

**MEETING OF FACULTY COUNCIL
OF THE FACULTY OF MEDICINE**

A meeting of Faculty Council will be held on **Monday, February 13, 2017**, from 4:00 p.m. to 6:00 p.m. in the **Red Room, Donnelly Centre**, University of Toronto.

AGENDA

- | | | |
|---|--|----------------------------|
| 1 | Call to Order | Speaker |
| 2 | Minutes of the previous meeting of Faculty Council – October 17, 2016 | Speaker |
| | 2.1 Business Arising | |
| 3 | Report from the Speaker | Speaker |
| 4 | Reports from the Dean's Office | |
| | 4.1 Report from the Dean's Office | T. Young |
| | 4.2 Vice Dean, Research and Innovation | R. Hegele |
| | 4.3 Vice-Dean, Partnerships | L. Wilson |
| | 4.3 Vice-Deans, Education | P. Houston
S. Spadafora |
| 5 | Standing Committee Annual Reports | |
| | Appeals Committee | D. Templeton |
| 6 | Discussion items | For Information |
| | Black Student Application Program | L. Robinson
D. Latter |
| 7 | Faculty Council Forum | I. Witterick |
| | Diversity and Unconscious Bias | L. Robinson |
| 8 | Adjournment | Speaker |

NEXT MEETING: April 24, 2017



UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

**FACULTY COUNCIL
FACULTY OF MEDICINE**

Meeting Materials – February 13, 2017

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UNIVERSITY OF TORONTO

FACULTY OF MEDICINE

Faculty Council of the Faculty of Medicine
Minutes of the October 17, 2016 meeting
4:00 p.m.
Red Room, Donnelly Centre

Members Present: L. De Nil (Speaker), T. Coomber, T. Young, S. Spadafora, S. Rappolt, V. Waters, T. Bressman, S. Wagner, A. Cochrane, T. Wolever, Y. Yunusova, J. Pirie, J. Maniate, M. Ostrowski, R. Collins, C. Greenwood, A. Salapour, D. Tweed, P. Kim, G. O'Leary, M. Roberts, P. Berger, A. Kumagai, M. Farkouh, A. Levinson, L. Tate, J. Davidson, K. Zabjek, S. Gabison, J. Barkin, M. Gritti, S. Lapinsky, P. Poldre, L. Wilson, P. Houston, T. Neff, M. Connell

Call to Order

The Speaker called the meeting to order and noted that there was a quorum.

1 Minutes of the previous meeting of Faculty Council – April 25, 2016

The minutes of the meeting of April 25, 2016 had been previously circulated. They were approved on a motion from S. Spadafora and seconded by J. Barkin. There was no business arising.

2 Report from the Speaker

The Speaker noted that there are still outstanding vacancies on some of the Standing Committees. He noted that the Research and Education Committee each have a vacancy remaining while the Appeals Committee has a few vacancies. Members who are interested in these vacancies can approach Todd Coomber after the meeting or via email. There are also a number of At Large vacancies on Council. Members are encouraged to advise faculty members who may be interested.

3 Reports from the Dean's Office

3.1 Dean's Report

Dean Young distributed a pamphlet outlining the 2016 Dean's Report. The complete report is available online at <http://deansreport.medicine.utoronto.ca/>. Dean Young noted that the Faculty has grown to 8000 faculty members, 3500 students, and 1000 staff members. The University and the Faculty continue to do well in world rankings. Dean Young introduced Dr. Patricia Houston as the new Vice-Dean, MD Program and reminded members that Dr. Houston served in this capacity on an interim basis when Dr. Jay Rosenfield was on administrative leave a few years ago. Dean Young also noted the appointments of Dr. Leah Cowen as Chair of Molecular Genetics and Darina Landa as the Executive Director of Advancement. Dean Young concluded by thanking the new and returning members of Faculty Council and its Standing Committees for all the work they do and will continue to do in service to the Faculty.

3.2 Vice-Dean, Partnerships

3.3 Dr. Lynn Wilson, Vice-Dean, Partnerships, indicated that the Faculty of Medicine has a long history of forming strong partnerships in research and education. The Faculty is committed to being a preferred partner and to build on success in ways that are sustainable and impactful. Strategic partnerships are

guided by many factors including making the best possible use of our location, growing our international presence while maintaining a world class stature, and seeking organizations that have common aspirations.

The Office of the Vice-Dean, Partnerships was established in January with a focus on three specific areas: TAHSN, Government, and International. The Office now has three staff members: Meera Rai, Senior Advisor on partnership and strategy; Tery van Taack, Executive Assistant to the Vice Dean; and Sara Gottlieb, Legal Counsel.

In year one the Office has made progress on several key needs within the Faculty's Partnership priorities. The 'inward-facing work' includes developing faculty guidelines on contracts; creating work flows on MOUs, Student Exchange agreements, etc.; the renewal of affiliation agreement; hosting a two-day visit from the ADM for the Ministry of Health and Long Term Care; strengthening ties within UofT; and developing strategy for additional markets. The 'outward-facing work' includes hosting delegations from China, South Africa, and Egypt; travel to China, Israel, and soon, Macau; significant relationship building communication and discussion with international colleagues; receiving, assessing and addressing requests for partnership; and International MD student recruitment.

The University of Toronto is a powerful brand that resonates with academics as well as with students and their families both at home and around the world. Our partners value their connection with not only to the University, but also to a city and country that is diverse, tolerant, and progressive in its values. The Faculty has a responsibility to share what we can as widely as we are able, for the betterment of human health overall while, at the same time, learning from our partners. Partnership helps us see that no matter where we are in the world, or what our role in the health care system is, we are more alike than we are different.

3.4 Vice-Deans, Education

Dr. Sal Spadafora, Vice-Dean, Post MD Education, apologized that the written report was not completed in time to be precirculated and noted that it would be sent out following the meeting. The report is included in these minutes beginning on page 4. Dr. Spadafora noted that there is a great deal included in the report from Post MD Education and he would be happy to take questions via email. Dr. Spadafora indicated that the 15th annual Education Achievement Celebration will take place on Monday, May 15th and invited members to mark their calendars.

Dr. Patricia Houston, Vice-Dean, MD Program, indicated that there was an 83% acceptance rate for offers into the MD Program this year. This is up from previous years. The number of applicants, however, declined from the recent average of 3500 to just over 3100. Dr. Houston noted that a review will take place to examine the application process including how best to support diversity within the applicant pool and what types of qualities in applicants leads to the best future physicians.

Dr. Houston noted that the Faculty will begin to accept international students. This has been a possibility for a number of years but active recruitment is just now taking place with the goal of having the students enter in Fall 2017. These students will not impact the 259 domestic students permitted but will be in addition to those students. They will need to meet or exceed all admissions standards.

