



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

A meeting of Faculty Council will be held on **Monday, October 19, 2020**, from 4:00 p.m. to 6:00 p.m. via **Zoom Virtual Meeting**.

AGENDA

1	Call to Order	Speaker
2	Report from the Speaker	Speaker
3	Reports from the Dean’s Office	
	3.1 Report from the Dean’s Office	T. Young
	3.2 Vice Dean, Strategy and Operations	S. Spadafora
	3.3 Vice Dean, Research and Innovation	R. Reithmeier
	3.4 Vice-Dean, Clinical and Faculty Affairs	L. Wilson
	3.5 Vice-Deans, Education	P. Houston A. Kaplan
4	Items for Approval	
	4.1 The Education Committee of Faculty Council recommends the approval of the following motions:	
	“THAT the proposal to close the Collaborative Specialization in Human Development be approved as submitted.”	A. Kaplan
	“THAT the Guidelines for Appropriate Use of the Internet, Electronic Networking and Other Media be approved as submitted”	M. Hynes
	4.2 The Research and Education Committees of Faculty Council recommends the approval of the following motion:	
	“THAT the By-laws of the Faculty of Medicine be amended as submitted”	Speaker
5	Standing Committee Annual Reports	
	Medical Radiation Sciences Board of Examiners	S. Rauth
6	Faculty Council Forum	L. De Nil
	Moving Forward in the Time of COVID-19	S. Spadafora
7	Adjournment	Speaker

NEXT MEETING: February 8, 2021



**FACULTY COUNCIL
TEMERTY FACULTY OF MEDICINE**

Meeting Materials – October 19, 2020

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Council of Education Deans

Faculty Council Briefing Report

October 5, 2020

Submitted on behalf of:

Patricia Houston, Vice Dean, Medical Education

Allan Kaplan, Vice Dean Graduate and Academic Affairs

Lynn Wilson, Vice Dean, Clinical and Faculty Affairs

Glen Bandiera, Associate Dean, Postgraduate Medical Education

Suzan Schneeweiss, Associate Dean, Continuing Professional Development

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A. Integrative Activities and Awards

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 calling for nominations for the following **Local, National and International awards**:

- [AAMC Abraham Flexner Award](#)
- [AAMC Alpha Omega Alpha Robert J. Glaser Award](#)
- [STLHE 3M Fellowship](#)
- [University of Toronto Presidents Teaching Award](#)

If you are interested in nominating someone for any one of these awards, please submit [the online nomination form](#) and supporting documentation to Lindsey Fechtig, Project and Administrative Manager, Office of the Education Deans (medicine.awards@utoronto.ca) by 5PM on Monday, November 9, 2020. Nominations require:

1. A letter of support from the nominee's Departmental Chair;
2. 1-2 page nomination brief completed by the nominator* that speaks to the specific award criteria, and;
3. The nominee's current CV and Teaching and Education Report (if available).

**Nominator can be different from the Chair.*

For more information, contact the Office of the Education Deans at medicine.awards@utoronto.ca or at (416) 946-8067.

CAME Certificate of Merit

We are also currently calling for nominations for the CAME Certificate of Merit. Details are as follows:

Nomination Criteria (CAME Certificate of Merit ONLY)

1. All contributors to medical education in each school are eligible (undergraduate, postgraduate, CME/CPD and Faculty Development).
2. Recipients will have made a contribution to medical education deemed to be valuable within their medical school (teaching, assessment, evaluation, educational leadership, course coordination, education, research).
3. Recipients should not have already been nationally awarded for this contribution.

4. Members currently serving on the CAME Executive or CAME Board of Directors are not eligible.

Nomination Procedures (CAME Certificate of Merit ONLY)

Each Department and Education Centre of the Faculty of Medicine at the University of Toronto is eligible to nominate **one** faculty member for a Certificate of Merit Award. Nominations should include:

1. A letter from the Department Chair or Vice-Chair Education, or Education Centre Director as appropriate outlining the specific contributions of the faculty member in the area of education. Letters should not exceed two pages, and
2. A Curriculum Vitae of the candidate. *This will only be used by the selection committee if clarification of the details in the nomination letter are needed.*

Nomination letters and CVs should be submitted electronically by **11:59pm on November 16, 2020** to Dr. Suzan Schneeweiss, Temerty Faculty of Medicine's CAME Representative, c/o the Office of the Education Deans at medicine.awards@utoronto.ca.

B. MD Program

CaRMS – 2020 Match Results

2020 was a highly successful match year for U of T medical students. 97% (256 of 264) of U of T medical students who applied to Canadian residency positions matched in the first iteration, which was a slightly higher match rate than the national average (95.2%). After the second iteration, the match rate for U of T medical students was 98.1% (259 of 264).

The Office of Health Professions Student Affairs (OHPSA) will continue to provide personalized support to each of those students who went unmatched as they work towards their goals.

Admissions

MD Program			
	2018 Entry	2019 Entry	2020 Entry
Applications	3262	3555	3943
Full file review	2048	2216	2655
Interviews	639	636	636*
Offers	301	307	311
Acceptances	254	268	268**
Yield	84.2%	87.3%	86.1%

* Interviews for 2020 entry

- 400 participated in Modified Personal Interviews (in-person)
- 236 participated in Video Modified Personal Interviews (virtually)

In addition to acceptances by domestic applicants for 2020 entry, offers were accepted by:

- 5 international applicants
- 1 Department of National Defense (DND) Military Medical Training Plan (MMTP) applicant

Alternative Admission Pathways									
	MD/PhD			ISAP			BSAP		
	2018 Entry	2019 Entry	2020 Entry	2018 Entry	2019 Entry	2020 Entry	2018 Entry	2019 Entry	2020 Entry
Applications	131	139	170	16	11	11	92	104	139
Full file review	86	111	130	7	6	4	52	56	89
Interviews	48	48	48	5	6	4	31	31	52
Offers	9	10	9	5	5	4	17	15	26
Acceptances	8	9	8	2	4	2	15 (+ 1 deferral)	15	24

Accreditation

In view of the COVID-19 outbreak and the rapidly evolving situation, the Committee on Accreditation of Canadian Medical Schools (CACMS) in consultation with the U of T Faculty of Medicine decided to postpone the MD Program's accreditation site visit that was scheduled to take place May 3 – 7, 2020.



That [site visit](#) has been rescheduled to take place over November 2 – 6, 2020, and will be conducted remotely, utilizing videoconferencing technology for meetings with faculty, staff, and students. Because of the remote nature of the visit, a one-day follow-up visit is tentatively scheduled for Monday, December 7, 2020.

The MD Program has submitted updates to complement its initial submission of required accreditation documents, which were provided to the [external review team](#) on February 3, 2020. The updates included documenting how we have responded to [medical school self-study](#) findings and quality improvement recommendations as well as [Independent Student Analysis](#) (ISA) recommendations. Given the remote nature of the site visit, the meetings held over November 2 – 6, 2020 will focus on and be organized according to accreditation elements identified by the external review team as requiring further discussion. Those meetings will be scheduled 1 - 2 weeks prior to the date of the site visit.

It is anticipated that the external review team's final report will be finalized in early February 2021, with decisions regarding the U of T medical school's accreditation status being determined at the May/June 2021 Committee on Accreditation of Canadian Medical Schools (CACMS) and Liaison Committee on Medical Education (LCME) meetings.

Curriculum (Covid Adaptations)

Included below is a summary of curricular adaptations implemented by the MD Program for the 2020-2021 academic year.

Foundations Curriculum: Year 1 (2T4) and Year 2 (2T3) students

- Delivery of the Foundations curriculum has (and continues) to be adapted based on the evolving situation with COVID-19, advice from public health authorities, University of Toronto, and our teaching hospitals. The fall term (until end of 2020) includes remote learning and assessments. The situation will be reassessed in November 2020 with respect to delivery of the curriculum in the winter term.
- In order to support current Year 2 (2T3) students who lost three months of in-person clinical skills teaching at the end of the 2019-2020 academic year, the MD Program developed and delivered learning sessions to ensure that students have attained the required clinical skills competencies, such as history taking and physical examination skills. These activities included virtual clinical skills "boot camp" sessions, virtual workshops, and virtual OSCE prep sessions.

Clerkship Curriculum

The MD Program has and continues to work with hospital education leaders through the Toronto Academic Health Science Network (TAHSN) and our community partners to plan for reintegrating learners into hospital and physician office activities while prioritizing the safety of staff, learners, and patients.

Current Year 3 (2T2) students

- In order to support current Year 3 (2T2) students who lost three months of in-person clinical skills teaching at the end of the 2019-2020 academic year, the MD Program delivered an adapted, four-week Transition to Clerkship (TTC) course in over August 24 to September 18, 2020 to help ensure that students are prepared for their core clerkship rotations.
- Due the pause in 2019-2020 to the Year 3 core clerkship rotations effective March 16, 2020 and subsequent return on July 6, 2020, planning for the 2T2 rotation schedule had to take into account a seven week double cohort of outgoing and incoming clerks in Year 3, from September 21 to November 9, 2020. This planning included a partial rotation order rematch with additional rotations to help mitigate capacity pressures in the clinical learning environment.
- Following the four-week TTC course noted above, 2T2 students started their core clerkship rotations on September 21, 2020.
- Other learning activities (e.g. Portfolio, Transition Education Days) and assessments are being delivered remotely.

Current Year 4 (2T1) Students

- In order to support current Year 4 students whose Year 3 core clerkship rotations were paused on March 16, 2020, the MD Program delivered a Return to Clerkship (RTC) curriculum for 2T1 students. RTC, which included coverage of COVID-related topics relevant to clinical learning, was delivered over the last two weeks of June 2020, prior to the clinical reintegration of the 2T1 students on July 6, 2020. In addition to RTC, Academy-based donning and doffing sessions took place during the weeks of June 8 and June 15, 2020.
- In order to ensure that the 2T1 students successfully achieve the Year 3 clerkship learning objectives but are still able to complete the Year 4 program requirements and graduate on time to transition to postgraduate education in July 2021, the former eight-week clerkship rotations have been truncated to six weeks and courses that were six-weeks in length are running for four or five weeks depending on where they fall in the rotation schedule. A seventh rotation was added to ensure Paediatrics, Family Medicine, Psychiatry and Obstetrics and Gynaecology courses are always running. As noted above, 2T1 students were reintegrated into their core clerkship rotations on July 6, 2020, which will run until November 6, 2020.
- Scheduling of the Year 4 curriculum for 2T1 students was informed by clinical reintegration schedule summarized above as well as the 2021 CaRMS timeline, with match day scheduled to occur on April 20, 2021. The Year 4 curriculum for 2T1 students includes the following adaptations:

- Students will have 14 weeks of electives between November 9, 2020 and February 26, 2021, with two weeks mandatory vacation during the Christmas holidays. Students are required to successfully fulfill a minimum of 10 elective and are expected to continue to meet the graduation requirement of electives and selectives in a minimum of three CaRMS entry level disciplines. Students will not be required to complete at least selective in a community setting.
- The Undergraduate Medical Education Deans across Canada have agreed to cancel all visiting electives for the class of 2021.

Governance & Leadership

Recent (since October 2019) MD Program leadership appointments.

- Dr. Susanna Talarico was appointed as the MD Program Faculty Lead for Faculty Development, effective November 1, 2019.
- Dr. Shaan Chugh was appointed as the MD Program Quality and Patient Safety Theme Lead, effective November 1, 2019.
- Dr. Chase McMurren was appointed as the MD Program Indigenous Medical Education Theme Lead, effective January 1, 2020.
- Dr. Michelle Hart was appointed as the MD Program Geriatrics and Care of the Elderly Theme Lead, effective April 1, 2020.
- Dr. Robert Goldberg was appointed as the Course Director, Foundations, Concepts, Patients and Communities – 1 (CPC1), effective July 1, 2020 .
- Dr. Clare Hutchinson was appointed as the Clerkship Competency/Consolidation Lead, effective August 1, 2020.
- Dr. Jordan Tarshis was appointed as the Faculty Lead, Simulation Education Integration, in the Faculty of Medicine, effective July 1, 2020.
- Drs. Maria Wolfs, Penny Yin, Yashi Yathindra, Natalie Clavel and Michelle Yee were appointed as the inaugural MD Program Academy Career and Transitions (ACT) Leads, effective August 1, 2020.
- Dr. Nanky Rai was appointed as the MD Program 2-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual + (2SLGBTQIA+) Education Lead, effective September 1, 2020.
- Dr. Nirit Bernhard's role as Portfolio Course Director has been revised to MD Program Faculty Lead, Portfolio and Theme Integration to include as integration of the theme leads in the MD Program in addition to existing responsibilities for the Portfolio component of the MD Program curriculum.

C. Postgraduate Medical Education

Governance, Leadership and Staffing

Dr. Sal Spadafora completed his term as Vice Dean Post MD Education. We thank him for his dedication, commitment and innovations over the past 10 years in PGME – first as Vice Dean Postgraduate Medical Education and then as Vice Dean Post MD Education – Postgraduate Medical Education and Continuing Professional Development. We wish Sal the best in his new role as Vice Dean Strategy and Operations for the Faculty of Medicine.

We welcomed Dr. Patricia Houston as Vice Dean, Medical Education, a new role within the Faculty of Medicine.

Dr. Jordan Tarshis was appointed as Faculty Lead, Simulation Education Integration and is Chair of the Simulation Education Advisory Committee (SEAC).

Dr. Reena Pattani was appointed Director, Learner Experience in the Faculty of Medicine and is leading the Learner Experience Advisory Council.

After 20 years at PGME, Loreta Muharuma retired as Director of Operations at the end of February 2020. Maureen Morris was appointed to the Director of Operations position from her previous role as Associate Director, Operations.

Carolina Rios assumed the role of Project Manager, Learner Systems Integration in the Policy, Analysis, and Systems unit. As a result of staff transitions Amy Widdifield, Cheryl Song, and Yin Chen are now part of the Policy, Analysis, and Systems unit under Caroline Abrahams.

PGME saw the following staff departures:

Glenys Babcock, Manager, Data & Analytics Policy

Teddy Cameron, Instructional Technology Design Analyst

Jessica Fillion, Coordinator, Visa Trainees

Jean Morran, Acting Administrative Assistant CMBE Faculty Development

We were pleased to welcome back two staff members from maternity leave – Laura Lysecki, Research & Information Systems Analyst and Rebecca Saunders, Administrative Assistant CMBE Faculty Development.

Marcella Fiordimondo accepted a secondment in the Dean's Office to replace Katiana Kotobelli's maternity leave.

COVID-19 Response

Housing and Transportation

In March 2020 the need for trainees to isolate from their families and avoid public transportation became a necessity as COVID-19 cases climbed. [PGME soon partnered](#)

[with Staywell](#) to leverage lower fees and share the trainees' financial burden of the costs associated with being displaced from their homes and/or the need for private transportation to limit exposure to the Toronto community. Through a generous donation from the [Temerty Foundation the Dean's COVID-19 Priority Fund](#) was created and a portion of the funds were allocated to fully subsidize the costs associated with housing and transportation. From April 2020 to June 2020 we covered the costs associated with accommodations and car rentals for trainees. In an effort to extend the availability of funds for as long as possible, as of July 1, 2020 the parameters were changed so only support mandatory isolation needs.

Below is a high-level breakdown of who the funds helped as of September 30, 2020:

Received over 400 inquiries in total

- 132 International trainees received support for 14-day quarantine
- 62 Trainees received support while displaced from their homes while in hospital
- 25 Trainees received support for car rentals to avoid community contact on public transportation
- 7 Trainees were provided parking on St. George Campus
- 4 Trainees were referred to Postgraduate Wellness
- Remaining inquiries from trainees were not pursued by trainee further or need fell outside of the parameters

Accommodation

During the COVID-19 pandemic, the Postgraduate Wellness Office supported the development and implementation of accommodations for postgraduate trainees at increased risk for serious health consequences from COVID-19. This represented an immediate response to the health needs of our trainees. More recently with increased knowledge regarding COVID-19 transmission and risks, an expert panel lead by Dr. Matthew Muller has established Guidelines for Trainees at Risk during COVID-19 and the Postgraduate Wellness Office is working to ensure that trainees are supported in line with these guidelines.

The Postgraduate Wellness Office developed a workshop for postgraduate trainees, "Residency during the COVID-19 Pandemic: Coping with Uncertainty and Change" which has become the most frequently subscribed workshop by residency training programs during the pandemic. Additionally, the Office created a video introduction for use by any programs during the pandemic (or after) to orient trainees to the services offered. Finally, the Postgraduate Wellness Office has continued to provide consultation to programs as they navigate the wellness needs arising during the pandemic.

Redeployment Activity and Planning

COVID-19 presented many challenges to our clinical educational environment and beyond. Our acute response involved a three-phase redeployment plan guided by the [Principles for Redeployment](#) and [Procedural Memo](#).

1) *Principles for Redeployment:*

PGME developed principles for Redeployment and shared them with all stakeholders (Trainees, Hospitals, Programs, Clinical Departments) on March 23, 2020. They are available here: <https://pg.postmd.utoronto.ca/wp-content/uploads/2020/04/redeployment-principles-Mar16-2020.pdf>

2) *Redeployment Algorithm:*

An algorithm has been designed to align with the principles document and reflect a proposal to collaboratively manage re-deployment as the pandemic evolves. This was proposed and widely accepted at TAHSN. The algorithm can be found here: <https://pg.postmd.utoronto.ca/wp-content/uploads/2020/04/Redeployment-Procedural-Memo-April-3.pdf>

At the onset of the Pandemic, many programs depended on internal redeployments, developing centralized cross-divisional and/or creative approaches as Residents started to move into isolation and quarantine. The approach that had been taken allowed for necessary flexibility for sites and departments to respond to emerging needs in the acute phase. The Departments of Medicine and Anesthesia largely proactively reallocated their residents to support and bolster their ICUs. Surgery and Family Medicine also provided additional supports.

