Education has distinct planning and oversight functions in both the pre-clinical and clinical sections of the curriculum. However, we agree with the IQAR committee that the department's organization should be better defined. In order to reorganize its functions and responsibilities, we recently performed a thorough evaluation of the department as a whole and of its various components. With the help of an organizational consultant, we decided to reorganize and clarify the department's hierarchical structure as shown in the attached diagram (Appendix 1). The exact role of each cluster or committee will be defined. Schedules of activities of the different components will be predetermined at the beginning of each academic year. To assure continuity, a long-

	<p>term plan and activities schedule will be put in place (i.e. activities of the pre-clinical and clinical curriculum evaluation committees).</p> <p>We also made some changes in the department personnel. We hired a new full time expert in science education and a part-time (50%) clinical faculty member who is currently involved in medical education and will be responsible for faculty development. A second part-time clinical faculty member will be in charge of the clinical skills cluster, to be recruited once the Technion approves the additional full-time slot (divided between these two). A new position of department administrator, who will be responsible for the logistics of the medical education department will be filled. Approval is pending from the Technion for two additional secretarial positions for the department.</p>
<p>5) Recruit faculty with specific expertise in medical education and an interest in education science</p>	<p>As listed above, we plan to add 3 faculty members to the Department of Medical Education. A full-time PhD with expertise in education sciences and educational activities will join the faculty in October 2021. Two part-time (50%) faculty members will be recruited from among the clinical faculty who are already engaged in medical education activities. The 1<sup>st</sup> was already recruited to run faculty development activities and the 2<sup>nd</sup> will be recruited shortly to supervise the clinical skills cluster.</p>
<p>6) Adopt a competency framework at TFOM that will connect content, instruction, faculty development, and student assessment to the outcomes it seeks for its medical education</p>	<p>As already mentioned, the TFOM is about to develop a strategic plan in which its educational goals and values will be re-defined. The TFOM also awaits the recommendations of the Council of High Education (CHE) committee regarding the future structure of medical education in Israel before finalizing the strategic plan. Based on the recommendations of IQAR and CHE committees, the faculty plans to develop a competency framework that will connect content, instruction, faculty development and student assessments with outcomes in the next academic year.</p>
<p>7) Commit to a fundamental shift in instructional strategy from a lecture-based, high contact-hour approach to one rooted in small group and self-directed learning</p>	<p>TFOM has been aware of the new approach to medical education for small groups as opposed to lecture-based teaching during the pre-clinical years. Some of the pre-clinical teaching takes place in other Technion faculties; including, Physics and Chemistry, where lecture-based teaching is combined with small groups tutorials and laboratory work. In the pre-clinical teaching of life sciences and medical sciences, we are seeking the best combination of lecture-based teaching and small-group studies. Since the CHE committee deals with reorganization of the entire medical program (both 6-year and 4-year), we plan to include the soon forthcoming recommendations of this committee before initiating a large-scale change.</p> <p>Furthermore, as of this academic year, the pre-clinical studies of our TEAMS program has completely shifted to small groups, PBLs, and self-directed learning. This will be considered a pilot study towards a similar shift in the Israeli program.</p> <p>We plan to have faculty-wide discussions during the present academic year before constructing our long-term plan of shifting from the current lecture-based, high contact-hour approach in the pre-clinical</p>

	<p>studies to a combination of fewer basic lectures on general principles and a majority of small-group teaching.</p> <p>Such a shift will require substantial changes in the faculty's infrastructure. Hence, discussions with the Technion's leadership and with CHE will be carried out to include financial support.</p>