Year 1 of the MD Program's new Foundations Curriculum is underway. The new curriculum is very technology heavy and lecture light having gone from 17 hours of weekly lectures to three hours. An important component of the Foundations Curriculum is its programmatic assessment model. As a more holistic approach to assessment, programmatic assessment shifts the emphasis from assessment of learning to assessment for learning by focusing on identifying each student's proficiency across diverse professional competencies and identified learning outcomes. This type of curriculum is not new but U of T has developed a new Learner Chart, a one-of-a-kind application developed in conjunction with Discovery Commons that chronicles and guides students' progress throughout the MD Program. The Learner Chart contains all assessment information for each student and can be viewed across a timeline and by CanMEDS roles to provide a rich and holistic view of student progress. A primary goal of this approach

and the supporting technology is to promote individualized student learning and better identify and support students in difficulty. The new curriculum features 'white space' that is far more clustered than the previous curriculum. The Foundations Curriculum for the second semester is currently being mapped out.

4 Standing Committee Annual Reports

4.1 PGME Board of Examiners

Dr. Jonathan Pirie, Chair, PGME Board of Examiners, presented the report included in these minutes beginning on page 22.

4.2 MRS Board of Examiners

Dr. Anthony Brade, Chair, MRS Board of Examiners, was not able to attend due to his clinic schedule. The Chair read Dr. Brade's submitted report.

The Medical Radiation Sciences Board of Examiners reviews cases of students in academic difficulty and determines the appropriate course of action, which may include promotion, remediation, failure, suspension and dismissal.

The MRS Board of Examiners met four times in 2016. The BOE has reviewed the cases of 25 students this year. Two students were reviewed twice in 2016.

20 students were placed on Remediation with one of these students later being placed on Remediation with Probation. One additional student was placed on Remediation with Probation and later placed on Probation. Four students received modified programs without a change in academic status.

5 Faculty Council Forum

Dr. Janice Patterson presented a Forum discussion on the University Of Toronto Academic Toolbox Renewal Initiative.

6 Adjournment

The meeting was adjourned at 5:20pm

Council of Education Vice Deans Faculty Council Report

October 17, 2016

Submitted by:

Patricia Houston, Vice Dean, MD Program

Allan S. Kaplan, Vice Dean, Graduate and Academic Affairs

Salvatore Spadafora, Vice-Dean, Post MD Education (PGME & CPD)

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A. Education Vice-Deans, Integrative Activities

1. Education Development Fund

List of Funded Projects

The Education Vice-Deans and the EDF Adjudication Committee Chair, Dr. Risa Freeman, are pleased to announce the recipients of the 2016 Education Development Fund competition:

Recipient(s)	Project Title	Department
Lucas Murnaghan	A qualitative assessment of the role 'bootcamps' in junior residency	Surgery
Paula Rowland	Understanding alignments between interprofessional education and “High Reliability Organizations”: Implications for curricula and interprofessional development	OS&OT
Kathleen Sheehan	Death, Dying, and Doctors: A Qualitative Exploration of Physician-Assisted Death to Guide Continuing Professional Development	Psychiatry
Sarah Wright	Experiences of Canadian Medical Students who are First in their Family to Attend University	DFCM
Tim Dwyer	Competence of Orthopaedic Sports Medicine Fellows: Development of a certification examination	Surgery
Anupam Thakur	Knowledge, skills and experiences of CanMEDS Leader role in Psychiatry: A pilot study	Psychiatry
Margaret Salmon	Teaching Ultrasound Guided Regional Anesthesia techniques via Telesimulation versus workshop	Medicine

2017 EDF Cycle | Timeline

The Education Development Fund 2017 cycle has commenced with an initial call for applications in early October. The application site is expected to open on November 1 and applications will be due on February 15, 2017 at 5 PM. For further information, please refer to the [Education Development Fund website](#).

2. External Education and Teaching Awards – Call for Nominations

Each spring and fall, the Faculty's Teaching and Education Awards Committee has the privilege of recognizing individuals who are making significant contributions to medical education. We are currently accepting nominations for the following awards: [STHLE 3M National Teaching Fellowship](#), and the [AAMC](#)

[Abraham Flexner Award for Distinguished Contribution to Medical Education](#). Nominations should be made [online](#) by Friday, November 25, 2016.

3. Excellence in Community-Based Teaching Awards – Call for Nominations

The Excellence in Community-Based Teaching Awards acknowledges the significant contributions of community-based teachers to the learning of medical students and residents at the University of Toronto. The Faculty of Medicine offers three awards to recognize excellence in community-based teaching:

1. **Excellence in Community-Based Teaching (Community Hospital)**
This award recognizes excellence in teaching at a Community Hospital.
2. **Excellence in Community-Based Teaching (Clinic/Office/Practice)**
This award recognizes excellence in teaching at a community-based physician office/clinic.
3. **Sustained excellence in community-based teaching**
This award recognizes sustained (normally 10 years) excellence in community-based teaching, and may include mentorship, the integration of scholarship in teaching, interprofessional collaboration, etc.

More details and the nomination form can be found [online](#). **Submissions are due December 2, 2016.**

4. 15th Annual Education Achievement Celebration

The Faculty of Medicine's **15th Annual Education Achievement Celebration** will be held on **Monday, May 15th, 2017** from **5:30–7:30pm** in the **Great Hall at Hart House**. This annual evening of celebration hosted by the Education Vice-Deans is a Faculty-wide forum to recognize and showcase excellence in teaching and education. To learn more, please visit the [EAC webpage](#). The program and event photographs from our 14th Annual Celebration can be found [online](#).

5. Integrated Projects

Update on Learning Environment Working Group

After significant work on the part of the group's co-chairs, Drs. Martin Schreiber and Leslie Nickell, the scope of the Learning Environment Working Group (LEWG) is being broadened. Originally the group was tasked to make recommendations to HUEC in order to address concerns and enhance the learning environment for all medical learners (undergraduate medical students, PGME trainees and clinical fellows) at clinical teaching sites. After a recent review, HUEC is in support of broadening the scope of the working group to include faculty/staff wellness as well with the understanding that the 'environment' is multidisciplinary and behaviours affect faculty, staff and students often similarly. Under the current leadership of Drs. Patricia Houston and Leslie Nickell, LEWG's membership and focus areas will be broadened and the work of the new LEWG will build on that of the original.

Annual UPAR Retreat

The **Annual University Partnership for Academic Rehabilitation Retreat**, presented by the University Steering Committee for Academic Rehabilitation (USCAR), will be held on **Tuesday, November 8, 2016**. The theme of the retreat will be Collaborative Rehabilitation Research: Informing Policy and Practice. The retreat will consist of a plenary address, delivered by Dr. Muhammad Mamdani (Director, Li Ka Shing Centre for Healthcare Analytics Research and Training) titled "Looking Ahead: Clinical Research in the Era of Computational Medicine". The address will be followed by four panel presentations on related topics. Invited panelists include Angela Colantonio (Director, Rehabilitation Sciences Institute)

Charissa Levy (Executive Director, GTA Rehab Network / Rehabilitative Care Alliance / Toronto ABI Network), Ken Wong (Education and Clinical Development Consultant, Regional Geriatric Program of Toronto) and Paula Rowland, (Research Scientist, Centre for Interprofessional Education).