During **phase 1**, approximately **250 residents across 34 departments and programs were identified to PGME as ready for redeployment on short notice**. This group was largely comprised of Surgical residents, as well as Ophthalmology, Dermatology, Psychiatry, Diagnostic Radiology, Obstetrics, Family Medicine.

Moving forward, in preparation for **phase 2**, a balanced and systematic approach will be taken as the availability of residents for redeployment will decrease as clinical activities resume. Existing protocols for redeployment will continue to be relied upon. PGME has worked collaboratively with program directors to identify one block of availability per resident over the next academic year. With this proactive preparation, it is hoped that the rotating redeployment roster will be effective and help to address and meet any future needs during a potential second wave.

PPE Training

The PPE training using simulated practice in donning, doffing and protected code blue was done in collaboration with the simulation centre teams at Mount Sinai Hospital, Sunnybrook Health Sciences Centre, and Unity Health systems. The PGME content and processes were developed with the guidance of Dr. Filipe Santos, an Anesthesiologist at SMH who provided PGME with technical advice and training oversight. The focus of training was on residents involved in internal redeployment and those on the PGME redeployment list which included the following departments: Anesthesia,

Otolaryngology/Head & Neck Surgery, Department of Surgery, Neuroradiology, Obstetrics, Ophthalmology, Diagnostic Radiology, Family Medicine, Medical Genetics and Dermatology. A total of 338 residents were trained during phase 1 of our redeployment activities.

- Over 300 residents/fellows trained in comprehensive simulated training program on PPE Safety
- PPE Safety Resources developed that went to approximately an additional 100 residents/fellows
- PPE Safety Resources developed
 - <https://www.youtube.com/watch?v=PsFGhvlhbXs&feature=youtu.be>
 - https://pg.postmd.utoronto.ca/wp-content/uploads/2020/05/PPE-COVID-Tips_20apr20_FS1700.pdf
- Second focus was on (as of June 2020)
 - moving back to a program based approach with
 - Online course with the built resources
 - Connecting programs to the training sites to meet their training needs.

Competency Based Medical Education (CBME)

Program Implementation – Update & Plans for 2019-2020

The staged implementation of the Royal College's Competence By Design (CBD) model continued for its third year in 2019-20, with fourteen postgraduate programs newly onboarded (the largest cohort yet). Simultaneously, our dedicated PGME CBD Education & Systems team were shepherding the next wave of programs to their July 1, 2020 national launch date. Through a series of CBD mini-conferences and one-on-one meetings, they engaged in curriculum and assessment mapping and assessment tool development activities, to integrate the new CBD standards into their programs. The COVID-19 pandemic response saw a significant impact to programs' readiness, however, leading eight programs to defer their launch to July 2021 nationally. The Royal College permitted launched CBD programs flexibility to meet their program's education and assessment expectations, in response to the difficulties in completing assessments and large-scale resident redeployment that occurred during this time.

CBME - Faculty and Learner Development

The faculty and learner development work is collaboratively planned with the input and guidance of departmental and divisional education leaders, the PGME team, and the newly established Faculty Development Resources Integration Committee. Centrally, the focus remains to support departments and programs to identify the resources needed to meet their CBME faculty and learner development needs. Lisa St. Amant and Amy Wong from the PGME CBME implementation systems team are working very closely to provide targeted and responsive support to programs as they implement. The ongoing partnership between PGME and the Centre for Faculty Development (CFD) continues to provide implementation support on a local level through the CBME Faculty Development Leads' Network and the Competence Committee Special Interest Group, facilitated by Dr. Susan Glover Takahashi.

In November, the 4th CBME/CBD Implementation Symposium, Data informed performance decisions: The Art and Science for Competence Committees, was co-hosted by PGME and the CFD. Dr. Janet Corral, an international expert in this area from University of Colorado was the keynote, and we also heard from local program experts about their experiences leading competence committees: Dr. Alayne Kealey (Anesthesia), Dr. Fok-Han Leung (Family Medicine), Dr. Paolo Campisi (Otolaryngology-Head & Neck Surgery), and Dr. Julie Johnstone (Core Pediatrics).

With the pandemic, some additional activities were undertaken. The PGME team collaborated with the CFD, MD and CPD programs to use an integrated approach to gather and curate the needed resources to support learners and faculty during the COVID-19 pandemic. This included considerable efforts to support online resources and virtual teaching practices. Notably, Dr. Susan Glover Takahashi, Dr. Anne Matlow, & Dr. Filipe Santos worked together in a project to ensure residents received safe and effective PPE training, especially when redeployed.

For CBME, there was a broad consultation that led to the refinement of the Entrustment scale that was implemented in the summer of 2020. A survey of residents and faculty identified key elements that needed improvement, and with the input of the Best Practices in Education and Assessment (BPEA) Committee the refinement of the overall EPA assessment scale addresses previous issues. Additionally, many print, web and video resources were developed, as well as providing various workshops and training sessions for learners, faculty and administrators.

CBME - Systems

PGME is continuing to enhance the on-line platform, Elentra, to support the assessment of Entrustable Professional Activities (EPAs) and other workplace-based assessment tools. As of October 2020, there are 32 programs launched in Elentra, plus Family Medicine. Notwithstanding the complications of COVID 19, 9 out of a planned 17 programs newly launched in July 2020. Over the course of the 2019-20 academic year, a total of 29,900 EPAs were initiated and 24,000 completed; and an additional 9782 field notes. PGME is also piloting rotation scheduling with the Department of Obstetrics/Gynecology and planning to pilot with the Department of Family and Community Medicine. This will facilitate ITARs, teacher assessments and rotation evaluations in Elentra. The pilot will integrate both MD and Post MD for a more seamless user experience for faculty and administrators.

Tableau continues to be used as a data visualization platform for Competency Committees to view the progress of learners with EPAs and associated targets. We expect data visualization and assessment plans to be available for both Competency Committees and Learners within the Elentra platform in early 2021.

Best Practices in Evaluation and Assessment Committee (BPEA)

After assembling informal feedback from key informant discussions, analysing results of user (faculty and learners) surveys, and convening a targeted working group to propose solutions, PGME deployed a new Entrustable Professional Activity assessment scale across

all programs in July. The new scale included updated framing statements, procedural instructions and scale anchors to better align with the evolving thinking around entrustability and address challenges observed in the early phases of the CBD rollout at the University of Toronto.

Based on observations from our monitoring of data, PGME also deployed two tactical changes to functionality – the ability for learners to send blank assessment forms to faculty was removed, and a staledate function was added to disallow assessments to be completed after 7 days. Both of these changes were implemented to increase fidelity of assessments and address some deficiencies in completion percentages.

The qualitative information derived from extensive user surveys has recently been reviewed and the BPEA committee will bring forward recommendations in the ear future.

Accreditation

PGME is in the process of preparing for our accreditation visit from the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada that will take place from November 22 – December 4, 2020. The visit will be conducted virtually and will include a review of the PG Institution, Royal College Residency programs, Family Medicine Programs and Areas for Focused Competence Programs. As the schedules are being finalized, committees, faculty, residents and administrators are being confirmed for their various timeslots. PGME leadership is communicating with stakeholders through committee meetings, residency program committee meetings, workshops and regular electronic communications including our accreditation newsletter. Outcomes from the accreditation visit should be available later in the winter of 2021.

Conference, Workshops, Projects and Initiatives

General Note: Events planned and organized to occur between March 12, 2020 and June 24, 2020 have been postponed or cancelled if not offered virtually. Any events that were to be rescheduled will be offered again after the Accreditation 2020 Site Survey. Updates will be provided on these events in the next Faculty Council Report.

Conferences, Symposia, Meetings and Sessions

CBD Implementation Mini-Conference 1 – Tuesday, October 2, 2019

Full + Partial Launch CBD Mini-Conference

- 1-2 – Thursday, October 10, 2019
- 2-1 – Monday, October 28, 2019
- 2-2 – Wednesday, October 30, 2019
- 3-1 – Monday, November 25, 2019
- 3-2 – Thursday, December 5, 2019
- 4-1 – Monday, February 24, 2020
- 4-2 – Thursday, February 27, 2020

Continued Launch CBD Mini-Conference

1 – Monday, November 25, 2019

2 – Monday, February 24, 2020

2021-2022 CBD Implementation Workshops – September 14, 2020, October 1, 2020

CBME/CBD Feedback & Coaching Training Program – Tuesday, October 2, 2019,
Wednesday, October 23, 2019, Wednesday, November 13, 2019

Best Practices on Application and Selection (BPAS)

BPAS: File Review – Tuesday, November 12, 2019

BPAS: Interviews – Tuesday, January 14, 2020

These sessions cover best practices for faculty, staff and residents who participate the CaRMS selection process.

Simulation Education Advisory Committee (SEAC) Symposium

Thursday, November 14, 2019

The 2nd Annual SEAC Symposium was held at the Faculty Club. The SEAC Symposium aims to foster collaboration and discussion of education, research and technology within the medical simulation sphere. We hosted a stimulating half-day discussion and networking event bringing together physicians, health professionals, educators and researchers to discuss the latest developments in the simulation education community. Over 100 physicians, faculty, staff and allied health professionals attended.

4th Annual CBME/CBD Symposium - Wednesday, November 27, 2019

Co-hosted by Post MD Education at the University of Toronto and the Centre for Faculty Development, Unity Health (St. Michael's Hospital), this symposium is focused on: Data informed performance decisions: The art and science for Competence Committees. We are delighted to welcome our keynote speaker, an international expert in this area from University of Colorado: Dr Janet Corral Associate Professor, University of Colorado Denver - Anschutz Medical Campus. The agenda also included speakers from within the TAHSN and PGME communities to bring their perspectives. Almost 100 attendees joined this annual event.

Meet and Greet with Dr. Janet Corral – Thursday, November 28, 2019

CBME/CBD Leads were invited to attend a focussed conversation with the plenary speaker, Dr. Janet Corral, from the previous evening's 4th Annual CBME/CBD Symposium.

All Program and Family Medicine Site Directors' Meeting

Friday, December 13, 2019

Updates on CBME, Elentra, Accreditation and PAAC were provided. Dr. Gaetan Tardif delivered a presentation on CMA's Practice Management Curriculum Seminar offerings. There was a panel discussion on "Residents enabling CBME: Examples and ideas from PDs and Residents" with representatives from Obstetrics & Gynaecology, Psychiatry and Otolaryngology – Head and Neck Surgery.

All Program and Family Medicine Site Directors' Meeting

Friday, May 22, 2020 – offered via Zoom

Updates on Postgraduate Wellness, SMART, Visa Trainees, Elenra and Accreditation 2020 were provided in light of the impacts from the COVID-19 pandemic. Dr. Molyn Leszcz from Sinai Health System spoke on "Leadership in Tough Times" and Dr. Dan Cass from Sunnybrook provided his "Perspectives from the Nerve Centre of Toronto COVID Planning".

Preparing for the Accreditation Visit

Offered five times between September 15 to October 6, 2020

This workshop is designed to prepare programs for the virtual RCPSC and CFPC Accreditation visit in Nov 2020. This will include how to prepare your documents for an on-line review as well as how to prepare your faculty and residents for the virtual review. Use of the virtual platform will be discussed as well as other logistics of the review.

Physician Wellness Symposium (Planning)

This biennial symposium is currently in the planning stages for the upcoming June 2021 symposium. We will be adjusting the format and delivery for this symposium.

Resident Education, Development and Forums

Health Humanities Writing Group – Monthly workshops facilitated by Damian Tarnopolsky from September 2019 to May 2020. Began in-person and transitioned to online offering. Typical workshop sessions will include some combination of: in-class writing exercises; discussion of a published health-related piece (short story, personal essay, etc.); discussion of theory and practice of narrative medicine as related and experienced by participants; sharing of written work by participants with guided feedback on same; visits by guest speakers working in other artistic genres and cognate fields. There will also be ongoing discussion of and collaboration on related opportunities and events in the health humanities.

Resident Leadership Forums

Find your 'Why' – November 12, 2019

This session was led by Stephen Shedletzky, who spoke on "Find your 'Why'" - how to find your personal 'why' and bring it into your career and organization. Stephen Shedletzky works in a leadership position with Simon Sinek, author of Start With Why: How Great Leaders Inspire Everyone to Take Action, and other notable books.

A Conversation with Dr. David Naylor – Tuesday, February 4, 2020

This session was led by Dr. David Naylor, who spoke on the elements of both big and small L leadership, particularly as they apply to medical training and beyond, based on his 30 years of experience in medical leadership positions. Dr. Naylor (OC FRCP C FRSC) is former Dean of the Faculty of Medicine and President of the University of Toronto. He is ICES scientist emeritus and founding CEO. In 2016, he was inducted into the Canadian Medical Hall of Fame.

Cinema Medica

Adaptations of Aging: Torching the Dusties & Piano Lessons – Tuesday, November 26, 2019

This event featured a screening of two short films about aging, featuring adaptations of literary texts by Margaret Atwood and Alice Munro. Filmmaker and educator Marlene Goldman joined us after the screening for a conversation about the art of adaptation, person-centered narratives of aging and, and film as a vehicle for knowledge translation and empathy.

Workshop: A New Way of Seeing — How to Read & Discuss Film

Saturday, December 7, 2019

Film and television are powerful media for storytelling, making use of a wide range of expressive tools to convey meaning and to evoke emotional responses. This workshop offered a practical introduction on how to engage more deeply with film in both individual and group settings. Through a series of interactive exercises and guided viewing, learn strategies and descriptive language for performing a close reading of a film—examining aspects of form and narrative—and leading, or participating in, group discussions about film. This session was facilitated by Elyse Leonard, TIFF

University of Toronto Resident Accreditation Workshop

Wednesday, February 19, 2020 & Thursday, February 20, 2020

RDoC and PARO partner with PGME in the delivery of an accreditation workshop for resident doctors took place in advance of the comprehensive accreditation review of the University of Toronto that will happen in November 2020. Broadly, the goal of this workshop was to inform and empower residents to maximize the opportunity accreditation presents, including by working with their programs to make them the best they can be ahead of the on-site visit.

New Resident Reception – Thursday, June 25, 2020

Our annual event was moved online to welcome our incoming trainees to the University of Toronto community.

Chief Resident Leadership Workshop – Tuesday, August 11, 2020

The 15th Annual Chief Resident Leadership workshop was offered online this year.

Dr. Patricia Houston delivered the Welcome Address and Dr. Isaac Bogoch joined us from Infectious Diseases at Sunnybrook to deliver the keynote address. Dr. Reena Pattani spoke on her new role in Learner Experience and Dr. Julie Maggi from Postgraduate Wellness spoke on supporting trainees as the Chief Resident. PARO representatives covered common questions and issues and Dr. Linda Probyn, the academic lead for this event, gave an overview of the responsibilities of the Chief Resident in an Accreditation year. Break out rooms gave attendees the opportunity to speak with a few of speakers in a more private non-recorded format.

Program Administrator Development and Information Sessions

Royal College & CaRMS – Friday, November 8, 2019

Representatives from the Royal College and CaRMS joined these sessions. The Royal College provided an in-depth overview of the different pathways to credentialing. CaRMS provided an overview of recent systems changes and newly released help resources. Both representatives were available to answer specific questions from attendees.

PARO & CBME/CBD Panel – Monday, November 18, 2019

PARO representatives provided an overview of their association and an interactive question and answer period addressing common questions and issues. Program Administrators from programs that have implemented CBD brought their perspectives on implementation and management of the new responsibilities required.

Wellness Retreat – Tuesday, February 25, 2020

The morning will focus on navigating trainee wellness and will be facilitated by Drs. Maggi and Flett from Postgraduate Wellness. After lunch, we'll focus on personal wellness and stress management, providing you with an opportunity to get out of your chairs with an active wellness break and wrap up the afternoon with a session on mindfulness.

New to PGME for Administrators – Thursday, March 5, 2020

Program Administrators who have been in their positions for less than 6 months or are new to supporting postgraduate medical education are invited to attend an overview of the key functional areas in PGME as well as an introduction to PAAC.

POWER – Preparing for the 2020-2021 training session

Thursday, May 28, 2020 & Friday, June 5, 2020 – Offered virtually

This session was offered twice to prepare program administrators for the incoming cohort and reappointments in POWER.

Meeting with the Survey Team

Offered eight times between October 13 and October 30, 2020

This workshop is designed to prepare Program and Site Administrators for the virtual RCPSC and CFPC Accreditation visit in Nov 2020. This will include how to prepare for the 15 minute meeting with the Survey Team and will review what questions are likely to be asked.

Leadership Certificate Program

The Postgraduate Medicine Leadership Certificate Program (PGLC) is founded on the understanding that all physicians are leaders and play an important leadership role in health care. The PGLC, now in its second year, has built on the successes of the inaugural year in many ways. Applications for the 2020/2021 program were triple those compared to last year, attesting both to positive reports relayed by last year's participants, as well as increasing recognition across trainees in all programs that leadership capabilities are paramount to optimizing quality health care for individual patients and for society as a whole. This year we expanded our program to include fellows in addition to residents, for a total of 30 participants in the course, and we have introduced a facilitated near-peer mentorship program. As with much of medical education in the COVID world, we have successfully adapted to a virtual platform, and continue to feature a combination of informal fireside chats with medical leaders and interactive workshops. The virtual venue has given us the opportunity to open the fireside chat up to all undergraduate and postgraduate medical learners, as well as to launch a satellite program at Queen's University where we have 6 trainees and a local supervisor who participate remotely in

all our sessions. The University of Toronto's Postgraduate Medicine Leadership Certificate Program is unique in Canada and we are proud of its role in fostering medical leadership.