8) Redesign TFOM's pre-clinical years to integrate material so that its application to clinical medicine is constantly reinforced	<p>We wish to emphasize that our Israeli students study program is a 6-year program, with no previous pre-med exposure. Hence, basic sciences are included in the program. Having said that, many of our preclinical scientific courses already include materials relevant to clinical medicine, including Biochemistry, Physiology, Pharmacology, Microbiology, Virology, Genetics, and others. Notably, clinicians are involved, to a different extent, in teaching in all these courses. Other courses in the preclinical years contain mainly clinically relevant material including Pathology, Anatomy and others.</p> <p>Nonetheless, we plan to take additional steps in that direction:</p> <ol style="list-style-type: none"> <li>a. More emphasis will be placed on introducing PBLs into additional courses.</li> <li>b. As of the coming academic year (2021/22), a part of the medical history taking and clinical examination (H&amp;P) already will be studied in the third year with the goal that by 2023, the medical students will be fully prepared to take medical history and conduct clinical examination by the end of their preclinical studies.</li> </ol>
9) Monitor TFOM student progress towards the delineated competencies longitudinally	<p>The Technion is developing a platform called "Miskall", which is designed to monitor student progress longitudinally. The TFOM is actively involved in the development of this platform, making sure that proper adjustments are made to enable following longitudinally defined competencies and learning activities, during both preclinical and clinical years. This platform will likely be introduced 2-3 years from now.</p> <p>In the meantime, we are expanding the use of "Shamaim" so that it will include additional clinical rotations in the upcoming academic year. TFOM is already negotiating for the possibility of modifying the platform so that it will allow longitudinal monitoring of acquisition of delineated competencies. Ultimately, we plan to merge both platforms in order to have a single centralized system for monitoring student progress in terms of course outcomes, learning activities and competencies attainment.</p>
10) Evolve the electronic dashboard logging clinical activities (SHAMAYM) into a portfolio system that incorporates all preclinical and clinical feedback from learning activities	<p>Please see our response to recommendation # 9 (above).</p>
11) Avoid many transitions in clinical rotations and be careful with short rotations	<p>As already mentioned in our response to recommendation # 6, the possibility of restructuring the last year of medical studies (in the final year of both the 6-year and 4-year programs) is under consideration by the CHE committee. This will lead to considerable changes in the clinical curriculum. Greater emphasis on student-mentor teaching and free rotations will help students to choose a residency path. In the</p>

	<p>meantime, we are considering limiting the number of short obligatory rotations and merging some of them with a few core rotations (i.e. internal medicine and surgery).</p>
<p>12) Develop a plan for training in interprofessional education and collaboration</p>	<p>TFOM plans to structure Clinical Tuesdays so that students in the first 2 years will be exposed to additional health care professionals (i.e. nurses, social workers, physiotherapists) in hospitals and community clinics to emphasize the importance of team work with allied health professionals. Additionally, since TFOM has only MD and post-graduate programs, we plan to approach Haifa University where such programs exist in an effort to develop a mutual IPE program. We believe that our new clinical skills center will be the right set-up for that.</p> <p>Notably, in a few clinical rotations such as Geriatrics, Emergency Medicine, and the resuscitation course, IPE is emphasized.</p> <p>We plan to add IPE to the syllabus of core rotations as well in the next academic year.</p>
<p>13) Develop a more comprehensive system for monitoring educational effectiveness and program outcomes to drive continuous quality improvement</p>	<p>National exams results are monitored on a yearly basis. These metrics have been shared with the IQAR Committee in the TFOM dean's presentation.</p> <p>Internally, outcomes of courses and clinical rotations are monitored by the leadership of the Department of Medical Education. However, developing a more comprehensive system for monitoring educational effectiveness and program outcomes to drive continuous quality improvement and flag problems as soon as they arise will require the following:</p> <ol style="list-style-type: none"> <li>a. A study of comprehensive systems for monitoring educational effectiveness and program outcomes available in other medical schools in Israel and abroad</li> <li>b. Identification of a comprehensive system that will suit our needs.</li> <li>c. Introduction and assimilation of the relevant system</li> <li>d. Nomination of at least one designated administrator who will coordinate the system. This means opening of a new staff position.</li> </ol> <p>We plan to initiate the process of developing this system immediately, and expect to complete the process within the next 2-3 years.</p>