For more information about any of the activities of the Education Vice-Deans, please contact Morag Paton at morag.paton@utoronto.ca

B. MD Program

1. Admissions

MD Program	2014-15 entry	2015-16 entry	2016-17 entry	MD/PhD Program	2014-15 entry	2015-16 entry	2016-17 entry
Applicants	3463	3488	3116	Applicants	151	193	169
In-depth/ full file review	1990	1777	1934	In-depth/ full file review	88	83	88
Interviews	600	599	599	Interviews	46	47	46
Offers	336	327	313	Offers	10	13	10
Acceptances	259	260	259	Acceptances	8	13	6
Acceptance Rate (excluding deferrals)	79%	80%	83%	Acceptance Rate (excluding deferrals)	80%	100%	60%

A full report regarding admissions for 2016-17 entry to the MD Program and MD/PhD Program will be provided to the Faculty Council Education Committee later in the fall.

2. Curriculum

Update – Foundations Curriculum

Year 1 of the MD Program’s new Foundations Curriculum, which covers the first two years of medical school, was successfully launched in August 2016. The Foundations Curriculum is one of the most significant changes the MD Program has made to the way it delivers medical education over the past two decades.

An important component of the Foundations Curriculum is its programmatic assessment model. As a more holistic approach to assessment, programmatic assessment shifts the emphasis from assessment *of* learning to assessment *for* learning by focusing on identifying each student’s proficiency across diverse professional competencies and identified learning outcomes. This approach to assessment is supported by a Learner Chart, a one-of-a-kind application developed in conjunction with Discovery Commons that chronicles and guides students’ progress throughout the MD Program. The Learner Chart contains all assessment information for each student and can be viewed across a timeline and by CanMEDS roles to provide a rich and holistic view of student progress. A primary goal of this approach and the supporting technology is to promote individualized student learning and better identify and support students in difficulty.

Development of Year 2 of the Foundations Curriculum, which is scheduled to launch in 2017-18, is underway. Further details are available on the Foundations Curriculum website:

<http://foundations.md.utoronto.ca/>.

Update – Longitudinal Integrated Clerkship (LiNC)

For the 2016-17 academic year, there are 27 students in a Longitudinal Integrated Clerkship (LiNC), comprised of eight students at each of the FitzGerald and Peters-Boyd Academies and 11 students at the Wightman-Berris Academy. The Mississauga Academy of Medicine has committed to offering a LiNC in 2017-18; planning is already underway.

The University of Toronto is delighted to be hosting the Consortium of Longitudinal Integrated Clerkships (CLIC) Conference 2016, which is scheduled to take place October 16 – 19, 2016. We look forward to welcoming faculty, administrators and students from schools around the world who have a Longitudinal Integrated Clerkship, as well as those who are interested in learning more about them. Further details are available on the CLIC website: <http://www.md.utoronto.ca/CLIC-conference-2016>.

3. Interim accreditation review

Under the leadership of Dr. Martin Schreiber, Interim Accreditation Review Coordinator, the MD Program is engaged in an interim accreditation review process. As mandated by the AFMC, the interim accreditation review is scheduled to take place at approximately the half-way point of the program's eight year accreditation cycle. (The outcome of the program's last full accreditation review, in 2012, was full compliance with all 128 accreditation standards. The program's next full review is in 2019–20.)

As a formative, internal process, the interim review is an important part of the program's commitment to continuous quality improvement. Data collection to support the review is near completion, and working groups have been established and will meet over the Fall 2016. A site visit by the external reviewer (Dr. Rob Whyte, McMaster) is scheduled for March 2017. Further details are available on the MD Program accreditation website: <http://www.md.utoronto.ca/md-program-accreditation>.

4. Governance & Leadership

- Dr. Patricia Houston was appointed as Vice Dean, MD Program for a five-year term beginning July 1, 2016.
- Dr. David Latter was appointed as Director, MD Admissions and Student Finances for a one-year term beginning July 1, 2016.
- Dr. Edward Kucharski was appointed as Interim Faculty Lead for LGBTQ Health Education for a one-year term beginning of April 1, 2016.

C. Post MD Education (PGME & CPD)

Postgraduate Medical Education

1. Governance, Staffing, Residency Program Directors

The role of **Dr. Anna Banerji** Director of Global and Indigenous Health in the Continuing Professional Development section of Post MD Education has recently been expanded to include global and

indigenous health initiatives in the PGME sector. This will include liaison with Dr. Barry Pakes, PGME Global Health Academic Lead.

Dr. Walter Tavares has been jointly appointed as Research Scientist by the Wilson Centre and Post MD Education as of June 2016. In this role he will divide his time among research and teaching activities, including supervision and mentoring of faculty, undergraduate and postgraduate learners. He will also participate in education of graduate students and Wilson Centre Fellows and participate in activities to further the research activities of the Post MD Education Office and the Wilson Centre.

Chris Trevelyan joined the PGME Office of Resident Wellness in May 2016 in the role of Consultant, Wellness. Chris was a Personal Counsellor/Psychotherapist in the Faculty’s Office of Health Professions Student Affairs. Prior to joining the University, Chris worked at Black Creek Community Health Centre and Catholic Family Services as a Social Worker/Psychotherapist providing counselling to a diverse population. Chris Hurst retired from the Wellness Consultant position on June 30, 2016.

New Residency Program Directors (joined during 2015-16):

Residency Program	Department	Program Director
Emergency Medicine	Medicine	Dr. Nazanin Meshkat
General Internal Medicine	Medicine	Dr. Tara O'Brien
Gynaecological Reproductive Endocrinology and Infertility	ObGyn	Dr. Kim Liu
Gynaecological Oncology	ObGyn	Dr. Stephanie Laframboise
Internal Medicine	Medicine	Dr. Jeannette Goguen
Medical Genetics	Pediatrics	Dr. Hanna Faghfoury
Palliative Care	Medicine	Dr. Niren Shetty
Radiation Oncology	Radiation Oncology	Dr. Andrea Bezjak

2. Competency Based Medical Education

As of February 1st, Susan Glover Takahashi is PGME’s central lead in supporting programs in their transition to Competency Based Medical Education. She and her staff are meeting regularly with program directors. This has resulted in a realignment of resources within Post MD to manage this new focus. Dr. Glover Takahashi and Dr. Bandiera are meeting with the department Vice Chairs of Education to discuss resource implications and approaches to CBME.

3. Accreditation

The Royal College of Physicians and Surgeons of Canada announced a change in the accreditation cycle – the University of Toronto PGME external survey will now take place in Fall 2020. The Internal Review Committee, a standing committee of the Postgraduate Medical Education Advisory Committee, has 10 specialty program reviews to complete, 15 follow-up reviews and 2 Mandated Internal Reviews.

The majority of the Family Medicine site reviews have been completed and follow-up activity is underway. Reviews of the Family Medicine Enhanced Skills programs are underway and expected to be completed by year-end.