Graduation Ceremonies

Due to the COVID-19 pandemic, all graduation ceremonies for exiting residents and fellows were changed to a virtual ceremony. This year, four departments held their graduation ceremony via a virtual platform, with the other departments postponing to future dates. Drs. Bandiera and Probyn provided welcoming remarks at these events. In previous years, graduation events were held in May and June at Hart House, The Faculty Club, Victoria University, Arcadian Court and other locations. Funding support for the events organized by clinical departments is provided in partnership with the Faculty of Medicine's Advancement Office.

Awards and Publications

PGME continues to recognize members of our medical education community who are committed to the Faculty and Postgraduate Medical Education by acknowledging their efforts through various awards.

Recipients of the Fall 2019 **Medical Humanities Grant** are Dr. Najma Ahmed, Department of Surgery; Dr. Adelle Atkinson, Department of Pediatrics; Dr. Suze Berkhout, Department of Psychiatry; Dr. Eva Knifed, Department of Family and Community Medicine and Dr. Jory Simpson, Department of Surgery.

Other Awards:

- Excellence in Postgraduate Medical Education – Development and Innovation: Dr. Rafael Alonso-Gonzalez, Department of Medicine and Dr. Shirley Tse, Department of Pediatrics
- Excellence in Postgraduate Medical Education – Teaching Performance, Mentorship and Advocacy: Dr. Ian Johnson, Dalla Lana School of Public Health and Dr. Scott Walsh, Department of Medicine
- Charles Mickle Fellowship Award: Dr. Richard Reznick, Faculty of Health Sciences, Queen's University
- Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine: Dr. Sharon Straus, Department of Medicine
- Robert Sheppard Award in Postgraduate Medical Education: Dr. Katherine Rouleau, Department of Family and Community Medicine

To review all of the PG award winners for 2019-20, please see <http://pg.postmd.utoronto.ca/about-pgme/awards/>

Publications

McIntyre M, Alavinia SM, **Matlow A**. Implementation of a Pilot Leadership Curriculum for Physical Medicine and Rehabilitation Residents. Am J Phys Med Rehabil. 2020 Jun 9. doi: 10.1097/PHM.0000000000001482

The following were presented at CCME

- https://mededconference.ca/sites/default/files/2020-CCME-VIRTUAL-Program_en.pdf
- [No resident left behind: Establishing the need for targeted mentorship for underrepresented residents in Canada -Mariela Ruetalo, Glen Bandiera 50887 Oral](#)

- [Are We Ready For What's Coming? Scholarship, Leadership and Continuing Professional Development - Paula Rowland, Walter Tavares50954Poster](#)
- [Effect of Station Format on the Psychometric Qualities of Multiple Mini-Interviews - Walter Tavares 50984 Poster](#)
- [How do healthcare professions develop competency frameworks?- Walter Tavares 51476 Poster](#)
- [A 'systems thinking' conceptual framework to explore clinical practice - Walter Tavares 51489Poster](#)
- [A 'systems thinking' conceptual framework to explore clinical practice - Walter Tavares 51489Poster](#)
- [Coping with Imposter Syndrome in Medical Training - Anita Gupta, Jaylin Bradbury 51744 Workshop](#)
- [University of Toronto \(U. of T.\) Postgraduate Medical Education: Competency-Based Medical Education Faculty Development Survey - Susan Glover-Takahashi 51815 Poster](#)
- [How do healthcare professions develop competency frameworks?- Walter Tavares 51476 Poster](#)
- [Arts and Humanities in Medicine: an Expanding Canadian Tapestry- Allan Peterkin Plenary](#)
- [Bringing the Patient Voice to Professionalism in Medical Education -Paula Rowland 51737 Oral](#)

CaRMS

PGY1 and Subspecialty Matches:

PGME had a very successful PGY1 CaRMS match in February 2020 and filled all of its 407 (337 CMG and 70 IMG) positions in the first iteration. An additional 2 supernumerary family medicine positions, targeted for students in military programs did not fill. In total 159 PGY1 positions were filled in Family Medicine and 248 in Royal College Specialties.

The Medicine Subspecialty Match (MSM) occurred in November 2019, with 68 positions filled across 12 subspecialties. Currently underway are the MSM and the Pediatric Subspecialty Match for 2021 with match dates of November 4 and November 18 respectively.

CaRMS Initiatives:

CaRMS successfully implemented two new initiatives for 2020: 1) Best Practices in Applications and Selection to enhance transparency and clarity of selection processes based on more detailed program descriptions and (2) On-line interview notification system to improve the reliability of communications to applicants about their application status. Both initiatives were received very well and are being reviewed for further improvements.

CaRMS Planning for 2021

As a result of COVID-19, the AFMC Residency Matching Committee, through working groups have developed: (1) a new compressed PGY1 CaRMS timeline, (2) a Virtual Promotion Guide to assist residency programs in promoting their features (3) an online Residency Promotion tool (CanPREPP) and a web-based Event Scheduling platform for programs to publicize events related to their CaRMS activities.

Best Practices in Applicant Selection (BPAS)

PGME continues to implement the best practices and principles of the BPAS report. An audit of selected programs was completed in 2019 to ensure compliance with the guidelines, and PGME will continue with ongoing audits of our programs. We have begun work on BPAS 2.0 which will incorporate changes to the selection including modifications of the interview process to virtual interviews. PGME has scheduled BPAS workshops for the File Review and Interview in 2021 to align with the new PGY1 entry CaRMS timeline that has been adjusted due to COVID. An additional workshop was given to the Family Medicine Enhanced Skills Program Directors, as the Category 1 programs have transitioned to using the CaRMS process for the first time. Since the adoption of BPAS by the Association of Faculties of Medicine of Canada (AFMC), Faculties of Medicine continue to report on their progress regarding progress of implementation in their programs.

PGME International

PGME continues to focus on the diversification of the sponsorship portfolio, and our concierge service to sponsored applicants for postgraduate training. One on one sessions are ongoing with prospective applicants focusing on engagement, support and advising on applications. Relationships with international partners continue to evolve, and new relationships developed. PGME will continue digital engagement strategies while building on long lasting relationships.

Due to COVID-19, many of our incoming international trainees were unable to travel to Toronto to begin their training programs. This affected programs across our system with trainees not being able to enter Canada and outgoing trainees unable to return home. PGME and the Central University Government Relations Team collaborated in advocacy efforts for Immigration Refugee and Citizenship Canada (IRCC) to deem our incoming trainees essential workers. The advocacy efforts proved successful, but still left many of our incoming doctors unable to cross the border due to airport closures and application centre closures.

Thanks to a generous donation to the Faculty of Medicine from the Temerty Foundation, the "Dean's COVID-19 Priority Fund", PGME was able to seek support to assist our incoming trainees with housing for the 14 day self-isolation period upon their arrival in Toronto and additionally assist programs in extending trainees to stay in Toronto who were unable to return home.

We are proud of our PGME staff who worked diligently to assist our trainees and programs during this difficult time, and were able to do so while working remotely and keeping safe.

Global Health

[Global Health \(GH\) at Postgraduate Medical Education](#) delivers innovative training programs and provides educational for post-graduate trainees across all residency and fellowship programs at UofT. Our goal is to develop leaders in global health education, research and practice, reflecting the Faculty of Medicine's commitment to local and

global social responsibility and accountability.

Global Health at PGME is led by Judy Kopelow, Global Health Manager, Strategic Initiatives, and Dr. Barry Pakes, Global Health Academic Lead. The PGME Global Health Education Sub-committee, which reports to the Postgraduate Medical Education Advisory Committee (PGMEAC), provides oversight and facilitates collaboration by engaging global health leaders from across the Faculty of Medicine. Our leadership, guidance and training initiatives include: the Global Health Education Initiative (GHEI), Global Health Day, the Global Health Research Symposium, postgraduate Global Health Electives support, including pre-departure training and preparation, and a COVID-19 Global Health Series. The PGME GH portfolio also supports the development and adjudication of Global Health related awards, including the Sheppard Humanitarian Award and Social Responsibility Awards for both faculty and trainees.

All PGME GH education initiatives seamlessly transitioned to virtual learning on March 16. While we look forward to the return of in-person collaborative learning, virtual learning has created opportunities for more residents and fellows to engage with Global Health concepts and approaches; especially during these challenging times.

New Initiatives

Global Health and COVID-19 Series

The [Global Health COVID-19 series](#), was developed offered early in the pandemic from March through July 2020. Residents and fellow from across disciplines, all working front-line, participated in the sessions by global health leaders, and faculty with expertise in mental health and wellness, among others. Evaluations of the COVID-19 sessions confirmed that the series provided not only critical information, but also a supportive learning community for residents, fellows and faculty, during the early COVID-19 response period.

Global Health Education Program for MD Students

Building on the success of the GHEI program for residents, the PGME GH leadership was asked to engage with the MD program to assess the need for, and develop a Global Health program for medical students. After completing a needs assessment, and with contribution from a medical student working group, Ms. Kopelow and Dr. Pakes developed the Global Health Education Program (GHEP). The program has launched as a 16 module certificate program for 1st and 2nd year medical students. The call for Application and program details can be seen [from this link](#).

Ongoing Programming

The PGME GH Education Initiative (GHEI) is now in its 11th year. This 2-year certificate program includes 29 modules (2-3 sessions per module) offered annually. Over 120 residents are current participants and our program engages over 100 faculty in delivering sessions each year. Many of our faculty are GHEI graduates eager to share their experience and knowledge with the next generation. The full program can be seen [from](#)

[this link](#). New offerings in 2020-2021 include Modules on Pandemics, Indigenous Health and Diversity, Equity and Allyship. We also continue to support and offer continuing global health education and leadership opportunities for GHEI alumni and PGME community.

As PGME transitions to Competency Based Medical Education, residents are encouraged to include competencies met during the GHEI program in their training portfolios. Examples of activities that demonstrate competence are: completion of self-reflections related to GHEI sessions, description of leadership roles, participation in the PGME Global Health Research Showcase and PGME Global Health Day. Participating in the GHEI program allows residents to achieve competency in areas of global health and meet the training objectives as detailed [from this link](#).

The annual PGME Global Health calendar includes a variety of [education events](#) including the Annual Resident Global Health Research Showcase (February 4, 2021), the Annual Global Health Day (May 26, 2021) and regular GHEI Alumni events with keynote speakers and discussions. Each of these events engage resident leaders through a resident planning committee. Visit Global Health at PGME [from this link](#).

D. Continuing Professional Development

2019-2020 Enrollment

During the 2019-2020 academic year, CPD accredited 307 programs and conferences that reached a total of 48, 434 learners.

COVID-19 Response

With support from the Dean's COVID-19 Response fund, the CPD team pivoted to support physician education around COVID-19. CPD established an internal working group who worked closely with the CPD leads in the clinical departments to coordinate efforts and develop general and specialty-specific education initiatives. Activities included:

- The development of a **COVID-19 Website** to serve as hub for education and clinical resources (<https://www.cpd.utoronto.ca/covid-19/>)
- Creation of a **COVID-19 Resource Library**, a searchable database constraining 180 curated resources and clinical supports from trusted sources; includes both general and specialty-specific resources as well as information to support virtual care and wellness
- Delivery of a **COVID-19 Webinar Series**, which offered 44 different webinars on a range of topics including variety of specialty-specific clinical topics related to COVID-19, virtual care, wellness, COVID-19 impact on care for adults with IDD, and the EDI implications of COVID-19
- Establishment of a special **CPD Response to COVID-19 Fund** (CPD-CRF) to support research and innovation in education (see below)

- Support for Program Directors and Conference Chairs in **Transitioning to a Virtual Learning Environment** (see below)

Pivot to Digital

Digital Programs and Conferences

COVID-19 resulted in the cancelation and postponement of many live conferences and programs. As the extent of the pandemic became apparent, CPD rapidly developed capacity and expertise in the delivery of digital conferences and programs. Recognizing the importance of delivering a high-quality learner experience that replicated attending a live in-person activity, CPD procured a conference platform that allowed for integrated live-streaming of sessions, workshops, attendee networking, posters, and sponsor exhibit halls. Program Directors and Conference Chairs looking to take their CPD programs online are encouraged to contact Christopher Chipman, CPD's Business Development Officer at chris.chipman@utoronto.ca.

Resource Development

CPD has been actively engaged in developing tools and resources useful for Faculty to make a successful pivot to digital delivery of programming. Starting prior to the physical closure of the Faculty in March, CPD initiated support to the CPD community through development of a [Quick Tip](#) resource about accreditation requirements for online programming, and followed with a number of other newly developed Quick Tips related to the digital pivot.

CPD has also been able to provide consultation to Program Directors and Conference Chairs through both our Education Consultant Dr. Kate Hodgson and our newly appointed Faculty Lead, Educational Technology in CPD, Dr. Heather MacNeill. One of the strengths of CPD is our ability to provide helpful and meaningful consultation to aid in the development of robust and successful programming. To date, there have been over 100 consultations, the majority supporting program directors pivot to digital delivery.

Dr. MacNeill has also been foundational in developing a soon-to-be-released collection of online videos about transitioning to online learning. Based on a COVID-19-series webinar titled: *Virtual Synchronous Teaching Using Zoom*, the new expanded series will offer best practices and practical tips to CPD developers on the development of synchronous online learning.

Awards, Research and Development Grants

Research and Development Grants

Supported by the Dean's Covid-19 Fund and with additional funds made available by CPD, a call was sent out for applications to the CPD COVID-19 Response Fund aimed at projects related to COVID-19 and CPD. The response from the community was impressive, with 26 applications received for funding. In May, an announcement was made for the following [7 projects](#) that received funding:

1. *Re-Deployment in Response to COVID-19: Knowledge Mobilization for Occupational and Physiotherapy*. PI: Dr. Sylvia Langlois. Team: Mylopoulos M, Switzer-McIntyre S, Tassone M.
2. *Awareness and capacity strengthening of African rehabilitation professionals on COVID-19 to optimise health services in African contexts*. PI: Dr. Lynn Cockburn.

Team: Ngeh E, Chigbo N, Whitehouse Z, Mukaruzima L, Sichela J, Musago K, Kitur R, Lindelwa, Belay M, Kamere C, Shirima R.

3. *Creating and Sustaining the Pivot to Virtual Primary Care: Implementation and Evaluation of the Virtual Care Competency Training Roadmap (ViCCTR)*. Pls: Drs. Nikki Woods, Risa Freeman. Team: Kulasegaram M, Mylopoulos M, Rowland P, Rojas D, Murdoch S, Grundland B, Papadacos T, Paul R, Moaveni A, Whitehead C.
4. *Rapid Knowledge Mobilization in Response to the COVID-19 Pandemic*. PI: Dr. Paula Rowland. Team: Lowe M, Tripp T, Richardson J, Anderson M, Oja L, Tavares W, Woods N, Ng S.
5. *Evaluating Rapid Implementation of Educational Resources During a Pandemic: The Case of the Quick ICU Training for COVID-19 Initiative*. Pls: Drs. Ryan Brydges, Dominique Piquette. Team: Ng S, Onurya B, Spring J, Cuthbertson B.
6. *Experiencing Covid-19 through virtual reality: The patient's perspective*. PI: Prof. Lisa DiProspero. Team: Thomson H, Legere L, Harth T, Parzanese M, Rashleigh L.
7. *Rapid Upscaling of Psychiatric Virtual Care Education in Response to COVID-19*. PI: Dr. David Rojas. Team: Paul R, Whitehead C, Vigod S, Wasserman L, Barker L, Wright E.

CPD Awards

CPD annually recognizes and celebrates faculty members who demonstrate excellence in research, teaching, scholarship, innovation, teamwork, and long term commitment to CPD. CPD congratulates the following 2018-2019 [CPD award winners](#) for their impactful contributions to CPD:

Mark Feldman – Rene Wong – Kenneth Fung – Savithiri Ratnapalan – Anupam Thakur – Claire Acton, Kate Hayman and Evelyn Dell – The Centre for Interprofessional Education and EHPIC Faculty – Branka Agic and the Provincial System Support Program (PSSP) Project Team

Appointment Announcements

CPD welcomed two new faculty members. Dr. David Wiljer is a Professor, Department of Psychiatry and Radiation Oncology in the Faculty of Medicine and Executive Director, Education, Technology & Innovation at University Health Network. He joined CPD in March 2020 as the Academic Director, CPD with a focus on advancing CPD scholarship and research. Dr. Heather MacNeill was appointed Lead, Educational Technology, CPD in July 2020. She is an Associate Professor in the Department of Medicine and a Staff Psychiatrist at Bridgepoint Active Healthcare.

E. Graduate and Life Sciences Education (GLSE)

Undergraduate Life Sciences Education

Events

Special Session for Domestic & International Undergraduate Students Considering Course-Based & Professional Master's Programs

We have a captive audience of domestic and international students at U of T (across 3 campuses) and GLSE is organizing a special event to meet representatives from our course-based and professional programs that are offered in the Faculty of Medicine. This recruitment session will start with Dr. Allan Kaplan, Vice Dean, Graduate and Academic Affairs, giving opening remarks, followed by a representative from the School of Graduate Studies to talk about services for domestic and international students. Each department will have a chance to present their program and field questions. The event will be held on October 14, 2020 at 12:00 pm-1:30 pm via zoom.

Programs include:

Biomedical Communications
Applied Immunology
Medical Genomics
Genetic Counselling
Laboratory Medicine and Pathobiology
Medical Physiology
Applied Clinical Pharmacology
Physical Therapy
School of Graduate Studies
Speech-Language Pathology
Translational Research

Ninth Annual Graduate Recruitment Fair in the Faculty of Medicine

In collaboration with the Human Biology Student Union, the recruitment fair will be held on November 4, 5, 2020 via zoom at 10:00 am – 4:00 pm. Exhibitors in attendance will include our undergraduate and graduate units, and the School of Graduate Studies.

Graduate and Professional Schools Fair

GLSE attended the Tri-Campus University of Toronto Mississauga and University of Toronto Scarborough Graduate and Professional Schools Fair on September 22, 2020. We provide support to the 13 graduate departments.