<p>14) Create a database system for longitudinal tracking the career paths of graduates</p>	<p>The Technion Alumni Organization (TAO) is an official body (Hebrew website: <a href="https://alumni.technion.ac.il/">https://alumni.technion.ac.il/</a>), with activities that include tracking career paths of graduates. The TFOM will initiate a dialog with the Technion Alumni Association in order to develop a longitudinal faculty-specific sub-database that will track TFOM and their career paths.</p> <p>We plan to work on 2 approaches simultaneously: (1) Develop a program for current graduates who will receive their MD degree in May 2022, encourage them to sign up with TAO, and allow follow-up. (2) Collect the information on all TFOM graduates who are already signed-up with TAO.</p> <p>It is recognized that systematic longitudinal tracking of TFOM graduates will require opening of a new position either within TFOM or within TAO to contact and track TFOM graduates.</p>

<p>15) Address faculty and student diversity</p>	<p>In principle, and by law, the TFOM, and the Technion at large are not allowed to identify students or faculty by ethnic origin or by gender.</p> <p>We do know, however, that our student body is very diverse, includes a considerable number of non-Jewish students as well as a few ultra-orthodox Jewish students.</p> <p>Regarding gender; during the past several years, graduating MD women outnumbered men. Among TFOM graduate students, women outnumber men (59% in 2020 and 54% in 2021). 36% of the clinical faculty are women. Among the 48 preclinical faculty, 12 are women. Notably, two of the five most recently recruited faculty are women. The female/male ratio declines with increasing academic rank.</p> <p>A committee aimed at promoting gender equality in the TFOM was set up by the dean, who made the following recommendations:</p> <ol style="list-style-type: none"> <li>1. Define an equal number of men and women faculty at all ranks within 15 years, as a strategic goal.</li> <li>2. Increase awareness of all faculty for conscious &amp; unconscious gender biases in academic settings.</li> <li>3. Increase representation of women in all TFOM committees.</li> <li>4. Establish a mentorship program for women at all ranks</li> </ol>
<p>16) Clarify how the dean coordinates with heads of clinical departments/academic clinical chairs</p>	<p><b>Teaching:</b> All appointed chairs, including recent appointees, are senior faculty members who were previously involved in teaching. All chairs of the clinical departments in the same area (e.g. Pediatrics, Internal Medicine, Ophthalmology, etc.) are organized as a TFOM department and select an academic chair. The departments meet several times a year to discuss clinical teaching exams, difficulties arising in teaching and all issues that interest most of the departments' members.</p> <p>The vice-dean for clinical education, and often the dean, are present in each of these department meetings. In addition, the vice-dean for clinical education, the departments' coordinator and the dean meet with the department chairs whenever a critical issue with teaching emerges.</p> <p><b>Clinical research:</b> Each clinical site is autonomous (e.g. with its own Helsinki committee, research administration, etc.). However, the faculty is increasingly involved in research in affiliated clinical sites. In each site, a senior faculty member with research background serves as a faculty-site research coordinator. Each year the faculty advertises several calls for clinical research grants in affiliated sites. One research floor (13<sup>th</sup>) in the faculty building is available for researchers from affiliated clinical sites who wish to perform laboratory research. We have recently launched the TFOM "Shanghai" program, aimed to encourage physicians to be involved in research and to improve the quality of research in affiliated hospitals. The program is individually adjusted to each site and is now in progress in three of the five main teaching hospitals.</p>
<p><b>Important</b></p>	

<p>17) Clarify TFOM's governance structure</p>	<p>The Technion's academic regulations define the TFOM governance structure, which consists of two governing bodies - the <i>council</i> and the <i>plenum</i>.</p> <p>The <b><i>TFOM council</i></b> includes the following members: the Dean of the Faculty; the Academic Deputy Deans; all the fulltime staff members; and representatives of the departments responsible for clinical teaching and the clinical subject supervisors recognized for a residency under the Scientific Council of the Israel Medical Association (IMA). The council has the following duties:</p> <p><b>Studies Setup:</b> The unit council is responsible, within the framework determined and overseen by the Technion Senate, for the content of the subjects taught in the unit, for the preparation of curricula for approval and for the preparation of the studies setup in all the subjects taught by the staff members in the unit.</p> <p><b>Program for the Unit's Development:</b> The unit council discusses and recommends programs for the academic development of the unit.</p> <p><b>Discussion of Academic Matters:</b> The unit council deliberates, on matters related to academic problems falling within its competence or pertaining to students, and submits its proposals to the appropriate Technion bodies.