4. Conferences, Workshops, Leadership, Faculty Development

As part of its **continued outreach and administrative support** to residency program administrators and hospital medical education office staff, PGME offered 16 information sessions including topics such as internal reviews, What's new in POWER, Board of Examiners, remediation, Resident Wellness, along with presentations by PARO, the CPSO, Touchstone Institute and the Royal College of Physicians and Surgeons of Canada. The Year-End Program Administrators Appreciation Event held on June 15, 2016 at the Doubletree Hilton was a successful, fun event.

During this same period, 4 **Program Director Development Workshops** were held regarding CanMEDS 2015, Competency Based Education, and Internal Review documentation.

The Chief Residents Leadership Workshop was held on Tuesday August 23, 2016 with opening remarks by Dean Young and the keynote speaker was Dr. Lynn Wilson, Vice Dean, Partnerships. PGME recognizes the important leadership of chief residents and provides necessary ongoing support as they tackle the challenges of holding a peer-leader role. Chief Resident Leadership and Networking Forums were also held throughout the year as follow-up activities.

The 3rd annual **Toronto International Summit on Leadership Education for Physicians (TISLEP)** was held on September 27, 2016 prior to the Royal College ICRE. The theme of the Summit was "Bringing leadership to an everyday conversation". Speakers included Dr. Fiona Moss Dean, Royal Society of Medicine, United Kingdom, Dr. Adalsteinn Brown Director, Institute of Health Policy Management and Evaluation, and keynote speaker Dr. Peter Lees Chief Executive and Medical Director, Faculty of Medical Leadership and Management, United Kingdom. The Summit is hosted by the University of Toronto and the Royal College of Physicians and Surgeons of Canada. Its goal is to bring together international thought leaders, educators, patients, learners, faculty and other stakeholders to further the discussion on leadership education for the physician leaders of today and tomorrow.

The **RCPSC International Conference on Residency Education** will be held in Niagara Falls September 29 to October 1 2016. Several PGME staff and faculty will be attending and participating in presentations and workshops. Dr. Salvatore Spadafora is presenting at a plenary session on "Longitudinal or traditional rotations: Which is better for patient care?" on Saturday, October 1, 2016.

5. CaRMS 2017 Plans

Residency intake positions at the Ontario medical schools were reduced by 25 positions for the 2016 CaRMS match. UofT's portion of the reduction was 9 positions, bringing our quota for the 2016 CaRMS match to 407. We have been advised by the Ontario Ministry of Health that our quota for the 2017-18 year will remain at 407. The Quotas Allocation Committee met and recommended the distribution of residency posts to program directors at the PGME Advisory Committee on September 23, 2016. The following distribution was agreed to:

Program	CMGs	IMGs	Total
	2017 Quota	2017 Quota	
Family Medicine	127	24	151
Fam Med Rural	8		8
Total Fam Medicine	135	24	159
Anesthesia	14	4	18
Dermatology	4	1	5
Diagnostic Radiology	7	2	9
Emergency Medicine	7	3	10
General Surgery	11	3	14
Cardiac Surgery	1		1
Neurosurgery	4	1	5
Ophthalmology	3	1	4
Ortho Surgery	7	2	9
Otolaryngology	4		4
Plastic Surgery	4	1	5
Urology	3	1	4
Vascular Surgery	2		2
Internal Medicine	51	10	61
Lab Medicine			
Anatomical Pathology	2	1	3
Medical Microbiology	1	1	2
Hematological Pathology	1	1	2
Neuropathology	1		1
Medical Genetics	1	1	2
Neurology	5	2	7
Obstetrics & Gyn	10	2	12
Pediatrics	17	4	21
Pediatric Neurology	1	1	2
Phys Med & Rehab	3	0	3
Psychiatry	31	4	35
Public Health & Prev. Med	3		3
Radiation Oncology	4		4
Total Spec Programs	202	46	248
Total All Programs	337	70	407

6. Awards

2016 Staff Impact Awards

John Kerr, Manager, International Programs in the PGME Office was selected for the David Keeling Award for Administrative Excellence in the Faculty of Medicine's 2016 Staff Impact Awards program. John has worked at the University for 27 years, the majority of this time dealing with international trainees, sponsoring agencies, and managing the work permit process. John is the "go-to" person regarding visa trainees, has an encyclopedic knowledge of international credentials and immigration requirements and serves as a national resource regarding these issues.

At the May 27, 2016 All PG Program Directors and Family Medicine Site Directors meeting, the following awards were presented:

PG Excellence Awards for Faculty:

- Development and Innovation: Dr. Christopher Hicks (Emergency Medicine)
- Teaching, Mentorship, Advocacy: Dr. Nicholas Pimlott (Family Medicine) ; Dr. Scott Berry (Medical Oncology)

Trainee Leadership Award:

Dr. Danielle Baribeau – PGY4 Psychiatry
Dr. Silvio Giancarlo Bruni – PGY4 Diagnostic Radiology
Dr. Helene Frecker – Clinical Fellow Obstetrics & Gynaecology
Dr. Amanda Gardhouse – PGY5 Geriatric Medicine
Dr. Sivakumar Gulasingam – PGY5 Physical Medicine & Rehabilitation
Dr. Pablo Perez D'Empaire – PGY4 Anesthesia

PG Social Responsibility Award:

Resident: Dr. Danielle Rodin – PGY4 Radiation Oncology
Faculty: Dr. Adrienne Chan (Infectious Diseases); Dr. Sharmistha Mishra (Infectious Diseases)

PARO Award for Excellence in Teaching:

Residents: Dr. Michael Corbo (PGY4 Dermatology); Dr. Dimitrios Tsigotis (PGY6 Cardiac Surgery)
Faculty: Dr. Robert Nam (Urology), Dr. Shi-Joon Yoo (Medical Imaging)

Sarita Verma Award for Advocacy & Mentorship in Postgraduate Medicine: Dr. Julie Maggi

Charles Mickle Fellowship 2016: Dr. Sarita Verma

7. Graduation Events

PGME supported graduation events held in May and June 2016 for the departments of Medicine, Otolaryngology, Radiation Oncology, Medical Imaging, Psychiatry, ObGyn and Pediatrics. With assistance from the Faculty of Medicine's Advancement Office, PGME was involved in the distribution of certificates and awards, remarks from department chairs and the Associate Dean PGME, reception, photographs, music and activities for children.

8. Global Health

The 2016 Global Health Day occurred on Thursday June 9, 2016 at the McLeod Auditorium, with over 200 attendees. The theme was “Health Beyond Borders” where Dr. James Orbinski delivered the opening address on the “State of Humanitarianism”.

The Global Health Education Initiative (GHEI) is a 2-year program consisting of 25 modules of 3 sessions each. Sessions are held in the PGME Boardroom 6-9 weekly. The sessions involve 90 faculty members. GHEI has graduated over 150 residents since inception of the certificate program.

