MEMORIAL UNIVERSITY
Faculty of Medicine

iTAC
Minutes

Thursday, January 15, 2026
4:00-5:00
Microsoft Teams Meeting

Attendees: Alison Farrell, Carolyn Morgan, Gerard Farrell, Kelly Dawson, Melanie Johnston, Nathaniel Visser, Riley Corbett Moores, Ryan Slaney, Sean O'Neill, Steve Pennell, Vita Omelchuk

Regrets: James Valcour

Topic	Details	Action Items and person responsible
1. Minutes - Agenda review - Review for Conflict of Interest - Confirmation of Agenda	No Conflict of Interest	
2. Review and approval of prior minutes	Minutes Approved Sean O'Neill 2nd Kelly Dawson	
3. Welcome new members	Gerard Farrell has a strong interest in information technology and has been actively involved in the delivery of medical education at undergraduate, postgraduate, and continuing medical education (CME) levels.	Steve
4. UPEI AV Project **Next cohort Aug 2026**	A new cohort begins in August 2026, resulting in two concurrent bi-directional classrooms. Human resources are fully in place for August, indicating operational readiness. Minor adjustments are planned, informed by learner feedback from Fall 2025.	Steve
5. 1M102/Learning rooms review	The flat-floored theatre will receive two additional 86-inch displays	Steve

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	positioned on the left and right of the existing large screens. Purpose of the upgrade is to improve content visibility by keeping instructional materials centered, to provide permanent visual presence of both the faculty member and the UPEI cohort on the side screens, and to address prior ergonomic complaints, such as neck strain from screen positioning. The upgrade is scheduled for April 2026, dependent on equipment delivery timelines. Enhancements are expected to improve overall usability and learner experience ahead of August.	
6. Questionmark Exams with UPEI	Preliminary reports continue to indicate that exam delivery and the support model are functioning well. Kelly reported that students appear to be managing well overall, with no major issues reported. Support remains strong, and accommodations are being addressed effectively as they arise. No concerns have surfaced regarding the online exam process. Some of the only feedback raised relates to the bi-directional instruction experience, not the exam platform itself.	Steve

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	Overall, the exam process and support workflow are considered stable and satisfactory.	

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7. Bi-directional Classroom experience update	The improved and revised display layout (content displayed on the far left and right screens, with the instructor and St. John's classroom in the center) has been well-received by students and is functioning effectively. This mirrors the successful adjustments seen in Room 101, where the new layout has generated positive, issue-free feedback. Screen height remains the primary challenge, especially in flat-floored rooms where students must see over classmates. Lowering the screens is restricted by embedded wall boxes behind each display, limited clearance before sightlines become obstructed, and potential impacts on camera iris alignment and other AV dependencies. Solutions under consideration include slightly lowering screens (though this will not resolve issues for the front row). Teams are evaluating whether additional smaller displays can be installed beneath the existing screens, subject to space constraints. Any changes require coordination with AV teams to ensure compatibility with camera systems, room infrastructure, and backend control-room templates.	Steve / Kelly

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	Both bi-directional rooms share similar size and design, and both face identical visibility challenges; one UPEI room is slightly smaller, making angles worse. It is acknowledged that while the original design meets industry standards, it is not optimized for six-hour sessions, causing neck strain and reduced comfort. Layout adjustments remain flexible due to the template-driven control-room system, enabling ongoing refinements. Further assessment will continue to determine the most effective improvements without major structural work.	
8. UPEI/MUN Considerations – Updates?	No new concerns reported from the UPEI side. UPEI continues its phased building occupancy; while not fully functional operationally, the programmatic components for the 20 learners are active. CLSC space has been in use since November, and anatomy labs are fully operational. Upcoming needs include deployment of technology in the Psychology Training Clinic (3rd floor). Efforts are underway to ensure ongoing	Kelly

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	move-in activities do not disrupt learners. Additional classrooms not currently required by the program are still undergoing setup. Teams are managing noise and access carefully to avoid interference with adjacent learning spaces. UPEI is progressing steadily, with continued attention to minimizing impact on learners during remaining construction and technology deployment.	
9. OCIO update	No major updates have been reported from the OCIO since the last meeting in October; ongoing work is routine and operational. The university is progressing with its AI and Microsoft Copilot rollout, supported by an enterprise OCIO license. An AI collaborative group has been established to explore applications of AI in medical education, with participation from multiple stakeholders, including Sean.	Sean/Kelly
10. Phase 4 Review – impact on T-Res? Formative Assessment Student Written Feedback from CDC Report: Removal of "Describe Entrustable	No impact on the current cohort. The recent T-Res–related changes do not affect students currently in the system. Impacts will apply to Phase 3 and Phase 4 learners. Adjustments made to T-Res will be relevant for upcoming cohorts	Steve