</p> <p><b>Discussion of a Forwarded Matter:</b> The unit council deliberates on any matter forwarded to it by the Assembly, Senate, Steering Committee, Standing Committee for Academic Studies, and submits a report thereon.</p> <p>The <b><i>TFOM Plenum</i></b> includes all the staff members affiliated with the Faculty and representatives of other units. Any provision of the Academic Regulations, including those relating to the unit councils, will be construed as relating to the Faculty of Medicine Plenum, the Faculty of Medicine Council or both entities, according to the Senate decision of December 30, 2018.</p> <p>The Faculty of Medicine Plenum has the authority to vote and to select the Dean of the TFOM.</p>
<p>18) Develop long-term plans for each of the medical school tracks, including the American program</p>	<p>Developing long-term plans for each of the medical school tracks (i.e.- Israel 6-years MD program, and dual degrees track with Biomedical Engineering-Medicine, American 4-year MD program, and all other tracks) have been defined as one of the core components of the TFOM strategic plan that now is being prepared.</p>
<p>19) Formulate a <i>Conflict-of-Commitment</i> policy including systematic monitoring</p>	<p>To avoid <i>Conflict-of-Commitment</i> the Technion's academic regulations clearly define the duties of full time (pre-clinical) academic staff as follows:</p> <p><b>Teaching:</b> A full-time academic staff member will devote at least <u>a third of his/her time to teaching activities</u> including frontal teaching (lectures, seminars, tutoring exercises); preparing material for teaching; developing, organizing and running teaching labs; guiding and supervising teaching assistants who tutor medical students in small group studies; coordinating subjects; coordinating seminars; preparing guided reading instructions; examining and grading papers; advising students; supervising</p>

	<p>graduate students in their research and dissertation; and providing guidance for projects and seminars by students in the preclinical years.</p> <p><b>Research:</b> A full-time academic staff member will devote <u>at least a third of his/her time to research</u> activities including, among other things: the design and execution of research studies, reporting of results (among others: via lectures, publication of reports and publication of articles), participation in professional conferences, writing and editing of professional books, writing of surveys, preparation and submission of research proposals.</p> <p><b>Administrative Activity at the Technion and Public Service:</b> A full-time academic staff member will devote <u>at least a third of his/her time to academic administrative</u> activities within the framework of the Technion and the faculty and to public service consistent with the Technion's mission. Functions included under this category are: participating in faculty and Technion Committees, serving the Technion and the faculty in administrative posts, serving on editorial boards of professional journals and on councils of foundations associated with research grants, reviewing articles for professional journals and research proposals for financing funds, as well as educational activity and any other professional public activity consistent with the Technion's mission. Faculty members are required to serve on curriculum committees, serve as students' advisors, participate in counseling for the faculty infrastructure committee, serving in the Vivarium council etc.</p> <p>The dean meets on a regular basis with the pre-clinical faculty members and goes over their updated CV to monitor their progress in the above duties. During discussions of academic promotions, all the above activities are considered.</p> <p><b>Clinical faculty:</b> Clinical faculty members are employed by the affiliated clinical sites. Their major role is to provide medical care to patients. Their activities in the teaching medical students, in research, and in faculty and Technion administration are examined during discussions on academic promotion. The Technion compensates the clinical sites for the time spent by the physicians for faculty activities. This compensation system is monitored by the faculty on a yearly basis.</p>
<p>20) Ensure formal policies to address potential interference with both faculty promotion and student admission decisions</p>	<p>Student admissions to all Faculties are handled by the Technion admissions office. The non-cognitive dimension of the students' admission score depends on interviews and other modes of testing, which are carried out by a national assessment center for candidates to medical schools. The scores are transferred to the Technion admissions office. Therefore, no TFOM personnel, including the dean, can influence acceptance of new students</p> <p>In contrast, faculty promotions constitute part and parcel of the function of the Dean. Following the faculty recommendation, 2 Technion committees consisting of members from different faculties must approve the promotion. In case of family relationships between the candidate for academic promotion and the dean or one of the full professors of the faculty, the Technion Academic Regulations (33.4.1.c.)</p>