9. Projects/Initiatives/Events

As part of their information visits to the 6 Ontario medical schools, **Ontario Ministry of Health representatives visited the Faculty of Medicine** on Wednesday September 21 and Friday September 23 2016. Ms. Denise Cole, Assistant Deputy Minister, Workforce Planning & Regulatory Affairs and Mr. David Lamb, Director, Health Workforce Policy Branch met with the Dean, the decanal group, and various faculty, staff, students and residents over the 2-day visit. Topics included the MD Foundations curriculum, Wellness and learner support, diversity, enrolment overview, UofT Medicine’s contribution to the Ontario health workforce, interprofessional education, highlights of basic, clinical, and translational research, and leadership opportunities. The visit ended with a visit to the St. Michael’s Hospital Family Health Team with a focus on innovative teaching around inner city health and health teams.

At the Dean’s request, a **Simulation Education Advisory Committee (SEAC)** was established over the summer and will hold its first meeting in October 2016, chaired by Dr. Douglas Campbell. The Committee aims to provide advice to the Vice Dean Post MD Education about the coordination and optimization of simulation expertise and access to resources within the University and hospital network. Membership includes representatives from the simulation centres at our hospitals and the government-sponsored SimOne.

PGME initiated a multi-year resident satisfaction survey **“Voice of the Resident”** – to replace the resident exit survey which has been in place for the last 10 years. Early data analysis suggests that the survey will provide helpful indicators to improve the resident learning experience.

PGME has completed the process of analyzing and reassessing our workflow processes in the POWER system to enable a transition to the newer version of the registration system offered by the vendor Knowledge4You - **MedSIS 3C**. PGME will continue to explore evaluation options to accommodate Competency Based Medical Education.

Post MD Education initiated an **internal newsletter (The Post)** to enable staff of both the CPD and PGME Offices to better understand the operations of both units. **Renovations** to physically integrate both offices with a single kitchen, reception and open space will begin in November with an estimated completion date of January 15, 2017.

Registration for the start of the academic session on July 1, 2016 went smoothly. Enrolment of residents and fellows for the year is approximately 3,500. Elective registrations (1 to 6 month visits from other schools) are expected to exceed 1,000 this year.

Continuing Professional Development

Leadership | Scholarship | Innovation | Community Engagement

Continuing Professional Development at the University of Toronto is Canada’s largest provider of continuing education for health care providers.

10. CPD Enrolment & Accreditation

2015-2016 Academic Year



40,722 Learners



31 e-Learning Programs



399 Accredited Conferences, Courses, and Workshops



30 Programs Using Simulation

The number of accredited CPD offerings at U of T continues to grow. In the 2015-2016 Academic Year, the CPD Office accredited 399 conferences, courses, and workshops. Accredited U of T CPD activities were attended by a record 40,722 learners.

U of T CPD attracts learners from across Canada and from around the globe:

COUNTRIES OF CPD REGISTRANTS OVER ACADEMIC YEAR 2015-2016

CPD’s target population includes all health care professionals at the local, provincial, national & international levels



11. Refugee and Indigenous Health CPD

CPD held the second biennial *Indigenous Health Conference: Towards Health and Reconciliation* on May 26-28, 2016. The conference attracted over 700 registrants from across the country as well as a number

of international learners. In keeping with the TRC recommendations, a primary objective of the conference was to give health care providers skills and knowledge to improve cultural competency and safety for Indigenous populations. IHC fosters dialogue between Indigenous and non-Indigenous participants. Speakers included Chief Isadore Day from Assembly of First Nations, President Natan Obed from Inuit Tapiriit Kanatami, and President of Métis Nation of Ontario Margaret Froh. There was also a panel on the impact of the environment on Indigenous Health with Dr. David Suzuki.

We are making plans for the North American Refugee Health Conference, which is the largest conference on refugee health globally. In keeping with current world events, our theme will be the Syrian Refugee crisis. It will take place at the Toronto Sheraton Hotel June 12-14, 2017.

12. Standardized Patient Program (SPP)

The administrative restructuring of the Standardized Patient Program is now complete. The goal of this reorganization was to ensure the long term financial sustainability of the program and to refocus the unit on supporting the core mission of the Faculty of Medicine and its partners, while also continuing to support large licensure exams. The program is taking on new clients and projects, and welcomes requests from all members of the Faculty of Medicine. Please direct inquiries to Jo O'Reilly, Manager of Client Relations and Business Systems (jo.oreilly@utoronto.ca).

D. Graduate and Life Sciences Education (GLSE)

Undergraduate Life Sciences Education

1. Events

- a) Fifth Annual Graduate and Undergraduate Research Information Fair will be held on November 10, 2016, Medical Sciences Building (10:30 am to 2:00 pm). Exhibitors in attendance will include our undergraduate and graduate units, hospital research institutes, Life Sciences Career Development Society, Graduate and Professional Skills Program and the School of Graduate Studies. Approximately over 1000 students will visit this fair.
- b) Second Annual Graduate Alumni & Ambassador Panel Discussion/Networking Event
Graduate and Life Sciences Education will be hosting this event during the evening of the Fifth Annual Graduate and Undergraduate Research Information Fair on November 10, 2016 (5:00 pm – 7:30 pm). GLSE would like to promote and help our undergraduate and graduate students learn more about Graduate School, Career Development and Potential Career paths.
- c) GLSE Career Seminar: Research Resumes and Career Thinking
The GLSE Career Seminar will be presented by an experienced Career Educator. Students will learn how to construct a research-focussed resume or CV and enhance their academic career perspectives – for grad school, research opportunities, and beyond on January 12, 9:30 am – 10:30 am at the McLeod Auditorium.

2. GLSE Talks: One-Minute Video Competition

GLSE video competition was for all undergraduate and graduate students undertaking a research project. The competition invites students to showcase their ongoing (or potential) research project in a brief and creative one-minute video presentation. The first place winner of the competition was Nutritional Sciences master student Jarvis Noronha. His video was focused on Allulose & Type 2 Diabetes.

3. GLSE Poster Competition

GLSE Poster Competition was created for promoting student talent and to create a poster for the Fifth Annual Graduate and Undergraduate Research Information Fair on November 10, 2016 and the GLSE Career Seminar: Research Resumes and Career Thinking. The first place winner was Lisa Qiu, and the second place winner was Timothy Salinas tied with Shadi Zarai.

4. GLSE Recruitment Student Group

The Graduate and Life Sciences Education Graduate Recruitment Student Group are a group of pioneers of undergraduate and graduate student volunteers for this yearlong commitment. Group Members will deliver outreach recruitment activities to educate undergraduate students of the Summer Research Opportunities and Graduate Programs (MSc & PhD) available throughout the Faculty of Medicine. Each volunteer has set 5 goals they would like to achieve after this experience.

5. GLSE Animation Video

An animated video was created with Go Animate as an introduction of what Graduate and Life Sciences Education Office is all about. The video can be found on the GLSE website (glse.utoronto.ca).