Additional Recruitment Fairs

National Institute of Health (NIH) August 5, 2020
University of British Columbia September 25, 2020

Discussion in Best Practices in Applying to Summer Research, Jobs and Graduate schools

The GLSE Seminar will be presented by Dr. Nana Lee. Students will learn how to construct a research-focused resume or CV and enhance their academic career perspectives – for grad school, research opportunities, and beyond on January 15, 2021 11:00 am – 12:00 am via zoom.

Awards

Undergraduate Faculty Teaching Awards

Graduate and Life Sciences Education, Faculty of Medicine in partnership with the Basic Science Departments and Institutes in the Faculty will award four annual Undergraduate Teaching Awards in Life Sciences in four categories. The purpose of these awards is to honour outstanding and sustained contributions by faculty members to undergraduate Arts and Science teaching and the undergraduate experience in Life Sciences. The awards carry a cash value of \$1,000 each and will be presented at the Faculty of Medicine Annual Education Achievement Celebration. Award Deadline: January 29, 2021

- Excellence in Undergraduate Teaching in Life Sciences
2019-2020 - Douglas Tweed, PhD, MD -Department of Physiology
- Excellence in Undergraduate Laboratory Teaching in Life Sciences
2019-2020 - Nohjin Kee, MSc, PhD - Department of Physiology
- Excellence in Linking Undergraduate Teaching to Research in Life Sciences
2019-2020 - Denise Belsham, PhD, MD - Department of Physiology
- Sustained Excellence and Innovation in Life Sciences Education
2019-2020 - Carin Wittnich, DVM, MSc - Department of Physiology

GLSE Undergraduate Leadership Awards

Graduate and Life Sciences Education, Faculty of Medicine awards three annual Undergraduate Student Leadership Awards in Life Sciences. The purpose of these awards is to provide opportunities for our undergraduate students in the Faculty of Medicine, Arts and Science Programs to be recognized for their leadership and scholarship. Deadline TBA. Awardees this past year include:

Michael Lee, Laboratory Medicine and Pathobiology
Laura Tang, Laboratory Medicine and Pathobiology
Mindy Lam, Biochemistry

GLSE Undergraduate Summer Research Project Studentship

GLSE awards eight annual summer research project studentships per summer to support third or fourth year specialist and/or major students in our Basic Science departments and in Laboratory Medicine and Pathobiology. This is a 12 full week summer program, normally between May 1 and August 31, 2020. Starting 2018, support from GLSE is set at \$2,000 per student and the student must be guaranteed at least an additional \$2,000 in

compensation from other sources managed by sponsoring department. Deadline: TBA

Undergraduate Research Opportunity Program (UROP)

UROP awards TBA will be allocated to 9 departments within the Faculty of Medicine. Support is set at \$2,000 per student. The students must be guaranteed at least an additional \$2,000 in compensation from other sources managed by the sponsoring department / centre / institute / program, and are expected to engage in full-time research for at least 12 weeks in the summer. Deadline: TBA

University of Toronto Excellence Awards (UTEA NSERC & SSHRC)

University of Toronto Excellence Award (UTEA) program is funded by the Vice-President Research. The UTEA program provides eligible undergraduate students with opportunities to conduct summer research projects under the supervision of eligible U of T faculty members research term required is 14 weeks.

The value of a UTEA-NSE award this year is \$6,000 of which \$4,875 is covered by funding from the Vice-President Research and Innovation. Divisions are required to provide minimum \$1,125 top-up funding for each UTEA-NSE award. Research Services may request backup documents demonstrating this matching requirement is met at the time of award.

The value of a UTEA-SSH award this year is \$6,000, all of which is covered by funding from the Vice-President Research and Innovation. Top-up funding for UTEA-SSH Awards is optional. Deadline: TBA

Pharmacology and Toxicology (2)

Molecular Genetics (2)

Speech-Language Pathology (2)

Mentorship Program - Undergraduate and Graduate

GLSE Undergraduate Shadowing Program Graduate and Life Sciences Education is committed to organizing events that will help undergraduate students discern their future career paths. The program aims to give undergraduate students in the Life Sciences an opportunity to appreciate the innovative research conducted in the Faculty of Medicine. We will be pairing graduate students from across the 13 different graduate programs offered in the Faculty of Medicine.

Graduate mentors will give an overview of the nature of their research and how it may tie in with concepts undergraduate students have learned in their lectures. Additionally, students will have an opportunity to shadow graduate students as they perform their experiments and daily tasks. The shadowing program will be held in February 2021 and will happen again in June and July 2021.

Creating Mentorship Impact: Graduate Student Mentorship Program

This Program is in partnership with Dr. Nana Lee, Director of Graduate Professional Development in order to improve graduate mentorship at the Faculty of Medicine. This program aims to give mentees an opportunity to appreciate the innovative research

conducted in the Faculty of Medicine and learn from senior colleagues' perspectives in graduate training and developing as a whole scientist and career preparation. Dr. Nana Lee will share best practices of the mentorship programming with other departments and student associations so we can all learn from each other. The seminar will be held on October 2, 2020.

Social Media

The GLSE Instagram Working Group (@ScienceTOu, established in November 2017) is comprised of staff and undergraduate and graduate students in the Basic Sciences and Rehab, working together to showcase outstanding scientists at the Faculty of Medicine. Several new students were recruited for 2020-2021.

GLSE Talks: One Minute Video Competition

GLSE video competition is for all undergraduate and graduate students undertaking a research project. The competition invites students to showcase their ongoing (or potential) research projects in a brief and creative one-minute video presentation. The competition winner Saba Sadeghi, Nutritional Sciences and Human Biology (4th year undergraduate), Limited Ultrasound for Appendicitis and Marina Nikolopoulos, Institute of Medical Science (1st year MSc), Designing tools to predict tumour progression in glioblastoma.

Canadian AMGEN Summer Program

The Amgen Scholars Canada Program is a fully-funded opportunity for undergraduate students across Canada to participate in innovative biomedical research with world-renowned faculty at the University of Toronto. Over the course of this 10-week program, Amgen Scholars will develop the skills necessary for graduate school and for careers in science through a combination of hands-on research alongside faculty, post-doctoral fellows and graduate students, participation in lab and professional development activities, and relationship building.

During the program, the 15 Amgen Scholars will be housed at U of T's historic St. George campus in downtown Toronto. Amgen Scholars will be encouraged to explore the remarkable diversity of the city and the surrounding region through social and community-building events. This past summer's program was cancelled due to COVID. Deadline for Summer 2021: TBA.

Graduate Education

Graduate Awards

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

- 23 FoM-wide OSOTF, Expendable and Other Endowed Funds were adjudicated by the FoM Graduate Awards Committee (and 4 sub-committees) chaired by the Vice Dean, Graduate and Life Sciences Education (GLSE) in June and July

2020 with over \$764,000 awarded to graduate students for the 2020-21 academic year.

- 268 OSOTF, GSEF, PPEF, Departmental Expendable and Endowed Funds with over \$16.1 million was distributed to 20 graduate units and centres, 11 clinical departments, and 8 affiliated hospitals (total 39) for distribution for the 2020-21 academic year.
- A total of \$3,670,735 University of Toronto Fellowships was distributed in May 2020 to 10 graduate units for 2020-21 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 2020-21 academic year (total \$1,020,000).
- \$423,922 Doctoral Completion Award (DCA) has been allocated to 10 graduate units for 2019-20 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 plus additional \$824,242 (in lieu of the UTAPS program) was distributed to 5 graduate units with professional masters programs and 3 graduate units with course based masters in June 2019. Effective July 1, 2017, the Professional Master's programs (not including course based) in the Faculty of Medicine has phased out of the University Advanced Planning for Students (UTAPS) and transitioned to a divisionally managed program.

b) FoM GSEF Merit Scholarships for International Students

The Office of the Vice-Dean, GLSE, adjudicated the fifth year of merit-based scholarships valued at \$5,000 each to international master's students entering their second year of studies in 2020-21. Four scholarships were awarded.

c) External Studentships

Over 25 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 December 1, 2020. 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
- Sustained Excellence in Graduate Teaching & Mentorship

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

e) Postdoctoral Fellowships

The Faculty of Medicine Postdoctoral Fellowships Review Committee adjudicated the 2020 Banting Postdoctoral Fellowships in August 2020 and forwarded 10 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 2021. Last year, the following were awarded the Banting (CIHR) Postdoctoral Fellowship:

- Dr. Kyle Burrows supervised by Dr. Arthur Mortha at Immunology
- Dr. Vitor Hugo Balasco Serrão supervised by Dr. Jeffrey Lee at Laboratory Medicine & Pathobiology
- Elise Hovingh supervised by Dr. Stephen Girardin at Laboratory Medicine & Pathobiology

The *Provost's Postdoctoral Fellowship Program: Supporting Researchers from Underrepresented Groups* is announced through the School of Graduate Studies (SGS). This fellowship opportunity will hire postdoctoral fellows from underrepresented groups, specifically Indigenous and Black researchers located on U of T campus. The GLSE Office will widely advertise the program across the Faculty of Medicine in early Fall 2020.

Honorable mention: In the last competition (Winter/Spring 2020), Graduate & Life Sciences Education reviewed and forwarded the following 3 Provost's Postdoctoral Fellowship applications to the Dean of Graduate Studies and Vice-Provost, Graduate Education:

- Dr. Llana James and Dr. De-Lawrence Lamptey supervised by Dr. Stephanie Nixon at Rehabilitation Sciences Institute
- Dr. Chavon Niles supervised by Dr. Karen Yoshida at Physical Therapy

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 forwarded 2 nominations, Dr. Deirdre Dawson (OS&OT/RSI) and Dr. Catriona Steele (SLP/RSI) to the Dean of Graduate Studies and Vice-Provost, Graduate Education. This year they were not successful in the final competition, but in the past, there have been four winners of this prestigious faculty award in the Faculty of Medicine: Dr. Tania Watts (Immunology) in 2018, Dr. Ori Rotstein (IMS) in 2017, Dr. Eleftherios Diamandis (Laboratory Medicine & Pathobiology) in 2014, and Dr. Brenda Andrews (Molecular Genetics), the inaugural winner in 2012. Winners are celebrated the annual Governor General's Gold Medals and the JJ Berry Smith Doctoral Supervision Award Reception in May.

Curricular Changes (as of September 2020)

a) New Programs

Two new programs successfully started this Fall. Both the Master of Health Science in Laboratory Medicine and the Master of Health Science in Medical Physiology met its respective enrolment targets (i.e. $n = 10$ and $n = 15$, respectively).

b) Major Modifications

The PhD and MSc programs in Laboratory Medicine underwent a curriculum renewal exercise resulting in a major modification that was approved by Faculty Council in April 2020. One of the primary changes is the establishment of a foundational course, LMP1005H - Fundamentals of Research Practice, which will focus on providing practical information to help students navigate graduate school and succeed in their thesis.

The Department of Biochemistry is currently undergoing a curriculum review which will also see the establishment of at least one foundational course. It is anticipated this proposal will start governance in November 2020 and be approved by Faculty Council in Spring 2021.

c) Modules

As part of its commitment to innovative curriculum, some graduate units in the Faculty of Medicine have successfully adopted "module-based learning" over the last 8 years. These modules are typically 6 weeks in duration and focus on a specialized topic to facilitate more customized and diversified student learning experiences. The number of modules has been growing across these basic sciences departments to provide individualized tailored learning opportunities to allow our students to thrive academically.

Historically, the student database, ROSI (Repository of Student Information) was not built to formally recognize courses that are less than the standard 13-week duration of a 0.5FCE course. However, an environmental scan was conducted in Summer 2019 to reveal that ROSI can now accommodate non-standard courses with varying course weights (e.g. 0.17 and 0.33 in Rotman).

In 2019/20, the GLSE embarked on converting over 40 existing, eligible modules into 0.25FCE courses. This decision was based on the following rationales:

- To increase the consistency and accountability for course quality as these courses can now be included in the University wide course evaluation on-line system
- To allow students to get acknowledgement for the course work they were completing as part of their program.
- To have the course formally appear on a student's transcript

The first phase of this project began with three departments (Laboratory Medicine and Pathobiology, Medical Biophysics and Institute of Medical Science). The second phase, starting Fall 2020, will include Biochemistry with the hope to include Molecular Genetics in the near future.

Growth in Graduate Enrolment and Report on Fall 2020 Graduate Enrolment

Over the course of 7 years, the graduate student population has increased by 30% (measured in headcount). The most significant growth was seen in Professional Masters programs (both domestic and international) due to the start of two new programs (see above). The second highest growth was seen in international PhD students (17.7%) and domestic PhD students (6.8%).

There continues to be negative growth in international MSc students. This trend is expected to continue for two reasons:

- 1) The higher tuition rates for international MSc students relative to domestic MSc students and compared to international PhD students; currently there is a \$18,750 variance. Due to the Harmonized Stipend Agreement, PIs are responsible to cover this variance, one of several reasons why international PhD students are more favourable for recruitment.
- 2) GLSE's focused recruitment of doctoral students, both international and domestic. There was negative growth in MSc programs (both domestic and international).

Below is a breakdown of headcount by degree program for the last seven years.

PhD Total Headcount (Domestic and International)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Domestic (DOM)	834	832	841	867	882	926	989
Annual % Change		-0.2%	1.1%	3.1%	1.7%	5.0%	6.8%
7 YR % Change							18.6%
International (INTL)	115	119	125	134	153	192	226
Annual % Change		3.5%	5.0%	7.2%	14.2%	25.5%	17.7%
7 YR % Change							96.5%
Total PhD	949	951	966	1001	1035	1118	1215

MSc Total Headcount (Domestic and International)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Domestic (DOM)	650	715	793	885	844	846	767
Annual % Change		10.0%	10.9%	11.6%	-4.6%	0.2%	-9.3%
7 YR % Change							18.0%

International (INTL)	57	68	73	62	48	32	19
Annual % Change		19.3%	7.4%	-15.1%	-22.6%	-33.3%	-40.6%
7 YR % Change							-66.7%
Total MSc	707	783	866	947	892	878	786

Professional Masters Total Headcount (Domestic and International)

PMAS	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Domestic (DOM)	476	495	524	549	606	608	744
Annual % Change		4.0%	5.9%	4.8%	10.4%	0.3%	22.4%
7 YR % Change							56.3%
International (INTL)	2	1	1	2	7	14	22
Annual % Change		-50.0%	0.0%	100.0%	250.0%	100.0%	57.1%
7 YR % Change							1000.0%
Total PMAS	478	496	525	551	613	622	766

In Fall 2016, the Faculty of Medicine pursued a 3-year focused effort to expand the graduate programs in Occupational Therapy, Physical Therapy and Speech-Language Pathology. The target was 20% and in Fall 2019, this goal was surpassed. This was possible through the expansion of the MScOT program to UTM, as well as the collective efforts of each department, both faculty and staff.

Rehabilitation Sector	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Domestic (DOM)	475	479	485	505	552	602	607
Annual % Change		0.8%	1.3%	4.1%	9.3%	9.1%	0.8%
7 YR % Change							27.8%
Rehabilitation Expansion Plans (Fall 2016 – Fall 2019)						24.1%	

FOM Rehabilitation Sector Strategic Planning Working Group

Three reports have been submitted to reflect the activities pursued by three subcommittees:

- Curriculum Initiatives
- Clinical Teaching and Rehabilitation
- Expanding Rehabilitation Research

These reports will be aggregated for one final report, which will be finalized by end of October 2020.

Graduate Supervisory Experience Project

Due to COVID-19, the Provost and Vice Provost – Students decided to delay all faculty evaluations until the changes related to COVID-19 would be mitigated. This includes the Graduate Supervisory Evaluation Experience Project. This will be revisited in Fall 2020, with the hope to administer the survey in early 2021.

Graduate Student Wellness Grant

This grant was established in March 2020, with funds from the Office of Health and Wellness. Its primary goal is to support student lead measurable initiatives to improve or explore the well-being of graduate students. It encourages graduate students and faculty to work collectively across graduate units, to facilitate student mental health and well-being by developing innovative and sustainable initiatives to improve the overall graduate student life experience in the Faculty of Medicine.

A total of ten applications were received. After being reviewed by the Adjudication Committee, some applications were combined due to overlapping themes. In the end, all but one application received funding. The title of each project and a short description are provided below:

a) Graduate Peer Support Network

Participating Departments: Immunology, Institute of Bioengineering, IMS, Laboratory Medicine and Pathobiology, Medical Biophysics, Nutritional Sciences and Pharmacology and Toxicology

Description: Creation of a faculty-wide peer support network with an accompanying seminar series on aspects of graduate life (i.e. challenges faced by graduate students) and physical exercise.

b) Let's Talk About Wellness

Participating Departments: IMS, Pharmacology and Toxicology, Biochemistry and Physiology

Description: To provide informed expectations and tools for graduate students and supervisors in the Faculty of Medicine (FoM) that promote a healthy lab environment, specifically by facilitating a strong student-supervisor relationship and helping both students and supervisors develop the skills to contribute to a healthy lab environment.

c) UT Grad Well

Participating Departments: IMS, Molecular Genetics, Institute of Bioengineering

Description: Creation of a mobile application (i.e. UT GradWell) that uses a checklist-style interface that follows along with a student's degree timeline. It will serve to raise awareness of common issues in graduate school (beginning with supervisor-student relationships) and equip students with the skills and resources to become resilient to stress associated with them.

d) The Art of Keeping Well: A Creative-Arts Hub for Graduate Students in Rehabilitation

Participating Departments: Occupational Sciences and Occupational Therapy, Physical Therapy, Speech-Language Pathology

Description: To develop an arts-based mental health promotion program aimed at creating a supportive environment for self-expression, empowering students through arts-based, self-care strategies, and fostering meaningful connections through peer support.

e) Crushing Imposter Phenomenon and Relieving Stress from Physical Distancing

Participating Departments: Molecular Genetics and Medical Biophysics

Description: This proposal introduces an innovative initiative aimed towards minimizing patterns of Imposter Phenomenon, through a set of seminars and workshops for graduate students in the Faculty of Medicine. Seminars will focus on diversity in science by encompassing a diverse group of speakers and highlighting minorities.