	<p>provide clear rules of non-interference. Furthermore, to ensure transparency, all meetings of all TFOM promotion committees are recorded. Protocols are reviewed by the Technion's vice president for academic affairs.</p>
<p>21) Develop a central process for monitoring equivalency of education/training at TFOM's various clinical affiliate sites</p>	<p>The faculty is paying considerable attention to equivalency of education/training at the various clinical sites. Existing procedures include a well-defined syllabus for each rotation by department. Training days for all tutors take place prior to each rotation in which mandatory content and the educational goals of the rotation are emphasized. Identical evaluation forms are completed by the tutors during the rotation. To ensure fair evaluation of students' knowledge and skills, each student is examined in a different site from where they completed the rotation. These examinations are uniform across the sites. Comparison of student achievements between the different sites are conducted by the faculty regularly. Nonetheless, the TFOM agrees with the need to develop a centralized process for better monitoring this fairly and impartially. As a first step, we are already negotiation with "Shamaim" the possibility of using their platform for that purpose. We also established faculty committees for monitoring the equivalency between the sites. We hope to be able to develop these and other processes within the next 2-3 years.</p>
<p>22) Ensure continuity in implementation of strategic plans and priority initiatives across dean terms and transitions</p>	<p>Technion regulations provide for deanship tenure of 2 years for maximum of 3 terms. Therefore, a dean can serve for 6 years if the faculty assembly supports him/her by vote. Most deans in TFOM served for 6 years, with 2 exceptions in the last 30 years of deans who served for 2 years. Deans are typically elected after having been part of the Faculty leadership as vice-deans, thus ensuring continuity. Also, a part of developing our strategic plan is the development of an implementation plan. We plan to appoint a dedicated committee, which will follow the implementation of the strategic plan and the IQAR committee's recommendations. A full-time administrative staff, who coordinated the TFOM preparations for the accreditation process will coordinate this committee.</p>
<p>23) Develop a more structured mechanism to evaluate the performance of key TFOM administrative leaders</p>	<p>Technion Human Resources (HR) department oversees administrative staff and has structured performance monitoring processes, in consultation with relevant faculty leaders. Additionally, since 2020 all TFOM students are requested to complete a questionnaire, in which administrative aspects are assessed. This helps in the assessment of the performance of key administrative leaders.</p>
<p>24) Educate the faculty in the latest developments in education science and evidence-based medical education</p>	<p>The TFOM has recently hired an individual with a PhD in education to a full-time position in the department of medical education. Part of her role will be to expose and update faculty about teaching and assessment methods according to outcome-based education principles. Additionally, a clinician was recently appointed to head the faculty development cluster. These two individuals are in charge of developing an educational program for the faculty during the next academic year.</p>



<p>25) Continue to advance opportunities for dual degrees (MD/MSc or MD/PhD)</p>	<p>The Faculty will continue to promote the MD/PhD track using scholarships and other means to assist students that engage in this demanding and prestigious track. The Faculty will in addition continue to promote dual BSc degrees with engineering faculties (Biomedical Engineering Computer Sciences and Material Engineering). The TFOM is considering to establish an MD/MSc program aimed to educate students in clinical/translational research.</p>
<p>26) Develop mandatory programs for students in the Israeli track that are directed at fostering well-being and helping their adjustment to the physical and emotional demands of medical school and the medical profession.</p>	<p><i>Clinical Tuesdays-Being a Doctor</i> and the <i>Capsule</i> are mandatory courses through which students are introduced early on to the demands of the medical profession and ways of handling them successfully. The TFOM will reassess the syllabus of these courses during the upcoming academic year to make sure that they are coordinated and that they address all raised issues. A sub-topic of this recommendation refers to increased financial aid to students. At the Technion, financial aid to students is provided on an Institute-wide basis, under the aegis of the Dean of Students. Hence, expanding financial aid to student aids is totally dependent on the Technion.</p>