6. Meet the Lab Series

Meet the Lab Series was added to the GLSE website (glse.utoronto.ca). We would like to showcase our outstanding Undergraduate and Graduate students in research and display our state of the art lab facilities, welcoming environment and supervisors. We would like to display the daily life as a research student.

7. Graduate and Professional School Fair

GLSE will be attending the University of Toronto Graduate and Professional School Fair for the 2016-17 academic school year, Mississauga and Scarborough campus. We will provide support to the 14 graduate departments.

Graduate Education

8. Summary of Academic Changes at the Faculty of Medicine

Below is a summary of all curricular changes that occurred in 2015/16:

Type of Academic Change	
Number of New Courses	12
Changes to Admission Requirements	11

Change in course weights/rename course	3
Change in Program Requirements	23
Deactivating a Course	1
Adding a new program to an existing Collaborative Program	1

9. External Reviews

As part of the UTAPS process, an external review for a new program has been scheduled for the Masters in Health Sciences in Medical Genomic (professional Masters Program) for December 12, 2016.

10. SGS Innovation Fund

GLSE has received two grants from the SGS Innovation Fund that we hope will help improve Time To Completion in the Faculty of Medicine.

a. The Graduate Professional Skills Project:

Generally speaking, PhD programs are designed to be 5 years in length but over the years this has increased. In 2014/15, Time to Completion (TTC) for a PhD program ranged from 4.88 years to 7.75 years. With the help of the SGS Innovation Fund, GLSE will implement a centralized faculty development program that specifically addresses the role of supervisors and Program Advisory Committee meetings in reducing Time to Completion. It will provide a series of workshops (8) throughout the academic year for faculty, exploring the best practices towards this goal. These workshops will cover the following important areas:

- **Establishment of Individual Development Plans (IDP)** These workshops will focus on the skills necessary to establish personalized roadmaps to graduation. Faculty would be taught best practices for managing scope, establishing clear milestones and setting realistic goals with the early establishment of an IDP in Year One.
- **Graduate Professional Skill Development** Key to improving the TTC is helping students clarify career trajectories beyond graduation. Training faculty to encourage and help students prepare for both academic and non-academic careers paths after graduation is key to providing students with the incentive to graduate. These workshops will focus on understanding and communicating the skills and core competencies needed for success after graduation and ensuring that the Faculty of Medicine creates work-ready graduates who are able to meet the challenges and opportunities in today's workforce

b. Stipendiary Support for LOA

The second SGS Innovation Fund addresses the lack of support to graduate students who would like to take a Leave of Absence (LOA). The University of Toronto allows up to one year for a Leave of Absence (LOA) for a graduate student for medical reasons. However, during this time, students do not receive their stipend and cannot access University resources, Health and Wellness support, such as counselling services. Anecdotal experience suggests that students who take a LOA experience renewed energy and purpose in their doctoral studies once they return.

In a comprehensive survey of 50 graduate students from one department in the FoM:

- 30% of these students stated that they felt they needed to take a LOA for health related reasons during the course of their training but only 6% had actually taken a formal LOA
- 70% of these students stated they chose not to take a LOA because of financial concerns because they would not receive their stipend while on leave
- 40% stated that they did not take a leave because they could not afford to pay out of pocket for health care while on leave
- Close to 90% of students surveyed strongly endorsed the establishment of an emergency stipend fund for students who may need to take a LOA for legitimate medical/personal reasons

The restorative benefit of a LOA for students confronted with significant life challenges could therefore ultimately shorten their Time to Completion as they would be able to return to the graduate training healthy and rejuvenated.

11. New Program Under Development – Undergraduate Degree in Health Sciences

It has become apparent that trainees in the field of Health Sciences need a more comprehensive and holistic understanding of health that captures the genetic, social, and environmental determinants of health. Furthermore, optimal scopes of practice for health care providers need to be aligned with innovative models of care to ensure that our future health care system best meets the needs of Canadians. Similar to what has occurred in the MD Program; this is best accomplished through competency-based training in the areas of interprofessionalism, collaborative care, and life-long learning.

There is strong interest in Medicine for an undergraduate program in partnership with UTM aimed at attracting a cohort of outstanding undergraduate students with a keen interest in pursuing professional training in the Health Sciences (e.g. Nursing, Medicine, Dentistry, Pharmacy, etc.). It would be advantageous for the University of Toronto to identify such trainees as early as possible and encourage them to seeking their advance training in the respective professional programs at UofT. This proposed program also aligns with our institutional strengths, as outlined in the 2014-2017 Strategic Mandate Agreement between UofT and the Ministry of Advanced Education and Skills Development (formerly known as the Ministry of Training, Universities and Colleges).

With earlier preparation at the undergraduate level, these individuals would be in a better position to excel in their respective health and healthcare career trajectories. In addition to a rigorous health science curriculum, this new Bachelors in Health Sciences will teach and foster specific skills traditionally not found in our existing programs so that graduates are better prepared for the challenging healthcare needs of Canada and can identify opportunities for innovating the delivery of this care.

12. Graduate Awards

a) Faculty of Medicine (FoM) OSOTF, GSEF, PPEF, Departmental Endowed Awards and Expendable Awards

- 25 FoM-wide OSOTF, Expendable and Other Endowed Funds were adjudicated by the FoM Graduate Awards Committee chaired by the Vice Dean, Graduate and Life Sciences

Education (GLSE) in June and July 2016 with over \$811,000 awarded to graduate students for the 2016-17 academic year.

- 252 OSOTF, GSEF, PPEF, Departmental Expendable and Endowed Funds with over \$17.1 million was distributed to 19 graduate units and centres, 11 clinical departments, and 8 affiliated hospitals (total 38) for distribution for the 2016-17 academic year.
- A total of \$3,744,735 University of Toronto Fellowships was distributed in May 2016 to 10 graduate units for 2016-17 graduate students funding.
- 68 QEII-GSST (49 doctoral-stream awards and 19 clinician/surgical-scientist trainee awards) at \$15,000 each were distributed for the 2016-17 academic year (total \$1,020,000).
- \$163,000 Doctoral Completion Award (DCA) has been allocated to 10 graduate units for 2016-17 academic year. The DCA is to support full-time PhD students who are beyond the funded cohort and within time-limit for the degree.
- \$210,378 will be distributed to 5 graduate units with professional masters programs and 2 graduate units with new course based masters in early-Fall 2016.

b) FoM GSEF Merit Scholarships for International Students

The Office of the Vice-Dean, GLSE, adjudicated the second year of merit-based scholarships valued at \$5,000 each to international graduate students entering their second year of studies in 2016-17. Eleven scholarships were awarded.

c) External Studentships

Approximately 30 graduate studentships, including CIHR CGS D and other external doctoral research awards are paid through GLSE via ROSI to doctoral-stream students with Principal Investigators affiliated with the Faculty of Medicine.

d) Graduate Faculty Teaching Awards

The Graduate Faculty Teaching Award Competition deadline will be early-December 2016. Six awards will be adjudicated by the FoM Graduate Awards Committee in three categories:

- Early Career Excellence in Graduate Teaching & Mentorship
- Mid-Career Excellence in Graduate Teaching & Mentorship (formerly known as Continuing Graduate Teaching & Mentorship)
- Sustained Excellence in Graduate Teaching & Mentorship

Each awardee will receive a framed certificate and \$1,000 cash prize.

e) Postdoctoral Fellowships

The FoM Postdoctoral Fellowships Review Committee adjudicated the 2016-17 Banting Postdoctoral Fellowships in early-August 2016 and forwarded 7 nominations to the University for submission to the CIHR and NSERC agencies for nation-wide review. Each Fellowship is worth \$70,000 per year for two years. The Vanier-Banting Secretariat will notify applicants of the results of their application in February 2017.

f) JJ Berry Smith Doctoral Supervision Award: Honorable Mentions

The JJ Berry Smith Doctoral Supervision Award recognizes outstanding performance in the multiple roles associated with doctoral (PhD) supervision in the University of Toronto. Two awards are offered annually, one in the Humanities and Social Sciences and one in the Physical and Life Sciences. The FoM Graduate Awards Committee reviewed 8 applications and forwarded 2 nominations, Dr. Derek van der Kooy (Institute of Medical Science) and Dr. Sergio Grinstein (Biochemistry), to the Dean of Graduate Studies and Vice-Provost, Graduate Education. Although Dr. van der Kooy and Dr. Grinstein were not selected by the School of Graduate Studies this year, their nomination acknowledges their outstanding contribution to the doctoral supervision and graduate education in the Faculty of Medicine.

g) Graduate Student Information System (GradSIS)

The 2016-17 GradSIS Student/Supervisor Agreement Form, a web based mechanism for doctoral-stream students, the supervisors, and the 12 graduate units to submit and formally agree upon a student's graduate funding and graduate education responsibilities was announced in July 2016 to the Graduate Units to complete and approve for the academic year.

h) Weston Brain Institute International Fellowships in Neuroscience

The second round of the Weston Brain Institute's International Fellowships in Neuroscience was completed in May 2016. Fellowships were awarded to two applicants each proposing 12 months of translational research in neurodegenerative diseases of aging at Nuffield Department of Clinical Neurosciences (Medical Sciences Division) at the University of Oxford and the Institute for Neurodegenerative Diseases at The University of California, San Francisco; each applicant will receive \$60,000 CAD for assistance with their travel, living, and research expenses while abroad.

The third round of the Weston Brain Institute's International Fellowships in Neuroscience will be announced in October 2016 under the auspices of GLSE. The fellowship is worth \$30,000–\$60,000 CAD (depending on the length, 6-12 months) and will be awarded to Canadian graduate students from the University of Toronto conducting translational research in neurodegenerative diseases of aging. This award enables outstanding students to travel to and work in world-renowned labs to further their research. The goal is to build international collaborations, foster influential neuroscience research, and bring enhanced research capabilities back to Canada.

Board of Examiners – Postgraduate Programs (BOE-PG)

The BOE-PG is a committee of faculty and residents appointed by Faculty Council of the University of Toronto. The committee is currently chaired by Dr. Jonathan Pirie. Trainees in residency programs are routinely evaluated on an ongoing basis both formally and informally. This evaluation must be conducted in accordance with the policies of the University, the RCPSC and CFPC. When residents have difficulties achieving the goals and objectives of their respective residency programs, they are referred to the BOE-PG. Evaluation procedures are outlined in the Guidelines for the Evaluation of Postgraduate Trainees of the Faculty of Medicine at the University of Toronto (Feb 2007) <http://pg.postmd.utoronto.ca/wp-content/uploads/2016/06/GuidelinesforEvaluationofPGTraineesUofTFeb2007.pdf>

The Role of the BOE-PG

At the request of a Program Director and/or Dr. Glen Bandiera, Associate Dean of Post-MD Postgraduate Medical Education Programs, the BOE-PG reviews cases of residents in academic difficulty and determines the best course of action which may include remediation, remediation with probation, probation or suspension and dismissal. Assessment of residents may include an evaluation of performance in their residency programs within the CanMEDS framework of physician roles, or may be based on an evaluation and recommendation from an independent process. Members of the BOE-PG also monitor residents' progress through remediation by reviewing interim and completion reports during monthly meetings.

The Role of Post-MD Education

Post-MD provides support to programs including educational expertise related to the development of individually-tailored remedial plans, effective teaching and assessment resources, as well as access to highly experienced coaches.

Highlights

This year the BOE-PG successfully defended an appeal of a decision to dismiss a resident. Dr. Pirie along with a small group of Post-MD staff conducted an extensive literature review on remediation which will inform the transition to competency based medical education. Initiatives for 2016-2017 include completion of focus groups informing process improvement, pilot of a simplified BOE reporting template, launch of a Resident Guidebook to Remediation and implementation of a resident survey evaluating coaching services provided by Post-MD.

A Snapshot of BOE-PG Cases: 2012 - 2016

Table 1: BOE Case Volumes & Outcomes

BOE Case Volumes & Outcomes	2012-13	2013-14	2014-15	2015-16
1. Total cases over year	26	35	36	29
• Total cases open and active at beginning of academic year (July 1)	10	13	21	10
• Number of NEW cases over year	16	22	15	19
2. Total closed cases over year	13	14	26	12
• Successful completion	11	13	23	12
• Withdrawal	2	0	2	0
• Dismissal	0	0	1	0
• Transfer	0	1	0	0

Table 2: BOE Cases by Category

Category	Criteria	2012-13 (n=26)	2013-14 (n=35)	2014-15 (n=36)	2015-16 (n=29)
Training Level	PGY1	6 (23%)	2 (6%)	2 (6%)	3 (10%)
	PGY2	7 (27%)	8 (23%)	11 (31%)	11 (38%)
	PGY3	3 (12%)	7 (20%)	5 (14%)	4 (14%)
	PGY4	7 (27%)	7 (20%)	6 (17%)	4 (14%)
	PGY5+	3 (12%)	11 (31%)	12 (33%)	7 (24%)
Type of Trainees	MOH CMG	14 (54%)	18 (51%)	20 (55%)	20 (69%)
	MOH IMG	12 (46%)	15 (43%)	15 (42%)	6 (21%)
	Visa/other	0	2 (6%)	1 (3%)	3 (10%)
Remediation Focus (CanMEDS Roles)*	Medical Expert	19	25	24	19
	Professional	12	19	19	18
	Communicator	14	19	15	14
	Manager (Leader)	6	9	8	3
	Collaborator	1	5	7	13
	Health Advocate	0	0	1	0
	Scholar	0	1	1	4

*In 2015-2016, 25 of 29 (86%) residents were identified as having more than one CanMEDS role to work on.