F. Medical Radiation Sciences Program

The following is a high-level summary of the activities of the MRS Program between January 2020 and end of the summer semester, July 24, 2020.

Enrolment Numbers Year 1 Students:

	September 3 rd 2019	June 30 th 2020	June 30 th 2020 withdrawal	June 30 th 2020 on leave	June 30 th 2020 returning	Attrition (includes LOA)
Radiological Technology	37	36	1	1	1	97%
Nuclear Medicine	19	17	0	2	0	100%
Radiation Therapy	45	44	4	0	3	91%
Total	101	97	5	3	4	96%

At the end of the summer semester, July 24th, 2020 the MRS Program had a total of 263 students enrolled:

	Year 1	Year 2	Year 3 (convocated June 2 nd 2020)
Radiological Technology	36	38	35
Nuclear Medicine	17	13	12
Radiation Therapy	44	38	35
Total	97	89	82

Changes to the MRS Program due to COVID-19

Clinical Impacts

The third-year clinical students were five weeks away from graduation when the clinical pause occurred on March 16th 2020. In consultation and working with our clinical partners to achieve the final competencies, all students were able to graduate on time. There was one exception; a NM student who was experiencing difficulty prior to the pause and was already delayed from graduating. All graduates were eligible to write the national certification exams on May 20/21, 2020, which were proctored.

The first-year radiological technology and radiation therapy students were due to go their first clinical in May and June. The Program declared an academic disruption to alter their program pathway whereby they completed two didactic courses from the winter/summer semesters of 2021. The clinical placement, with some minor changes,

has been moved to July 2021, so that all their clinical practicums will be completed concurrently, to complete April 2022.

The second-year nuclear medicine students were also due to go to clinical placement in May for 12 weeks for 4 days/week. The students reintegrated back into their clinical practicum on July 6th 2020 for five days/week. Whilst clinical was paused they continued to take a didactic online selective course.

Curriculum Impacts

On March 16th 2020 the faculty transitioned the courses to a completely online format to complete the Winter 2020 term, and plan and deliver the summer didactic courses. With the use of Standardized Patient's and some simulation software, the faculty were able to maintain many of the assessments in line with the University's Policy on Academic Continuity. As technology driven professions delivering curriculum in an online format with no hands-on labs has had its challenges, but the faculty have risen to the occasion and have been creative in their delivery of the material.

Admissions Impacts

When the pandemic was declared the Medical Radiation Sciences (MRS) Program needed to make immediate decisions on several of its activities, including the Multiple Mini Interviews (MMI's), that were scheduled for the end of April. Working in collaboration with the Undergraduate Medical Education (UME) and the Physician Assistant programs, and building on the experiences of the UME, the MRS Program substituted the in-person MMI into online admission interviews. A total of 225 interviewees submitted three videos each over a timed period, raters were recruited and reviewed the videos and the program was able to get the offers out to applicants on time.

University of Toronto Quality Assurance Process (UTQAP) Impacts

The UTQAP review was to take place in October 2020. Due to COVID-19 the review has been set back to September/October 2021 in line with the departmental review of the Department of Radiation Oncology.

G. Physician Assistant Program

Admissions

This past January, the PA Program received the highest number of applicants to date, receiving 540 applications for the September 2020 entry. This is the first time since the September 2017 entry that the program has received over 500 applications.

	Jan 2010 Entry	Jan 2011 Entry	Jan 2012 Entry	Jan 2013 Entry	Jan 2014 Entry	Sept 2014 Entry	Sept 2015 Entry	Sept 2016 Entry	Sept 2017 Entry	Sept 2018 Entry	Sept 2019 Entry	Sept 2020 Entry
Applicants	160	152	236	215	259	244	413	388	515	433	465	540
Files Reviewed	117	71	91	90	91	107	190	251	304	317	276	440
Interviews	64	49	59	66	66	66	66	80	84	88	88	106
Admitted	24	14	21	30	30	34	29	30	30	28	32	30
Graduates	17	11	16	27	26	29	26	30	26	26		

Retention

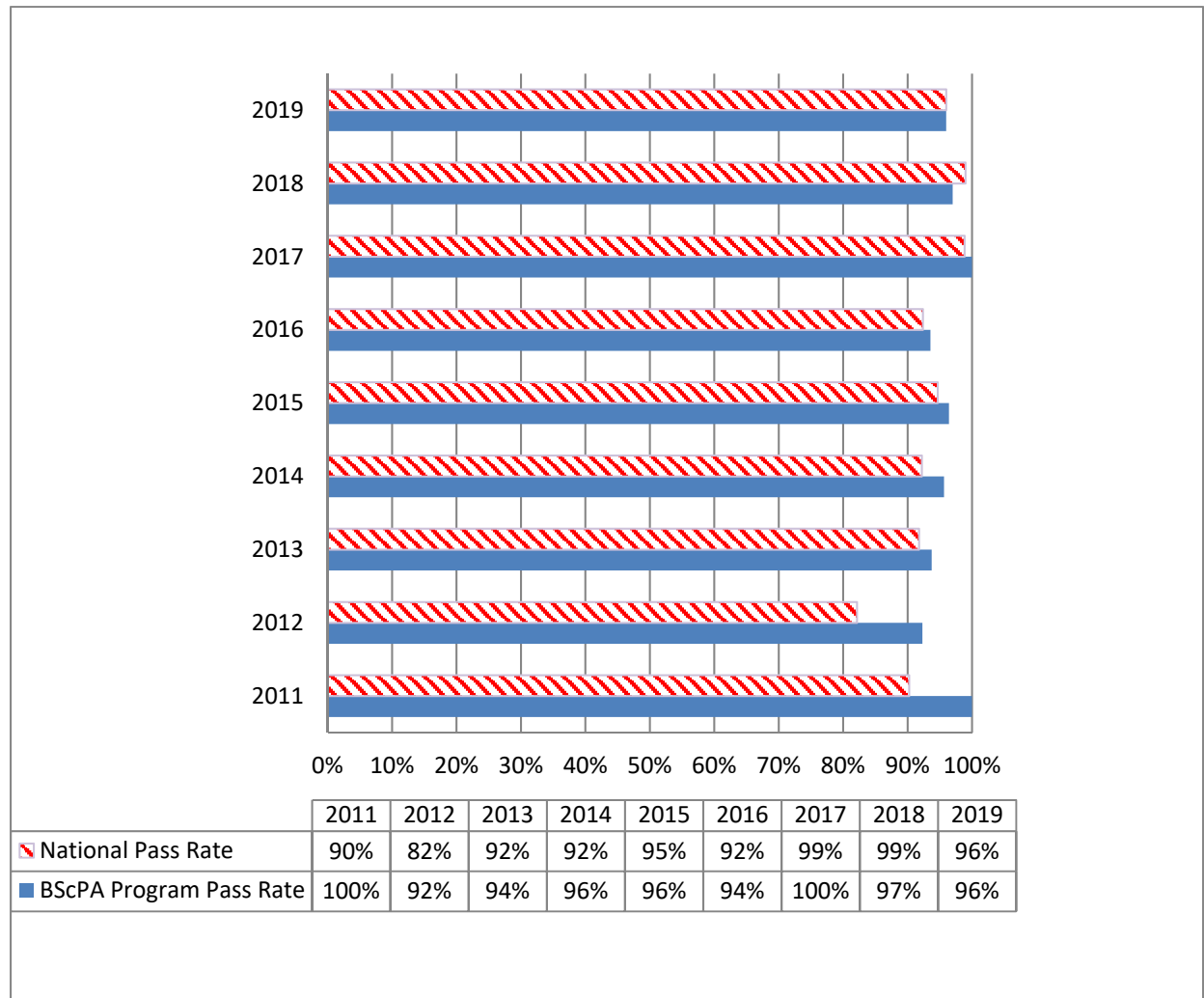
As indicated in the chart below, the retention rate for the program remains high. Students may take a Personal Leave of Absence from their admissions cohort and return to a new cohort should that be necessary for their success in the program.

Class of	# Admits	# Graduates	Retention rate
2011	24	17	71%
2012	14	11	79%
2013	21	16	76%
2014	30	27	90%
2015	30	26	87%
2016	34	29	85%
2017	29	26	90%
2018	30	30	100%
2019	30	26	87%
2020	28	26	93%
2021	32	32	100%
2022	30	30	100%
Total	332	296	89%

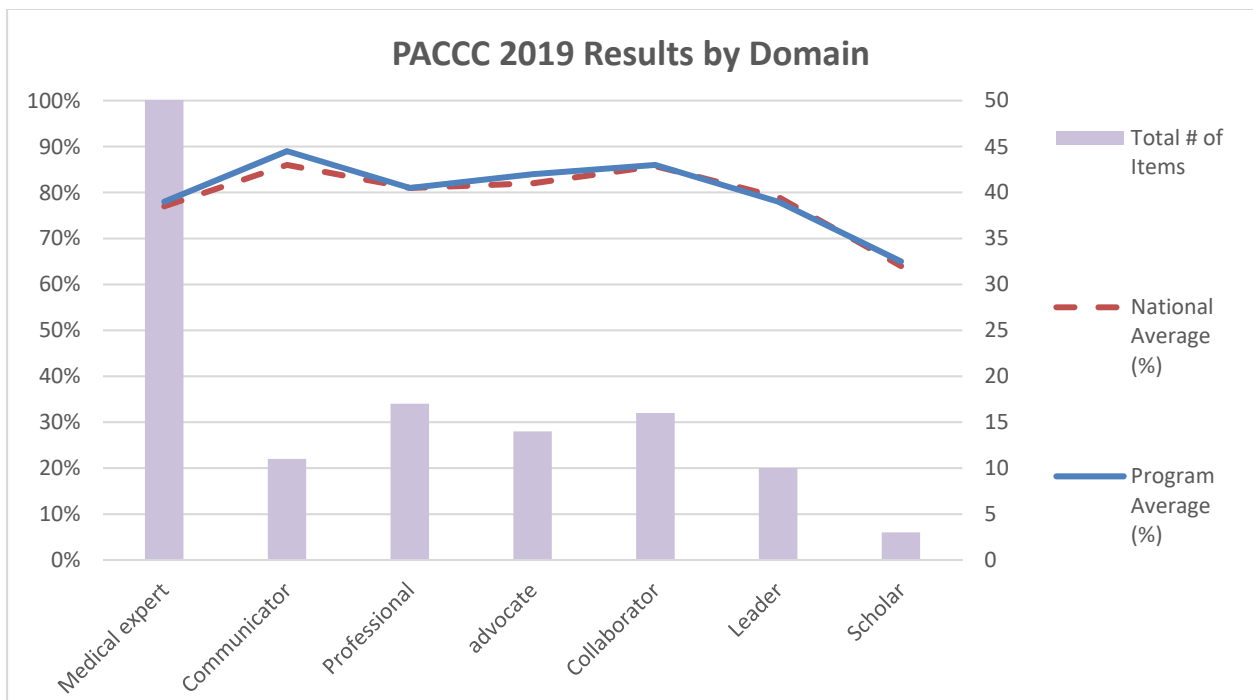
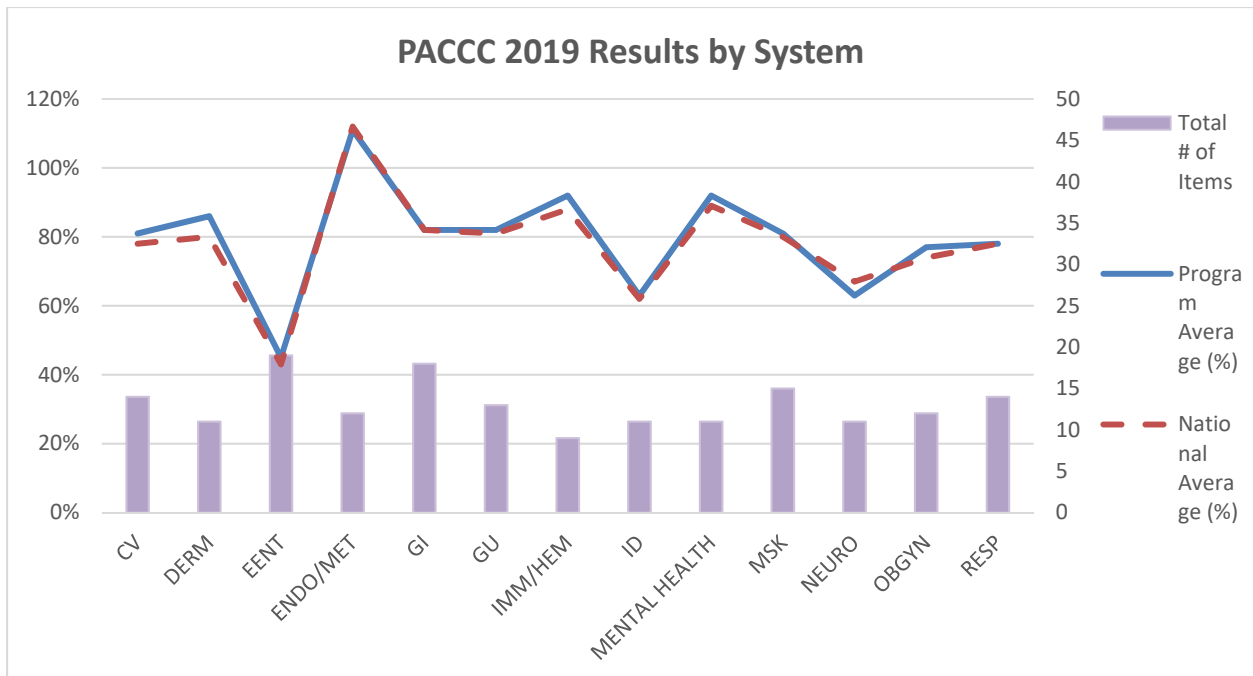
of students active in cohort as of September 2020

National Certification Results

Graduates from the four Canadian Physician Assistant programs (three civilian, one military) write the national certification exam in November each year. The BScPA Program graduates represent approximately 30% of the total number of first time exam writers. To date, 96% of all BScPA Program graduates have passed the national certification exam. Due to the pandemic, the exam has been postponed to February, 2021 for the current graduating Class of 2020. The next three graphs have been updated with the results from our Class of 2019 graduates.



Exam data is provided by system as well as competency domain. The BScPA Program reviews this data each year as one of the means of informing curriculum adjustments.



Graduate Employment

As of March 17, 2020, we have confirmation that 23 of 26 graduates who completed their program August 2019 (Class of 2019) are employed as PAs.

In November 2019, it was announced that the administration of the Physician Assistant Career Start Program would be transferred from Health Force Ontario to the MOHLTC

Ontario Health, effective December 1, 2019, as per the Connecting Care Act. Career Start posted 75 PA jobs in November 2019. Since 2011, 78% of our graduates have secured their first job through the Career Start program. Provincially, we appear to have reached a situation of demand outweighing supply for physician assistants.

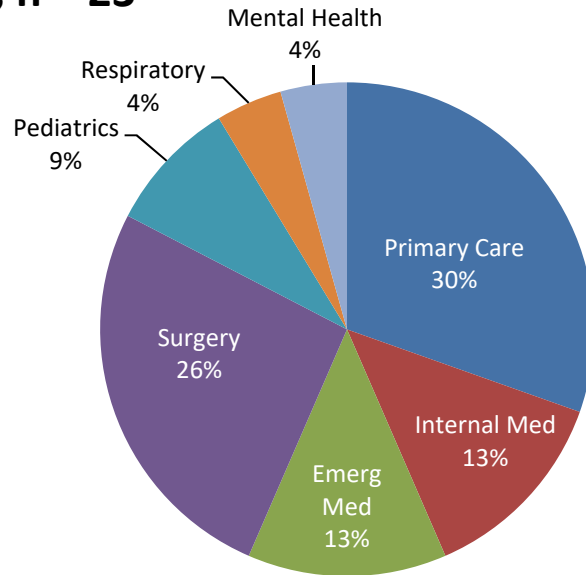
Program Completion year	Total # Grads	# Grads employed as PA within 6 months*	Known* Employment rate within 6 months
2019	26	23	88%
2018	30	29	97%
2017	26	22	85%
2016	29	28	97%
2015	26	17	65%
2014	27	26	96%
2013	16	15	94%
2012	11	11	100%
2011	17	17	100%

*as known by the Program

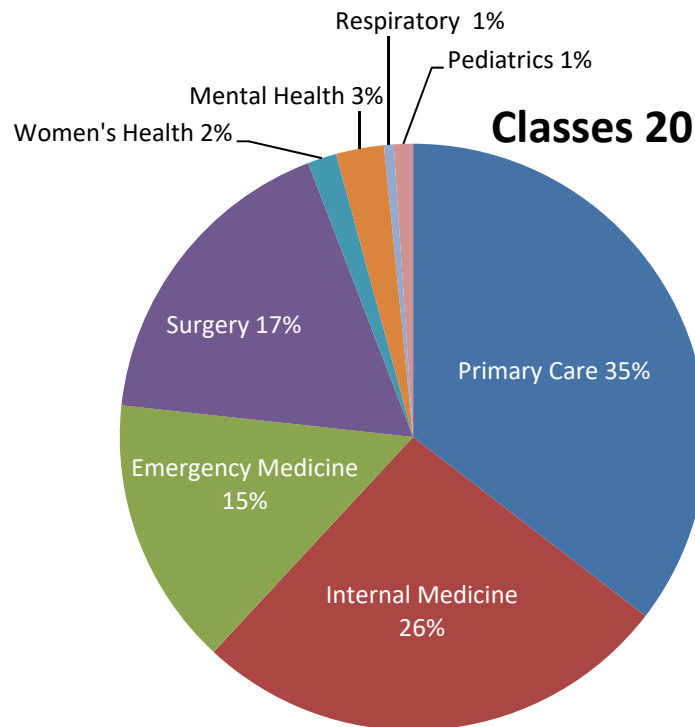
Primary Care consistently employs about 30% of our graduates, however an increasing number of our graduates are employed in Surgery, Internal Medicine and Emergency. Positions in many different disciplines have been emerging in recent years. Approximately 14% of our alumni are employed in Northern/rural areas.