<p>27) Incorporate early exposure to practice-with-intention, with a focus on communication skills and professionalism, in the pre-clinical years</p>	<p>The syllabus of <i>Clinical Tuesday</i> will be expanded and made more explicit and structured with regard to the skills and professionalism taught. The skills notebook will be used to more comprehensively monitor practice in addition to observation. In sum, as suggested by the IQAR committee, a comprehensive plan will be developed for teaching communication and other skills across the educational continuum, with defined assessment and expectations within the next two years. As mentioned before, the CHE Committee examining the modes of teaching medicine in Israel is about to submit its recommendation. As we understand, one recommendation will be to incorporate more training in medical practice during the preclinical years, especially interviewing patients upon admission and physical examination.</p>
<p>28) Evolve the current OSCE-like evaluations into a real OSCE format for direct observation and feedback</p>	<p>The TFOM already initiated discussions on introducing real OSCEs as an important evaluation tool. We plan to start using OSCE's in our new clinical skills center no later than in the 2022-3 academic year. This will require investing considerable financial resources.</p>
<p>29) Infuse more reflective practice, medical ethics, professionalism, and personal and professional development into both pre-clinical and clinical training</p>	<p>Although these topics are taught in <i>Clinical Tuesdays-Being a Doctor</i> and in <i>Capsule</i>, in the preclinical and clinical years, respectively, a more comprehensive teaching plan with clear syllabus and assessment tools will be developed within the next two years.</p>
<p>30) Ensure there are effective remediation processes for students who struggle academically or with clinical competencies</p>	<p>An extensive network exists for remediation with students who experience academic and/or clinical competencies difficulties, including academic advisors to each class, who reach out to students experiencing difficulties (i.e.- any failure leads to mandatory meetings with the advisor). The Unit for the Advancement of Students, located on the main campus of the Technion, specifically provides confidential professional assistance with learning strategies, prioritizing multiple tasks, exam anxiety, and emotional</p>

	issues. One academic counselor from the unit for student advancement comes to the faculty one day a week to meet and advise students with learning difficulties.
31) Develop detailed plans for how the new <i>Clinical Skills Center</i> will be used throughout the entire course of studies	The clinical skills cluster is responsible for developing a detailed plan of how the Clinical Skills Center will be used. This includes educational content, teaching methods, and monitoring. An initial plan is expected to be completed prior to opening the center (second semester of next academic year). This plan will be modified and adjusted over the following years to meet needs arising from the development of additional teaching and evaluation systems.
32) Sign clinical affiliation agreements with community-based clinics	We already have a draft of affiliation agreements with community-based clinics. This draft is now being reviewed by Clalit Health Services and we hope to complete the agreement in 2022. This will be followed by additional providers of community care.
33) Require all clinicians who interact with students to have a faculty appointment	The Technion has recently opened an academic track for educators, thus allowing more clinicians who interact with students (but do not conduct research) to have faculty appointments. Additionally, the Technion agreed to add 29 clinical faculty positions over 3 years, beginning in 2021. Due to funding constraints, each position is shared between up to 8 clinicians, depending upon their teaching load. The number of clinicians who take part in teaching is over 1300, but despite a dramatic increase in the number of appointees during the past two years, only about half of them have a faculty appointment. We believe that it will take at least five more years to close this gap.
34) Design and implement a robust career advising process for students	A new committee for career advising was appointed earlier this year. A questionnaire aimed to assess students' needs in this regard was structured and completed recently. We plan to structure a career advising process in the next academic year.
<b>Desirable</b>	
35) Partner with other Israeli medical schools, perhaps as a coalition, to provide a rational guide to reform/transform the medical curriculum nationally	We believe that once all medical schools have been assessed by the IQAR committee, and the recommendations of the CHE committee (mentioned in our response to recommendation number 6) are finalized, the Forum of the Deans of Medicine will discuss possible national-level reforms of the medical curriculum.