Black Student Application Program

Executive Summary

The **Black Student Application Program (BSAP)** is designed to increase the number of Black medical students at the University of Toronto, to better reflect the proportion of Black people in the general population in the Greater Toronto Area through:

- Active demonstration of our Faculty's desire to recruit students that reflect the diversity of Canadian society ([Faculty of Medicine Diversity Statement](#))
- Addressing barriers for Black students applying to the MD Program
- Provision of a welcoming and culturally competent admissions process for Black student applicants that includes participation of Black faculty members in the Faculty of Medicine and University, and interaction with Black medical students and Black community members
- Ensuring uniform admission standards: BSAP applicants will be subject to the same requirements as all other applicants (MCAT, GPA and course prerequisites)
- Mandating that the MD Program will not have designated seats for BSAP applicants. Black student applicants may select admission through the general application process.

This application program is one component of the Faculty's broader strategy to increase the number of Black medical students attending the University of Toronto. Other components include:

- Pipeline programs to encourage Black students to apply to medical school, such as:
 - Summer Mentorship Program ([SMP](#)): high school students of Indigenous and Black ancestry explore health sciences at U of T over four-weeks in July
 - Community of Support ([CoS](#)): a collaborative initiative that provides Black, Indigenous and racialized students with access to mentors, job-shadowing, volunteer and research opportunities, medical-school admission information and guidance
- Mentorship during medical school from the professional black community including university faculty, medical students, and members of professional bodies e.g. the Black Physicians' Association of Ontario (BPAO)
- Appointment of a new Chief Diversity Officer, Faculty of Medicine, who provides leadership on matters of diversity and inclusion by working collaboratively to build alliances and engage internal and external partners to help enhance the diversity of hired faculty
- Periodic consultation with Black Canadians in the Faculty of Medicine, the University, and the surrounding community to continually promote Black peoples' participation in medical and health professional education

Black Student Application Program

Application Program Description

Recognizing the commitment to Social Responsibility in the Faculty's Mission, the MD Program of the Faculty of Medicine proposes a specific **Black Student Application Program (BSAP)** to help identify, select, and maintain exceptional Black medical students at the University of Toronto. The purpose of the BSAP is to attract and recruit Black (Black African, Black Caribbean, Black North American, multi-racial students who have and identify with their Black ancestry, etc.) students, and provide support during their undergraduate MD years. Students applying through this application program will be subject to the same academic requirements as all other applicants (MCAT, GPA and course prerequisites). The application program will not adopt a quota system. BSAP's methods parallel methods already in use within the Indigenous Student Application Program (ISAP) and the MD/PhD admissions pathway, therefore there will be no significant amendment to existing Faculty or University admission policies and practices. All successful BSAP candidates selected for admission will possess strong backgrounds in both academic and non-academic areas that demonstrate evidence of [CanMEDS](#) competencies.

This application program includes direct input from Black medical students, faculty and staff, Black university faculty and Black community members in all aspects of its implementation – from application content, to student recruitment strategy, to the interview process and ideas for in-program cultural and academic support. Leadership of BSAP will be provided by the MD Program Admissions Committee with delegated responsibilities being given to the Admissions Committee's Black Canadian Admissions Subcommittee (BCAS).

Implementation Steps

1. Discussions with Black medical and university faculty and Black community members plus specific Faculty of Medicine faculty members and committees.
2. The creation of a Black Canadian Admissions Subcommittee (BCAS) by the MD Program. This subcommittee consists of the following:
 - Senior Officer, Service Learning and Diversity Outreach (*Committee Chair*)
 - Director, MD Admissions and Student Finances
 - Associate Registrar, Enrolment Management
 - Chief Diversity Officer
 - Outreach Coordinator (*Recording Secretary*)
 - Postgraduate Medical Education resident/fellow representative (2 positions)
 - Black Physicians' Association of Ontario representative
 - Black Medical Students Association representative (2 positions)

3. BCAS, with reporting to the MD Program Admissions Committee, will participate in the assessment of self-declared Black student applicants from the beginning of the admissions process to applicant selection (screening, file review, interview and offer).
4. Black student applicants choosing to apply to the U of T medical school via the BSAP will:
 - 1) Be subject to the same requirements as all other applicants (MCAT, GPA and course prerequisites); and,
 - 2) Submit admissions materials as per the core MD admissions process with the following modifications to written material submissions and interview process:
 - a. Identify on the application as a Black applicant (e.g. Black African, Black Caribbean, Black North American, multi-racial students who have and identify with their Black ancestry, etc.) via a self-identification check-box
 - b. Submit an additional personal essay specific to this application program
5. There will be a BSAP interview process to be overseen by the MD Program Admissions Committee, in collaboration with the BCAS. This interview process will be designed to evaluate applicants' motivation, maturity, suitability, preparedness, communication as well as their academic acceptability as per the core MD admissions process. The applicant interview process will involve the participation of non-faculty members of the Black community. Interviewed applicants will participate in interview days' activities designed to provide all applicants with information regarding the medical school, including medical student presentations and campus tours. BSAP interviewees may also attend specific orientation activities held during interview weekends.

Student Selection

BSAP's goal is to select exceptional Black students with both strong academic and non-academic records for medical school admission. Student selection through the BSAP will adapt the model already in place for admissions in the ISAP and MD/PhD pathways: candidates with specific attributes desired by the Faculty must meet all admission requirements plus be highly ranked for the specified selection attributes.

The application program will not have a designated quota. Black student applicants who choose not to participate in, or are not selected for this program will still be eligible for admission through the general application process.

Enhanced Student Services

The Undergraduate Medical Education Enrolment Services Office and the Office of Health Professions Student Affairs, in collaboration with the Chief Diversity Officer and the Black

Medical Students Association will work to promote BSAP and support Black students in the medical program through mentorship. This support includes:

- educating prospective students in understanding the BSAP application process
- providing a culturally safe environment within the MD Program
- providing current Black Canadian medical students with mentorship opportunities
- investigating the feasibility of targeted scholarship and bursary programs
- supporting the development of MD program curriculum that highlights Black Canadian community health issues and needs

Implementation Goals:

- 1) an increase in the annual Black student applicant pool within five years
- 2) an increase in the annual admissions offers to successful Black students and offer acceptances within five years
- 3) a medical student population that better reflects the ethnic diversity of the Greater Toronto Area

Process measures:

- 1) Association of Faculties of Medicine of Canada (AFMC) graduation/exit survey (GQ) question on ethnicity
- 2) Faculty of Medicine annual applicant and matriculant diversity survey
- 3) Student perceptions of learning environment
- 4) Focus groups with students on the experience of the BSAP and the MD Program

Program Outcome measures:

- 1) Predictive validity of admissions measures for BSAP applicants compared to existing MD program admission pathway outcomes
- 2) Applicants' perceptions of the cultural and professional inclusion in U of T's core and specialized MD program offerings (e.g. Integrated Physician Scientist Training Pathway, Longitudinal Integrated Clerkship, etc.)
- 3) Rate of successful graduation from the MD Program (graduation from University of Toronto)
- 4) Rate of successful licensure from the MD Program (successful result on the MCCQE Part 1)
- 5) Rate of CaRMS match
- 6) Retention of graduates in the U of T postgraduate system