Figure 1. Graduate Employment dispersion by discipline: Class of 2019 vs. all Graduates

Class of 2019, n = 23



Classes 2011-2019 (n=188)



COVID's Impact on Curriculum

The last 6 months presented unprecedented challenges with the COVID-19 pandemic. Although our didactic curriculum is delivered primarily in an on-line distributed model, almost every aspect of the program was impacted, forcing us to find innovative ways to ensure learning objectives were met and program requirements were fulfilled. Some of these changes have been so successful that we will be implementing them permanently into the program.

With clinical placements being suspended across the country for three months, it was important to continue to advance clinical skill and knowledge as much as possible for our year two Clinical students. We provided an interactive, case-based simulation learning platform, for students to work through cases in each core discipline. We introduced student-initiated rounds where students virtually presented to each other on actual cases they had previously encountered. Two of our first-year in-person campus blocks were transformed into innovative virtual sessions where students learned clinical skills and procedures through on-line teaching methods, led by our Course Directors. We developed and ran a very successful end of program integrated virtual OSCE containing 14 stations. This assessment was mapped to all of the Entrustable Professional Activities required of competent graduated Physician Assistants. These stations were all recorded and now have the added advantage that students requiring remedial support can review their performance with a faculty member. We successfully conducted our first virtual multiple mini interviews as part of the admissions process. A well-received virtual Stethoscope Ceremony was held for our current incoming class of 2022. Although technically complex, the event went smoothly and enabled personal connections for the students and their family/friends.

To ensure the safety of our students and that of their patients, the program created a comprehensive COVID curriculum in collaboration with all the health sciences programs at UofT. Each PA student was required to complete this prior to re-entering the clinical environment in order to prepare them for the pandemic impacts on health care.

Human Resources

The BScPA Program was pleased to welcome Melissa Rodway as the new BScPA Program Coordinator in October 2019. This position replaces the Program Manager role that was held by Elizabeth Whitmell for 10 years.

A PA Research and Academic Scholar role was newly created in 2019. This position's mandate is to advance our program's scholarship and student scholarly activities, as well as contribute to the PA Profession scholarship at large. Sharona Kanofsky assumed the position in July 2019. The introduction of this role increases our core complement of faculty at the central PA office which also includes an Academic Coordinator, Program Director and Medical Director.



University of Toronto Proposal for the Closure of an Existing Program Collaborative Specialization

(This template has been developed in line with the University of Toronto’s Quality Assurance Process.)

The process followed for the closure of a collaborative specialization is a major modification.

Closure Proposed:	Collaborative Specialization in Human Development
Department / Unit (if applicable):	Department of Physiology, Faculty of Medicine Fraser Mustard Institute for Human Development (FMIHD)
Faculty / Academic Division:	Faculty of Medicine/Division 4
Faculty / Academic Division contact:	Allan Kaplan, Vice Dean, Graduate and Academic Affairs
Department / Unit contact:	Rachel Zulla, Graduate Affairs Officer
Effective date Collaborative Specialization was administratively suspended to new admissions:	January 2018
Effective date of full closure of Collaborative Specialization:	August 30, 2020
Version Date:	March 3, 2020

1 Brief Summary

- *Please clarify precisely what is being closed*
- *What is the relationship between what is being closed and any remaining offerings:*
 - *If only part of a program is being closed, please clarify the relationship between this and those portions of the program that will remain open*

This proposal is requesting the closure of the Collaborative Specialization (CS) in Human Development. This program operated through the Fraser Mustard Institute of Human Development (FMIHD)—an EDU:C, which ceased its operations as of Fall 2017. The CS suspended admissions as of January 2018. The FMIHD will be formally closed through governance in the Spring/Fall 2020.

2 Rationale

Background:

- *You may wish to speak to when the collaborative specialization was first created / how long has it been offered / past success of the program*
- *What has led to the decision to close the collaborative specialization?*
- *Please provide a full academic rationale*
 - *You may wish to refer to changing enrolment; changing disciplinary landscape; shifting expertise of the professoriate; poor quality of the academic offering; overlap with other existing programs*
 - *Where appropriate, you may want to quote from recent unit or program reviews.*
 - *Explain alignment with the unit's academic plan*

The Collaborative Program in Human Development was a transdisciplinary initiative to provide students with the opportunity to understand the dynamic relationship and complex interplay between genes and environments through many perspectives in order to develop a holistic picture of early human development. It was the flagship educational program of its supporting unit, the Fraser Mustard Institute for Human Development. Dr. Mustard was a towering figure in the arena of early childhood development.

Over the years, the interplay between genes and the environment have been integrated in the curriculum of several participating graduate programs. Therefore, there is more opportunity to study the holistic picture of early human development within the stand-alone graduate programs that participated in the CS. This approach is aligned with the Faculty of Medicine and OISE's academic goals to ensure this important academic content through existing degree programs. Furthermore, the Institute operated using by CIHR funding which has now ended. As such, there is no financial or administrative means to continue this Collaborative Specialization.

3 Impact on other programs/units of the proposed closure

- *Please provide evidence of consultation with any programs/units/faculties that will be affected*
- *What are the positive and negative implications that need to be considered in the closure*
- *Impact on the nature and quality of the division's program of study*
- *Impact of closure on other units including inter-divisional and inter-institutional agreements/contracts*
- *Please mention if the courses that supported this degree, program, or program option will continue to be offered*

The Collaborative Specialization in Human Development has the following participating programs:

- Biomedical Engineering—PhD
- Developmental Psychology and Education—PhD
- Ecology and Evolutionary Biology—PhD
- Immunology—PhD
- Medical Biophysics—PhD
- Medical Science—PhD
- Music—PhD
- Nutritional Sciences—PhD
- Pharmacology—PhD
- Physiology—PhD
- Psychology—PhD
- Public Health Sciences—PhD
- Social Work—PhD

When first implemented, its focus was on 3 pillars in the field of early development: (1) development of transdisciplinary teamwork, communication, and problem solving skills; (2) introduction to a wide range of research programs; and (3) cultivation of translational skills (i.e. the ability to convey scientific information to non-academic audiences).

When the CS started in Fall 2014, 11 students enrolled. The following year, 9 new students enrolled and in Fall 2016, 9 new students enrolled. As of 2017, there have been no new students enrolled in the CS. As of Fall 2019, there are no students enrolled in this CS.

The 3 pillars (mentioned above) are now common attributes of some of these doctoral programs participating in the Collaborative Specialization. Students interested in early

development research will be matched as closely as they can be with appropriate faculty supervisors and committee members. Unfortunately, due to the lack of funding there are no resources available to sustain this CS. Prior to starting governance in both faculties, the participating units will be informed of the closure of this Collaborative Specialization.

4 Student Accommodation

Please include:

- *Current enrolment showing breakdown by year in the program / option being closed*
- *Provide details concerning how students in progress will be accommodated*
 - *Will students be allowed to complete their program or be transferred to another program. (In the latter instance please comment on the ease with which they can complete the requirements of the new program and show evidence of consultation if relevant)*
 - *Deadline by which accommodated students must complete the program – if there are grounds for concern, what are their options if they have not completed the program by that deadline?*
 - *Capacity/course availability to accommodate affected students*
 - *Can inactive students reactivate to the closed program?*
- *What will the impact of the proposed closure be on the range of academic options available to students in the future? (i.e. are there other programs or options that will fill the void that may/may not be created by the closure?)*
- *Consultation with students*
 - *Please provide details concerning consultation with students around the proposed change including:*
 - *Meetings / Town halls/ Emails /Questionnaires*
 - *Describe any response/ feedback received*
 - *How will students be notified of the change following approval?*

There are no current students enrolled in this CS.

5 Faculty / Staff Accommodation

- *What is the impact, if any, on faculty and staff of the closure?*

Since the Fraser Mustard Institute for Human Development is no longer operational, there will be no impact on current faculty and staff.

6 Governance Process

Levels of Approval Required	Date of sign-off/governance
Decanal / Provostial Sign-Off	February 4, 2020
Faculty/Divisional Council (approval of closure of minors, where there is a continuing (specialist or major)	Faculty of Medicine [for approval]: FOM Education Committee, March 26, 2020; FOM Faculty Council, April 27, 2020 OISE [for information]: Academic Programs Committee, March 6, 2020 & OISE Council, April 15, 2020
Submission to Provost's Office	
AP&P (approval of program closures: undergrad specialists/majors; minors where there is no specialist of major; graduate fields or diploma, and collaborative programs)	Included as part of the annual Report on Major Modifications (May 2020)
Academic Board (approval of degree, graduate program, diploma closures)	NA
Executive Committee of Governing Council (executive confirms degree, grad program, closures)	NA
Inclusion in Annual report to Quality Council	July 2020
Inclusion in Annual report to MTCU (in case of closure of degree)	



Guidelines for Appropriate Use of the Internet, Electronic Networking and Other Media¹

Date of original approval: 2008

Date of last revision and approval: PGMEAC April 2008; HUEC June 2008

Date of review: 2020

These Guidelines apply to all medical learners registered at the Faculty of Medicine at the University of Toronto, including undergraduate and postgraduate students, fellows, clinical research fellows, or equivalent. Use of the Internet, Electronic Networking and Other Media includes posting/commenting on blogs; direct messaging (DM), instant messaging (IM), private messaging (PM) on social networking sites; posting to public media sites, mailing lists and video-sites; and emails.

The capacity to record, store and transmit information in electronic format brings specific responsibilities to those working in healthcare with respect to privacy of patient information and ensuring public trust in our hospitals, institutions and practices. Significant educational benefits can be derived from this technology and learners need to be aware that there are also potential problems and liabilities associated with its use. Material that identifies patients, institutions or colleagues and is intentionally or unintentionally placed in the public domain may constitute a breach of standards of professionalism and confidentiality that damages the profession and our institutions. Guidance for medical learners and the profession in the appropriate use of the Internet, Electronic, Networking and Other Media publication is necessary to avoid problems while maintaining freedom of expression. The University of Toronto is committed to maintaining respect for the core values of freedom of speech and academic freedom.²

Postgraduate learners are reminded that they must meet multiple obligations in their capacity as university students, as members of the profession and College of Physicians and Surgeons of Ontario (CPSO), and as employees of hospitals and other institutions. These obligations extend to the use of the Internet, Electronic, Networking and Other Media at any time – whether in a private or public forum.

Undergraduate medical students are reminded that they must meet multiple obligations in their capacity as university students and as future members of the profession. These obligations extend to the use of the Internet, Electronic, Networking and Other Media at any time – whether in a private or public forum.

These Guidelines were developed by reference to existing standards and policies as set out in the *Regulated Health Professions Act*, the *Medicine Act* and *Regulations*, CPSO *The Practice Guide: Medical Professionalism and College Policies*,

¹ Internet, Electronic, Networking and Other Media means and devices includes emails sent or received, email accounts, digital music, digital photographs, digital videos, social networks, file sharing accounts, other online accounts and similar digital items which currently exist or may exist as technology develops, regardless of the ownership of a physical device or digital item that is stored

² <https://governingcouncil.utoronto.ca/secretariat/policies/freedom-speech-statement-protection-may-28-1992>



September 2007, the *Standards of Professional Practice Behaviour for all Health Professional Students* [the Standards] and the *Policy on Appropriate Use of Information and Communication Technology*.

Medical learners are also subject to the *Personal Health Information and Privacy Act* as “health information custodians” of “personal health information” about individuals.

General Guidelines for Safe Internet Use:

These Guidelines are based on several foundational principles as follows;

- The importance of privacy and confidentiality to the development of trust between physician and patient,
- Respect for colleagues and co-workers in an inter-professional environment,
- The tone and content of electronic conversations should remain professional.
- Bloggers are personally responsible for the content of their blogs.
- Assume that published material on the Web is permanent, and
- All involved in health care have an obligation to maintain the privacy and security of patient records under *The Personal Health Information Protection Act [PHIPA]*, which defines a record as: “information in any form or any medium, whether in written, printed, photographic or electronic form or otherwise.”³

a) Professional Behaviour

Medical learners will engage in behaviour that displays and reflects truth, honesty, representation in, on and around electronic platforms and/or devices. Medical learners are to engage only in on-line activities that are respectful and exemplify professional behaviour that would preclude cyberbullying.

Such activities may breach the University’s codes of behaviour regarding harassment, including the Code of Student Conduct, the Sexual Harassment Policy, and the Statement on Prohibited Discrimination and Discriminatory Harassment.⁴

b) Posting Information about Patients

Medical learners will not post personal health information about an individual patient.

Personal health information has been defined in the PHIPA as any information about an individual in oral or recorded form, where the information “identifies an individual or for which it is reasonably foreseeable in the circumstances that it could be utilized, either alone or with other information, to identify an individual.”⁵

These guidelines apply even if the individual patient is the only person who may be able to identify him or herself on the basis of the posted description. Learners should ensure that anonymised descriptions do not contain information that will enable *any* person, including people who have access to other sources of information about a patient, to identify the individuals described.

³ *Personal Health Information Protection Act*, S.O. 2004 C. 3, s. 2.

⁴ See University of Toronto, <https://governingcouncil.utoronto.ca/sites/default/files/import-files/ppiul0120024733.pdf> ; <https://governingcouncil.utoronto.ca/sites/default/files/import-files/ppnov2519974827.pdf> ; <https://governingcouncil.utoronto.ca/sites/default/files/import-files/ppmar3119944776.pdf>

⁵ *Personal Health Information Protection Act*, S.O. 2004, C. 3 s. 4.



Exceptions that would be considered appropriate use of the Internet, Electronic, Networking and Other Media

It is appropriate to post:

1. With the express consent of the patient or substitute decision-maker.
2. Within secure internal hospital networks if expressly approved by the hospital or institution. Please refer to the specific internal policies of your hospital or institution.⁶
3. Within specific secure course-based environments⁷ that have been set up by the University of Toronto and that are password-protected or have otherwise been made secure.

Even within these course-based environments, participants should

- a. adopt practices to “anonymise” individuals;
 - b. ensure there are no patient identifiers associated with presentation materials; and
 - c. use objective rather than subjective language to describe patient behaviour. For these purposes, all events involving an individual patient should be described as objectively as possible, i.e., describe a hostile person by simply stating the facts, such as what the person said or did and surrounding circumstances or response of staff, without using derogatory or judgmental language.
4. Entirely fictionalized accounts that are so labelled.

c) Posting Information About Colleagues and Co-Workers

Respect for the privacy rights of colleagues and coworkers is important in an interprofessional working environment. If medical learners are in doubt about whether it is appropriate to post any information about colleagues and co-workers, they should ask for their explicit permission – preferably in writing. Making demeaning or insulting comments about colleagues and co-workers to third parties is unprofessional behaviour.

Such comments may also breach the University’s codes of behaviour regarding harassment, including the Code of Student Conduct, the Sexual Harassment Policy, and the Statement on Prohibited Discrimination and Discriminatory Harassment.⁴

d) Professional Communication with Colleagues and Co-Workers

Medical learners will demonstrate respect for colleagues and co-workers as it is important in an inter-professional working environment. Addressing colleagues and co-workers in a manner that is insulting, abusive or demeaning is unprofessional behaviour.

Such communication may also breach the University’s codes of behaviour regarding harassment, including the Code of Student Conduct, the Sexual Harassment Policy, and the Statement on Prohibited Discrimination and Discriminatory Harassment⁴

e) Posting Information Concerning Hospitals or other Institutions

Comply with the current hospital or institutional policies with respect to the conditions of use of technology and of any proprietary information such as logos or mastheads.

Medical learners must not represent or imply that they are expressing the opinion of the organization. Be aware of the need for a hospital, other institution and the university to maintain the public trust. Consult with the appropriate resources such as the Public Relations Department of the hospital, Postgraduate or Undergraduate Medical

⁶ Faculty, instructors and postgraduate learners are reminded that portable devices are not necessarily secure, and that confidential patient information should not be removed from the hospital.

⁷ Faculty and instructors are reminded that they must use a secure environment provided by the University.



Education Office, or institution who can provide advice in reference to material posted on the Web that might identify the institution.

f) Offering Medical Advice

Medical learners shall not misrepresent their qualifications.

Postgraduate medical learners are reminded that the terms of their registration with the College of Physicians and Surgeons of Ontario (CPSO) limits the provision of medical advice within the context of the teaching environment. Provision of medical advice by postgraduate medical learners outside of this context is inconsistent with the terms of educational registration.

g) Academic Integrity extends to the appropriate use of the Internet, Electronic, Networking and Other Media

The University of Toronto's Code of Behaviour on Academic Matters contains provisions on academic dishonesty and misconduct.⁸

These provisions may be breached by sharing examination questions, attributing work of others to oneself, collaborating on work where specifically instructed not to do so, etc.

h) Penalties for inappropriate use of the Internet, Electronic, Networking and Other Media

The penalties for inappropriate use of the Internet include:

- Remediation, dismissal or failure to promote by the Faculty of Medicine, University of Toronto.
- Prosecution or a lawsuit for damages for a contravention of the *PHIPA*.
- A finding of professional misconduct by the College of Physicians and Surgeons of Ontario.

Enforcement

All professionals have a collective professional duty to assure appropriate behaviour, particularly in matters of privacy and confidentiality.

A person who has reason to believe that another person has contravened these guidelines should approach his/her immediate supervisor/program director for advice. If the issue is inadequately addressed, he/she may complain in writing to the Vice-Dean, MD Program, Vice-Dean, Post MD Programs or Associate Dean Postgraduate Medical Education or to the College of Physicians and Surgeons of Ontario (CPSO) through a designated process.