36) Advocate for increasing administrative staffing as appropriate	We will leverage the deficiencies identified by the IQAR committee to petition for more staffing where needed. Implementing the recommendations of the CHE committee will probably also require additional administrative staff. Once our strategic plan is completed and all deficiencies mentioned by the IQAR committee are dealt with, and the recommendations of the CHE committee are submitted, we will analyze our need for additional administrative positions and submit it to Technion.
37) Support faculty in their efforts to secure extramural grant funding	Junior preclinical faculty have mentors, who among other duties, advise the new faculty members in their efforts to secure grant funding. In addition, the Technion's R&D Foundation provides extensive support for grant submission by faculty members. We recently launched the TFOM Shanghai program, which is aimed to promote research in the clinical sites. The program includes assignment of an Emeritus

	faculty member who advises the clinicians throughout the entire process of grant funding. Several types of internal seeding grants are also available from the faculty and from the Rappaport Institute.
38) Intensify mentoring and teaching feedback for pre-clinical faculty	We are aware of the fact that only a minority of the students complete the evaluations forms for preclinical faculty. Since the Technion is also struggling with a similar problem in other faculties, discussions were initiated on how to improve the teaching feedback. One option was to use the "Nemala" platform, but additional evaluation and monitoring options are now under consideration at an institutional level. At a faculty level, a senior preclinical faculty member is assigned as a mentor to each new recruit to a preclinical faculty position. We will ensure that the mentoring will include teaching feedback. We will add a mechanism for peer teaching evaluation and support starting the next academic year.
39) Evaluate the effectiveness of the important PISGA, MAHAR and tutor workshops	Our new academic consultant and the head of the Faculty Development Cluster will develop a plan for evaluating the effectiveness of these programs in the next academic year.
40) Promote strong interactions between central TFOM leaders and faculty at the various clinical affiliate sites	The current dean has declared the strengthening of the interactions between the faculty at Bat-Galim and faculty at the various clinical affiliated sites as one of his main goals. Practically, this includes: more frequent visits at the various clinical sites by the faculty leadership; holding the Excellent Lecturer prize ceremony at each of the various clinical sites, rather than in the faculty building; dramatically increasing the number of clinical faculty; launching the Shanghai program and holding face to face meetings between TFOM leaders and researchers in clinical sites; providing dedicated grants for clinicians hosted in basic science laboratories, and allocating one research floor in the faculty building for clinicians. In each of the five main teaching hospitals, three senior faculty members were assigned to better coordinate issues related to teaching, research and promotion between the faculty and the clinical sites. Calls were distributed among faculty, asking them to voluntarily participate in various faculty committees rather than nominating them by the dean. We plan to continue with these efforts even more intensively.
41) Resolve any financial issues relating to the peripheral hospitals	It is our understanding that the CHE committee that is studying the future structure of medical education in Israel and will address unresolved financial issues related to all teaching sites (including peripheral hospitals and community clinics).
42) Link <i>Being a Doctor</i> course content with the integrative clerkship into a single longitudinal thread	<i>Being a Doctor</i> is a 3-year preclinical course, intended to give the students exposure to life as a doctor in different career phases, to expose them to different loci of clinical service including hospital, HMO, jail, occupational medicine, etc. The <i>Capsule</i> course during the clinical years is the natural progression of <i>Being a Doctor</i> . The two courses are supervised by the PHP cluster. We will work on further integration between the two courses.
<b>Recommendations Related to the International IQARC Review Process</b>	

43) Make assessment of performance vis-à-vis CHE standards part of the medical school's operational rhythm	The CHE standards and the IQARC report will henceforth serve as one of the bases for planning and assessing performance of the TFOM. As already mentioned in our response to recommendation 22, we plan to appoint a dedicated committee that will monitor the implementation of the strategic plan and the IQARC recommendations. A full-time administrative staff member, who coordinated the TFOM preparations for the accreditation process, will coordinate this committee.
44) Prepare future DCI self-studies with more attention to detail	We will strive to pay more attention to detail in next DCI self-studies.
45) Provide English translations for key supporting documents in the DCI self-study	Key documents are currently translated into English and will be available within the next few months.