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Behaviour" and "Describe Coaching Provided"; **Complete. Been running since end of August and no issues reported. Any update Jan 2026?**	entering these phases. Despite earlier discussions, no issues or concerns have been reported from learners or faculty. Current user experience is stable and positive. A Phase 3 learner (Riley) confirmed that T-Res is functioning well with no compatibility or usability issues. T-Res usage is currently limited. At this time, only the Phase 3 cohort is actively using the updated workflow. Ongoing Phase 4 redevelopment discussions may lead to larger curriculum shifts that could influence T-Res in the future, though nothing is finalized.	
11. NLHS EPIC project – curriculum impact	Stephen and David Stokes are currently reviewing EPIC documentation provided by NLHS, including new training modules designed for student learners. A follow-up meeting is scheduled, and additional details will be shared at the next iTAC meeting. Early indications suggest the EPIC learner training will be delivered asynchronously, but this will be confirmed once the review is complete. Significant planning is underway to manage the transition from existing technologies to the EPIC system	Steve

	within the same clinical and learning spaces. NLHS will oversee this portion of the curriculum, including learner training, sign-off requirements, and access to EPIC resources, as the system and infrastructure are owned and operated by NLHS. Current Phase 2 learners can expect to be trained in EPIC by the time they enter clinical environments where the system is live. OCIO is providing support to the Department of Health on EPIC-related technology and change-management activities. The EPIC go-live date remains late April as a tentative target. Training space bookings for staff and learners are already in progress. **Action Item:** Kelly to confirm details of the EPIC implementation for the regional campus and determine required supports for learners. Gerard is a member of the anesthesia competency committee, and is investigating what procedure-related information EPIC can capture, specifically whether the system records data on learners or only	

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	employees. This may have implications for both postgraduate and undergraduate programs. Memorial will not be using EPIC to track learners, but the committee should still be aware of what information EPIC is capable of storing. **Action Item:** Gerard to provide an update once more details are available.	
12. Library services update MUN/UPEI	The most recent workshop ran smoothly. A lecture was delivered from St. John's, while the hands-on demonstration component was completed in PEI to avoid potential Webex lag during live demonstrations in the computer lab. The session was well-received, with no complaints or access issues reported from learners. All required resources were available, and UPEI had already purchased the necessary materials, ensuring seamless access for students.	Alison Steve
13. AI – all members	The AI Collaborative held its first kickoff meeting, establishing a multi-level committee focused on applications of AI in medical education and research. Membership includes core academic leaders: Undergraduate and	

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	Postgraduate Deans, Vice Dean of Research, PHAS Dean, and other key stakeholders. A demonstration was provided of the Faculty of Medicine's local supercomputer and internal LLM, offering insight into available on-premise AI capabilities. The committee is developing a MUNCAT beta dashboard powered by the local LLM. The system is currently in an early prototype phase, requiring extensive training and data preparation. The AI model operates via API with transient memory, ensuring data does not persist outside MUNCAT systems. Additional AI-related projects for medical education are being explored, including potential research opportunities for medical students. The group remains in early development stages but is optimistic about long-term possibilities. Carolyn is leading AI at the government, and together with the data and partnerships teams, they created an AI training video for all public services that has been shared with other institutions. Copilot	

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	Promptathon sessions have started to be hosted by the OCIO. In February, there will be a Faculty of Medicine management meeting with the members of the OCIO invited on data security in using AI as well as on top issues, concerns, and the functionality.	
14. Learner Issues	Poor reception, both cellularly and from a network connection, in one of the rooms has been reported. Riley will email the room number to Steve for further investigation. Overall feedback on the integrated classroom remains positive. Students continue to experience difficulty with microphone use, largely due to the high number of rotating lecturers who may be unfamiliar with the equipment. Audio cut-outs occur when speakers begin talking before microphones are fully activated or adjusted by AV staff. HSIMS is working on redesigning the user interface (UI) for the integrated classroom system due to usability challenges with the current version. A new prototype UI has been developed and is expected to be rolled out within the next few	

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	months for both MUN and UPEI classrooms. The updated UI is intended to provide a more intuitive experience for faculty and new users, reducing confusion and simplifying common actions such as the "take next" function.	
15. New Business		
Next Meeting	**Apr 16, 2026**	