Complaints about breaches of privacy may be filed with the Information and Privacy Commissioner/Ontario.

⁸ See University of Toronto, <https://governingcouncil.utoronto.ca/sites/default/files/2019-08/Code%20of%20Behaviour%20on%20Academic%20Matters%20July%201%202019.pdf>

See Code s. Bi for the list of academic offences, Appendix A s. 2(d) for the definition of “academic work” and s. 2(p) for the definition of “plagiarism” for the purpose of the Code.



UNIVERSITY OF TORONTO

FACULTY OF MEDICINE

References:

College of Physician and Surgeons of Ontario:

CPSO Social Media Appropriate Use by Physicians

<https://www.cpso.on.ca/Physicians/Policies-Guidance/Statements-Positions/Social-Media-Appropriate-Use-by-Physicians>

CPSO *The Practice Guide: Medical Professionalism and College Policies*, September 2007

<https://www.cpso.on.ca/Physicians/Policies-Guidance/Practice-Guide>

CPSO Physician Behaviour in the Professional Environment #4-07, November 2007.

<https://www.cpso.on.ca/Physicians/Policies-Guidance/Policies/Physician-Behaviour-in-the-Professional-Environment>

CPSO Confidentiality of Personal Health Information #8-05, November 2005

<https://www.cpso.on.ca/Physicians/Policies-Guidance/Policies/Confidentiality-of-Personal-Health-Information>

University of Toronto:

University of Toronto Standards of Professional Practice Behaviour for Health Professional Students

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppsep012008i.pdf>

Policies on workplace harassment:

<https://governingcouncil.utoronto.ca/secretariat/policies/workplace-harassment-policy-respect-october-26-2017>

Appropriate Use of Information and Communication Technology

<https://www.provost.utoronto.ca/planning-policy/information-communication-technology-appropriate-use/>

Code of Behavior on Academic Matters

<https://governingcouncil.utoronto.ca/sites/default/files/2019-08/Code%20of%20Behaviour%20on%20Academic%20Matters%20July%201%202019.pdf>

Personal Health Information Protection Act

http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_04p03_e.htm#BK3 OK

Information and Privacy Commissioner/Ontario

<http://www.ipc.on.ca/>

The Canadian Medical Protection Association (CMPA)

Using electronic communication, protecting privacy

<https://www.cmpa-acpm.ca/en/advice-publications/browse-articles/2013/using-electronic-communications-protecting-privacy>



TEMERTY FACULTY OF MEDICINE UNIVERSITY OF TORONTO

BY-LAWS OF FACULTY COUNCIL

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1. RULES OF PROCEDURE FOR THE ELECTION OF MEMBERS TO FACULTY COUNCIL

1.1. Time of Elections

Elections for Constituencies 3, 4, 5, 6 (teaching staff representatives), Constituency 8 (alumni representatives) and Constituency 10 (administrative staff representatives) will be completed and reported to the Faculty Affairs Officer before the end of April of each year. Elections for Constituency 7 (student representatives) will be completed and reported to the Faculty Affairs Officer by the end of September of each year.

1.2. Election/Appointment Procedures

Members who are acclaimed or elected for Constituencies 3-6 to Council after the second meeting of each year will be considered to begin their three-year term as of July 1 of the succeeding year. Members may be acclaimed or elected to successive terms.

1.2.1. Teaching Staff Representatives¹

1.2.1.1. Departmental Representatives - Constituencies 3, 4, and 5.

Each Department will have two (2) representatives elected to serve a three year term. The Departmental Chair will be responsible for the conduct of such an election. All Teaching Staff (except the Departmental Chair) with a primary appointment in the appropriate Department of the Faculty of Medicine will be eligible for nomination and will be eligible to participate in the departmental election.

1.2.1.2. Representatives of Faculty at Large - Constituency 6

Nominations for a three year term will be solicited from all Teaching Staff in the Faculty of Medicine for those positions whose incumbents are completing their terms. Valid nominations must bear the signatures of three (3) members of the Teaching Staff, a statement from the nominee indicating that he/she is prepared to serve, and a brief statement of relevant experience. The Faculty Affairs Officer will be responsible for the conduct of an election should the number of nominees exceed the number of positions available.

1.2.2. Student Representatives - Constituency 7

Student representatives from the Undergraduate Medicine, Radiation Sciences, Postgraduate Medicine, Graduate and Physician Assistant Professional Degree Programs shall be elected by and from among the student bodies for a one-year term. The Presidents of the Medical Society, PARO, the Undergraduate Medical Radiation Sciences Student Society, the Physician Assistant Professional Degree Program will forward the names of those students elected to the Faculty Affairs Officer each year.

Graduate student representatives will be elected by and from among the graduate students for a one-year term. The Presidents of the departmental Graduate Student Unions will forward names of those students elected to the Faculty Affairs Officer. Each sector should be represented.

¹ For Clinical Departments, Teaching Staff positions on Council and its Standing Committees may be held by Other Academic Appointees as defined in the Faculty of Medicine Constitution.

1.1.1. Alumni - Constituency 8

The President of the Medical Alumni Association will forward the names of the two alumni elected by their association to represent them on Council for a three-year term to the Faculty Affairs Officer.

1.1.2. Administrative Staff - Constituency 10

Nominations from members of the administrative staff of the Faculty of Medicine will be solicited for three-year term positions on Council. Valid nominations must bear the signatures of three (3) members of the administrative staff, a statement that the nominee is prepared to serve, and a brief statement of relevant experience. The Faculty Affairs Officer will be responsible for the conduct of an election should the number of nominees exceed the number of positions available.

1.1.3. Vacancies

In the case of retirement, resignation or death of any elected member of Council, the person responsible for the conduct of the election in the member's constituency will name an *ad hoc* representative for the remainder of the electoral year. The seat will be declared open for election at the next electoral period.

2. RULES OF PROCEDURE OF THE COUNCIL OF THE FACULTY OF MEDICINE

2.1 Suspension of the Rules of Order

The following Rules of Order, contained in sub-sections 2.2–2.22 inclusive below, shall not be suspended at any meeting if any member present expresses objection to such suspension.

2.2 Meetings

- a) Council shall meet a minimum of three times per academic year (July 1– June 30) at 4:00 p.m. on Mondays.
- b) Special meetings shall be convened by the Speaker in either of the following circumstances:
 - i. upon the request of no fewer than ten members, or
 - ii. upon the request of the President or the Dean.
- c) At all regular or special meetings, 20% of the members from constituencies 2-10 and 15-18 shall form a quorum.
- d) *Ex-officio* members of Council from Constituencies 11-14, shall not count toward a quorum.
- e) All meetings shall be open. Council may, by a simple majority vote, decide to consider any particular issue *in camera*. At the discretion of, or by pre-arrangement with the Speaker, or on a motion from the floor, a non-member may be invited to address Council.
- f) Meetings may be conducted via electronic means at the discretion of the Speaker.

2.3 Meeting Format

At the discretion of the Speaker, a Council meeting may be held by such means of telephone, or other communication facilities that permit all persons participating in the meeting to communicate with each other simultaneously and instantaneously. A person(s) participating in such a meeting by such means is (are) deemed to be present at the meeting. For meetings, or portions thereof, held in closed session or *in camera*, it is expected that members will ensure that the necessary standards of confidentiality are maintained and that their participation is conducted in a setting that ensures such confidentiality.

2.43 Presiding Officer

The Speaker shall preside at all meetings of Council. In the absence of the Speaker, the Deputy Speaker shall preside. In the absence of both the Speaker and the Deputy Speaker, any member of the Executive Committee may convene the meeting and a Speaker shall be chosen from the Executive Committee members present by a majority of the voting members present for the meeting.

2.5

Duties of Speaker

At all meetings of the Council of the Faculty of Medicine, the Speaker shall, in addition to her/his duties as a member of Council, maintain order and decorum and exercise such authority as may be necessary to conduct the meeting in conformity with the By-Laws of Council.

2.42.5 Speaker to rule on points of order

The Speaker shall rule on all points of order. The ruling may be appealed by any member, who may briefly indicate the reason for the appeal, but otherwise the appeal is not subject to amendment or debate. Council shall decide the appeal by majority vote. If the Speaker considers that a successful appeal of the ruling would constitute a suspension of the rules of order, he/she shall may rule that section 1 hereof applies to the appeal. Thus if any member supports the ruling, the appeal shall be

deemed to be defeated. A ruling by the Speaker that section 1 applies shall be conclusive and not subject to further appeal.

2.52.6 Agenda

The agenda for each regular meeting shall be prepared by the Executive Committee and shall set forth items of business to be discussed at the meeting.

2.62.7 Order of business on agenda

The order of business at a meeting shall be the order set out in the agenda unless varied or added to according to 2.8 and 2.9 below.

2.72.8 Vary the order of business

A motion to vary the order in which the items on the agenda are to be taken up will be in order at any time except when another motion is being debated or voted upon. The mover shall briefly indicate reasons why the order should be varied, but otherwise the motion is not debatable.

2.82.9 Add to the agenda

No matter not on the agenda may be introduced at a regular meeting unless the introduction thereof is agreed to by two-thirds of the members present and voting. The mover shall briefly indicate reasons why the matter should be introduced, but otherwise the motion shall not be debatable.

2.92.10 Notice of Motion

A notice of motion is a request by a member to have an item included in the agenda of the meeting. Except in the case of special meetings, a notice of motion shall be delivered to the Faculty Affairs Officer in time for consideration by the Executive Committee at its meeting which is normally held eight (8) weeks prior to a forthcoming meeting of Council. Additional motions may be introduced in Council meetings only in relation to items included in the agenda.

2.11 Member to be Recognized

~~2.10~~ Member to be recognized

Any member desiring to speak during the meeting of Council shall signify her/his intention to the Speaker. No member shall speak until recognized by the Speaker, and when so recognized, shall ~~stand and~~ address the Speaker.

2.442.12 Interruptions

The Speaker may at any time call to order any member, including the member who is speaking, but otherwise, no member shall interrupt any other member. A member called to order by the Speaker shall sit down.

2.12 Speaking more than once to a motion

A member is entitled to speak only once to a motion but at the discretion of the Speaker may be permitted to speak again on the same motion.

2.13 Length of speeches

No member or other person invited to address the Council shall speak to a motion for more than five minutes at any one time. At the discretion of the Speaker, this rule may be waived if in her/his opinion the matter is complex enough that further time should be allotted.

2.14 Statement of question

Any member may require the question under discussion to be stated at any time during the debate, but not so as to interrupt a member.

2.15 No speaking after the question is put

No member shall speak to a question after it has been put to a vote by the Speaker.

2.16 Motions to be seconded

All motions, except those for adjournment of the meeting or of a debate, shall be seconded before being debated or put by the Speaker. The Speaker may at her/his discretion require that a motion be put in writing before being debated or put by the Speaker.

2.17 Question period

After the mover and seconder have spoken to a motion presented to the Council for debate, the Speaker may, at her/his discretion, allow members to ask questions to obtain information regarding the motion. Such questions shall be directed to the Speaker who may request an answer from any member or person present. The Speaker shall determine and declare when the period of questioning is ended and upon such declaration shall call for further formal debate on the motion.

2.19 Voting Procedure

When a question is put to a vote by the Speaker, members shall indicate their vote in such manner as the Speaker may direct. The Speaker shall declare the result of the vote and such declaration shall be conclusive. If, prior to the time when the Speaker has undertaken to determine the vote, any three members require that the count of votes be recorded, then the number of votes for and against the question shall be counted and this count recorded in the minutes of the meeting. If any member wishes to record her/his abstention from voting on any question, the member must do so immediately following declaration by the Speaker.

2.19 Electronic Voting

At the discretion of the Speaker, Council may be asked to consider a matter outside of a committee meeting and to determine the matter by means of an electronic vote. Such matters would, in the judgement of the Speaker, be time-sensitive and delay until the next regularly scheduled meeting would have an adverse effect. Such matters would also, in the judgement of the Chair, normally require little, if any, discussion prior to voting. Matters considered in this manner shall be reported at the next regular meeting of Council and recorded in the report of that meeting.

2.20 E-Mail Notification

Communications to members of the Faculty and to members of Faculty Council shall be considered to constitute official notice whether in printed or electronic format.

2.21 Dispute of a Motion Passed or Rejected

The mechanisms set out below are intended to provide a formal channel to allow motions passed or rejected by Council to be challenged by full time teaching staff. Obviously, in the tradition of open debate of the University, teaching staff, students, and administrative staff all remain free to pursue the usual processes for making matters of concern to them known within the University and academic communities.

If 50 or more members of the full-time teaching staff¹ of the Faculty of Medicine, who may or may not be members of the Faculty Council of Medicine, wish to dispute a motion passed or rejected by Council, these members should state their concerns in writing in one petition which has been signed by the 50 or more dissatisfied members of the teaching staff. This petition must identify a representative individual who shall be designated the contact person for communication. The petition shall be addressed and delivered within 21 calendar days of the results of the motion to the Speaker and to the Dean who shall attempt to resolve the issue(s) in whatever manner they consider appropriate given University and Faculty policies. The Speaker and the Dean shall also reply in writing to the contact representative and make a report to Faculty Council. The signed petition shall be distributed to Council.

If two-thirds or more of the original petitioners are not satisfied after the Speaker and Dean have tried to resolve the issue raised in their petition, then a Special Meeting of Faculty Council shall be called as soon as is reasonably possible to discuss the issues raised by the petitioners. Petitioners may be present and may contribute to the debate. The aim of the Special Meeting shall be to recommend that the contentious motion is either to be subjected to another Council vote as it was originally framed or the original motion is to be referred back to a duly constituted committee of Council for possible amendment having regard for the petitioners' concerns.

If two-thirds or more of the original petitioners are not satisfied with the result of that Special meeting, then the petitioners may forward their original petition to the Vice President and Provost and to the Chair of the Academic Board of Governing Council along with a separate letter outlining their reasons for their continuing dissatisfaction. The Speaker and Dean shall write a letter outlining their attempts to resolve the issue(s).

The Vice President and Provost and the Chair of the Academic Board may either address the issue(s) themselves or appoint designates to address them. In the event that the Vice-President and Provost and/or the Chair of the Academic Board were present at the Special Meeting, then the President will appoint an individual to act in their places as necessary.

The decision of the Vice-President and Provost and the Chair of the Academic Board (or their designates) shall be final.

2.22 Dean to Convey Approvals to Governing Council

Following approval by Council, the Dean or designate will convey motions, as required, to the Office of the Provost for approval at Governing Council.

¹ Petitioners must hold a University or Faculty full-time appointment on the date they sign the petition

3. COMMITTEES OF COUNCIL

3.1. Standing Committees

The Standing Committees of Council are:

Appeals Committee
Board of Examiners – Medical Radiation Sciences Program
Board of Examiners – Postgraduate Programs
Board of Examiners – Undergraduate Medical Program
Education Committee
Executive Committee
Research Committee
Striking Committee

3.2. Special Committees

From time to time Council may find it useful to establish Special Committees to consider particular issues. Special Committees are normally formed on the recommendation of the Executive Committee, when one or more of the following conditions exist:

- a) An issue cannot be accommodated easily within a Standing Committee's schedule – either intense scrutiny is required in a relatively short time or thorough examination of complex issues is necessary over a relatively long period of time;
- b) An issue does not fall readily under an existing Standing Committee; or
- c) There is need for the participation of experts not represented on the relevant committee.

A recommendation from the Executive Committee to establish a Special Committee shall include terms of reference, an outline of membership, the anticipated reporting date, and the proposed date of disestablishment.

3.3. General Procedures of Committees of Council

- 3.3.1. Rules and regulations that guide Council shall also apply to committees of Council, unless specified otherwise.
- 3.3.2. Elections shall be held annually for all Standing Committees in accordance with the functions of the Striking Committee. The Speaker will inform the new Council of the results of the election at the earliest opportunity. Changes in the membership of Standing Committees shall occur at the beginning of the academic year, i.e., July 1st, except changes in the membership of the ~~Boards~~ of Examiners –Medical Radiation Sciences and Board of Examiners – Undergraduate Medical Education, ~~and Physician Assistant Professional Degree Program~~ which shall take effect on the following October 1st.
- 3.3.3. The term of membership of all Standing Committees shall normally be three years renewable once (renewable twice for members of the Appeals Committee). If a member becomes the committee Chair or Vice Chair, this position may be held for a maximum of two additional 3-year terms (three additional terms for the Appeals Committee).
- 3.3.4. The Chairs of all Standing Committees who are not otherwise members of Council shall become *ex officio*, voting members of Council.
- 3.3.5. With the exception of the Appeals Committee, the Dean is, *ex officio*, a member of all Standing Committees.

- 3.3.6. All members of all committees and sub-committees, including *ex officio* members have voting privileges unless otherwise noted in the terms of reference of the committee.
- 3.3.7. All Standing Committees shall report to Council on their deliberations, recommendations and decisions.
- 3.3.8. Records of all Standing Committees shall be maintained by the Faculty Affairs Officer
- 3.3.9. Each Standing Committee shall meet at the call of its Chair. When the position of a Chair of a Standing Committee becomes vacant during the session, the Speaker will consult with the members of the Committee concerned and make an appointment of a new chair from among the members of the Committee, who will hold that office for the remainder of the session.

When a vacancy occurs during the session among the members of a Standing Committee, the Chair of the Committee concerned, in consultation with the Speaker, shall appoint a replacement for the remainder of the session.

- 3.3.10. The Speaker, at the request of the Chair of a Standing Committee, may declare any elected position on the committee vacant if the member is absent for two consecutive meetings of the committee or of a subcommittee of which he/she is a member. In the event that a Standing Committee Chair is deemed absent or delinquent in his/her responsibilities the Speaker has the authority to remove them from their position.
- 3.3.11. Unless otherwise stated, the Chair and 50% of other members shall constitute a quorum.

NOTE: Meetings with a duly constituted quorum that temporarily falls below that number because of other requirements of these by-laws (e.g., recusal for conflict of interest or request that student members be excused) will be deemed to retain quorum provided at least four members remain.

- 3.3.12. The Appeals Committee and the Boards of Examiners always meet *in camera*. The meetings of the other Standing Committees are open unless otherwise stated.
- 3.3.13. Sub-committees may be created by Standing Committees on *an ad hoc* basis whenever a clear need arises. The membership of such sub-committees shall be established by the parent committee.

~~3.3.14. At the discretion of the Chair, a committee meeting may be held by such means of telephone, or other communication facilities that permit all persons participating in the meeting to communicate with each other simultaneously and instantaneously. A person(s) participating in such a meeting by such means is (are) deemed to be present at the meeting. For meetings, or portions thereof, held in closed session or *in camera*, it is expected that members will ensure that the necessary standards of confidentiality are maintained and that their participation is conducted in a setting that ensures such confidentiality.~~

~~3.3.15. At the discretion of the Chair, a committee may be asked to consider a matter outside of a committee meeting and to determine the matter by means of an electronic vote. Such matters would, in the judgement of the Chair, be time-sensitive and delay until the next regularly scheduled meeting would have an adverse effect. Such matters would also, in the judgement of the Chair, normally require little, if any, discussion prior to voting. Matters considered in this manner shall be reported at the next regular meeting of the committee and recorded in the report of that meeting.~~

3.4. Appeals Committee

3.4.1. Membership

Council shall approve the membership of the Appeals Committee composed of the following:

Chair: elected by Council

Two Vice-Chairs: elected from the membership

Fourteen Teaching Staff of whom at least 1 shall be designated by the Michener Institute for Applied Health Sciences after consultation with the Speaker

One Undergraduate Medical student (alternate permitted)

One Postgraduate Medical trainee (alternate permitted)

One Medical Radiation Science student (alternate permitted)

One Physician Assistant Professional Degree student (alternate permitted)

Ex-officio:

Faculty Affairs Officer (non-voting)

3.4.2. Functions

- a) To hear appeals of Undergraduate Medical students, Postgraduate trainees, students in the Undergraduate Medical Radiation Sciences Programs and students in the Physician Assistant Professional Degree Program of the Faculty of Medicine against decisions of Council and its Standing committees and Boards, and to make rulings on such appeals that are binding and final, subject to an appeal to the Governing Council¹.
- b) To recommend to Council changes to policies and procedures with respect to petitions and appeals by students.
- c) To generate and disseminate recommendations arising from appeals.
- d) To report to the Council at least annually on its decisions.

3.4.3. Procedures

3.4.3.1. Quorum

The Chair or a Vice-Chair and six members shall constitute a quorum, of which at least one shall be a student or trainee.

3.4.3.2. Term

The Chair and Vice-Chairs shall be elected for a term of 3 years, which may be renewed twice. Faculty members shall be to three year terms, and their terms may be renewed twice. Student members shall be appointed annually.

Note

When the Chair is present and presiding at a hearing, a Vice-Chair present will be considered a regular member of the committee. A Vice-Chair shall exercise all the Chair's powers and duties if the Chair is absent or has disqualified herself/himself.

¹ The *Policy on Academic Appeals within Divisions* is available at <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec122005.pdf>.

3.4.3.3. Conflict of Interest

A Committee member must declare a potential conflict of interest with any case presented to the Appeals Committee. The concern will be disclosed by the member to the Chair, who will decide on the appropriate course of action.

3.4.3.4. Confidentiality

The Committee shall meet *in camera*. The documents provided to the Committee at meetings shall be retained by the Faculty Affairs Officer. All deliberations of the Committee and all information received by the Committee shall be confidential except for such disclosure as is necessary for the Committee's Report

N.B. The "Guidelines for Procedure" of the Appeals Committee are available on the Faculty of Medicine website

3.4.3.5. In hearing appeals the Committee may:

- Uphold an appeal in whole or in part;
- Reject an appeal; or
- Refer the case back to the body concerned.

3.5. Board of Examiners – Medical Radiation Sciences Program

3.5.1. Membership

Council shall approve the membership of the Board of Examiners – Medical Radiation Sciences Program Committee composed of the following:

Chair: elected by Faculty Council

Vice-Chair: elected by and from among the members

Eight faculty members elected by Council, three of whom shall be nominated by the Michener Institute for Applied Health Sciences after consultation with the Speaker, and, of the remaining five, no more than two shall be associated with the Medical Radiation Sciences Program and no more than two shall be associated with the Radiation Physics Residency Program

Two student members of the Undergraduate Medical Radiation Sciences Program

Ex officio:

~~Vice Dean, MD Program~~ Vice Dean, Clinical and Faculty Affairs or designate

Chair, Department of Radiation Oncology (or designate)

Vice-President, Michener Institute (or designate)

Faculty Affairs Officer (non-voting)

3.5.2. Function

In relation to the **Medical Radiation Sciences Program and the Radiation Physics Residency Program**, and on behalf of Council:

- a) At the request of the Vice Dean, Clinical and Faculty Affairs (or her/his designate) to review the cases of students in academic difficulty and to determine or give advice (as requested) concerning the course(s) of action.
- b) After receiving and considering recommendations from the Vice Dean, Clinical and Faculty Affairs (or her/his designate) for the progression of students through the

- Program, to determine in relation to each student, the appropriate course of action, which may include promotion, remediation, failure, suspension, and dismissal.
- c) To review the marks/grades of all students in all courses of each year of the Program as recommended by the Academic Director (or designate) and, review, adjust and approve as appropriate.
 - d) To oversee the general consistency of grading procedures.
 - e) To review and approve grades and non-grade course reports.
 - f) To report to Council its deliberations, recommendations and decisions.

N.B. The assessment of a student's performance includes not only the evaluation of performance in the courses of the Program but also the evaluation of the student's behavioural, ethical and professional performance in the Program.

3.5.3. Procedures

A student whose performance is being considered by the Board may make a written submission to the Board through the Faculty Affairs Officer.

3.5.3.1. Quorum

Chair (or Vice-Chair) and 50% of the members of the Board of whom one must be a student except as noted below.

Student members

Student members shall be voting members of the Board, but will be excluded from such deliberations upon request of any student whose case is being considered or if their own case is being considered.

Non-Member Attendees

The Vice Dean, [Clinical and Faculty Affairs](#) (or designate), with the agreement of the BOE Chair, will invite those academic and administrative staff who are not members of the Board to attend each meeting only as necessary for the full presentation of information concerning each case. Such visitors may be asked to leave after the presentation of their material.

3.5.3.2. Conflict of Interest

A Board of Examiners member must declare a potential conflict of interest with any case presented to the Board of Examiners. The concern will be disclosed by the member to the Chair, who will decide on the appropriate course of action.

3.5.3.3. Appeal of Decisions

Decisions of the Board are final and binding on the Faculty and the Michener Institute but students may appeal the decision of the Board to the Faculty of Medicine Appeals Committee.

3.5.3.4. Confidentiality

The Board shall meet *in camera*. The documents provided to the Board at meetings shall be retained by the Faculty Affairs Officer. All deliberations of

the Board and all information received by the Board shall be confidential except for such disclosure as is necessary for the Board's Report.

3.6. Board of Examiners – Postgraduate Programs

3.6.1. Membership

Council shall approve the membership of the Board of Examiners – Postgraduate Programs Committee composed of the following:

Chair, elected by Faculty Council Vice-Chair: elected by and from among the members
Nine Teaching Staff none of whom should concurrently be a Director of a residency training program. Teaching Staff are elected by Council and commit to a full 3-year term, with the option to renew once for an additional three years. Of the nine members, at least one should be from each of Family Medicine, Internal Medicine and Surgery. Three postgraduate trainees who commit to a one year term, with the option to renew for a second term

Ex officio:

Vice Dean, ~~Post MD Education~~ Medical Education or designate

Faculty Affairs Officer (non-voting)

3.6.2. Function

In relation to the **Postgraduate Programs**, and on behalf of Council:

- a) At the request of the Vice Dean, Medical Education (or her/his designate), to review the cases of trainees in academic difficulty and to determine the appropriate course(s) of action, which may include remediation, remediation with probation, probation, suspension, and dismissal.
- b) The assessment of a trainee's performance may include the evaluation of the trainee's academic, behavioural, ethical and professional performance in the Program, or the evaluation/recommendation from an independent process.
- c) After receiving and considering recommendations from the Vice Dean, Medical Education (or her/his designate), make recommendations on the progression of trainees through the Program
 - a) To oversee the general consistency of grading procedures.
 - b) To review and approve grades and non-grade course reports.
 - c) To report to Council its deliberations, recommendations and decisions.

3.6.3. Procedures

The procedures of this Board and of the evaluation of postgraduate trainees are detailed in the document "Guidelines for the Evaluation of Postgraduate Trainees of the Faculty of Medicine at the University of Toronto" (~~February 2007~~).

A trainee whose performance is being considered by the Board may make a written submission to the Board through the Faculty Affairs Officer.

3.6.3.1. Quorum

Chair (or Vice-Chair), and 4 of the members of the Board of whom one must be a trainee (except as noted below). The Vice Dean is included in the count towards quorum and is allowed to vote.

Trainee members:

Trainee members shall be voting members of the Board but will be excluded from such deliberations at the request of any trainee whose case is being considered or if their own case is being considered.

Non-Member Attendees:

The Vice Dean (or designate), with the agreement of the BOE Chair, will invite those academic, administrative staff and appropriate health professional staff who are not members of the Board to attend each meeting only as necessary for the full presentation of information concerning each case. Such visitors may be asked to leave after the presentation of their material.

3.6.3.2. Conflict of Interest

A Board of Examiners member **must** declare a potential conflict of interest with any case presented to the Board of Examiners. The concern will be disclosed by the member to the Chair, who will decide on the appropriate course of action.

3.6.3.3. Appeal of Decisions

Decisions of the Board are final and binding on the Faculty, the Residency Training Program Committees and the Program Directors. Decisions of the Board may be appealed by postgraduate trainees to the Faculty of Medicine Appeals Committee.

3.6.3.4. Confidentiality

The Board shall meet *in camera*. The documents provided to the Board at meetings shall be retained by the Faculty Affairs Officer. All deliberations of the Board and all information received by the Board shall be confidential except for such disclosure as is necessary for the Board's Report.

3.7. Board of Examiners – Undergraduate Medical Program

3.7.1. Membership

Council shall approve the membership of the Board of Examiners – Undergraduate Medical and Physician Assistant Professional Degree Programs composed of the following:

Chair: elected by Faculty Council

Vice-Chair: elected by and from the members.

Nine Teaching Staff elected by Council (at least one member must be from the Department of Family and Community Medicine)

Two undergraduate medical students (normally the President and past-President of the Medical Society)

Two student members of the BScPA Program

Representative from the Michener Institute named by its President

Representative from the Northern Ontario School of Medicine named by its Dean

Ex officio:

Vice Dean, Medical Education or designate MD Program

Vice Dean, Clinical and Faculty Affairs or designate
~~Vice Dean, Partnerships~~
Faculty Affairs Officer (non-voting)

3.7.2. Function

In relation to the **Undergraduate Medical Program**, and on behalf of Council:

- a) At the request of the Vice Dean, ~~MD Program~~Medical Education (or her/his designate), to review the cases of students in academic difficulty and to determine or give advice (as requested) concerning the course(s) of action.
- b) After receiving and considering recommendations from the Vice Dean, MD Program (or her/his designate) for the progression of students through the Program, to determine in relation to each student, the appropriate course of action, which may include promotion, remediation, failure, suspension, and dismissal; and
- c) To review the marks/grades of all students in all courses of each year of the Program as recommended by the Vice Dean, MD Program (or designate), adjust and approve as appropriate.
- d) To oversee the general consistency of grading procedures.
- e) To review and approve grades and non-grade course reports.
- f) To report to Council its deliberations, recommendations and decisions.

N.B. The assessment of a student's performance includes not only the evaluation of performance in the courses of the Program but also the evaluation of the student's behavioural, ethical and professional performance in the Program.

3.7.3. Physician Assistant Professional Degree Program Standing Sub-Committee

3.7.3.1. Membership

All members of the UME Board of Examiners are *ex officio* members of the Physician Assistant Professional Degree Program Standing Sub-Committee

Representative from the Michener Institute named by its President
Representative from the Northern Ontario School of Medicine named by its Dean

3.7.3.2. Function

In relation to the **Physician Assistant Professional Degree Program**, and on behalf of Council:

- a) At the request of the Vice Dean, ~~Partnerships~~Clinical and Faculty Affairs (or her/his designate), to review the cases of students in academic difficulty and to determine or give advice (as requested) concerning the course(s) of action.
- b) After receiving and considering recommendations from the Vice Dean, Partnerships (or her/his designate) for the progression of students through the Program, to determine in relation to each student, the appropriate course of action, which may include promotion, remediation, failure, suspension, and dismissal; and
- c) To review the marks/grades of all students in all courses of each year of the Program as recommended by the Vice Dean, Partnerships (or designate), adjust and approve as appropriate.
- d) To oversee the general consistency of grading procedures.

- e) To review and approve grades and non-grade course reports.
- f) To report to Council its deliberations, recommendations and decisions.

N.B. The assessment of a student's performance includes not only the evaluation of performance in the courses of the Program but also the evaluation of the student's behavioural, ethical and professional performance in the Program.

3.7.4. Procedures

A student whose performance is being considered by the Board may make a written submission to the Board through the Faculty Affairs Officer.

3.7.4.1. Quorum

UME Board of Examiners

Chair (or Vice-Chair) and seven of the members of the Board of whom one must be a UME student except as noted below under Student Members.

Physician Assistant Professional Degree Sub Committee

Chair (Vice-Chair) and five of the members of the Board of whom one must be a Physician Assistant Professional Degree student except as noted below under Student Members.

Student members

Student members shall be voting members of the Board, but will be excluded from such deliberations upon request of any student whose case is being considered or if their own case is being considered.

Non-Member Attendees

The Vice Dean, ~~MD Program~~ Medical Education and/or the Vice Dean, Partnerships Clinical and Faculty Affairs, with the agreement of the BOE Chair, will invite those academic and administrative staff who are not members of the Board to attend each meeting only as necessary for the full presentation of information concerning each case. Such visitors may be asked to leave after the presentation of their material.

3.7.4.2. Conflict of Interest

A Board of Examiners member must declare a potential conflict of interest with any case presented to the Board of Examiners. The concern will be disclosed by the member to the Chair, who will decide on the appropriate course of action.

3.7.4.3. Appeal of Decisions

Decisions of the Board are final and binding on the Faculty but students may appeal the decision of the Board to the Faculty of Medicine Appeals Committee.

3.7.4.4. Confidentiality

The Board shall meet *in camera*. The documents provided to the Board at meetings shall be retained by the Faculty Affairs Officer. All deliberations of the Board and all information received by the Board shall be confidential except for such disclosure as is necessary for the Board's Report.

3.8. Education Committee

3.8.1. Membership

Council shall approve the membership of the Education Committee composed of the following:

Chair: elected by Faculty Council

~~Eight~~Seven Teaching Staff (~~three~~four from Clinical Science, three from Basic Science, one from Rehabilitation Science) elected by Council

Three Undergraduate Medical students (1 each from of years 1, 2 & 3, with one alternate)

Two Graduate students (alternate permitted)

One Postgraduate Medical trainee (alternate permitted)

One Radiation Science student (alternate permitted)

One Physician Assistant Professional Degree student (alternate permitted)

Ex officio:

Vice Dean, ~~MD Program~~Medical Education

~~Vice Dean, Post MD Education~~ Vice Dean, Clinical and Faculty Affairs

Vice Dean, Graduate and Academic Affairs

Associate Dean, Postgraduate Medical Education

Associate Dean, Health Professions Student Affairs

Associate Dean, Continuing Professional Development

~~Chief Diversity Officer~~ Associate Dean, Inclusion and Diversity

Director, Undergraduate Admissions and Student Finances

Director, Medical Radiation Sciences Program

Medical Director, Physician Assistant Professional Degree Program

Faculty Affairs Officer (non-voting)

3.8.2. Function

In relation to the Undergraduate and Postgraduate Medical Programs, Graduate Education, the Undergraduate Medical Radiation Sciences Program and the Physician Assistant Professional Degree Program, the role of the Education Committee is to safeguard the standards and quality of the programs with regard to Admissions, Awards, Financial Aid, and Curriculum and Evaluation.

The reports noted in the Admissions, Awards, Financial Aid and Curriculum and Evaluation sections below will form part of the annual reports to Faculty Council and the Governing Council.

In relation to the Continuing Professional Development Programs of the Faculty, the role of the Committee is to safeguard the standards and quality of the courses and programs offered and the certificates and diplomas awarded. The Committee also reviews and recommends to Council policies pertaining to research in professional development.

3.8.2.1. Admissions

- a) To receive and accept on behalf of Council annual reports from each program outlining the extent to which the goals and objectives are being met in the implementation of the admission policies and targets.
- b) To review and recommend to Council major changes in the admissions policies recommended by the Dean or his/her designate or any other proposals assigned to the Education Committee by the Executive Committee.
- c) The Committee will be informed of minor changes in the admissions policies prior to their implementation.
- d) To make recommendations to Council on undergraduate and graduate admissions policy.
- e) To approve, on behalf of Council, minor changes to admission requirements. All such changes shall be reported for information to Council.
- f) To report to Council its deliberations, recommendations, and decisions

3.8.2.2. Student Awards

- a) To receive and accept on behalf of Council annual reports from each program detailing the extent to which the goals and objectives are being met in the implementation of the awards policies.
- b) To review and recommend to Council the terms and conditions of new awards and award policies recommended by the Dean or his/her designate and award policies prior to their implementation or any other proposals assigned to the Education Committee by the Executive Committee.
- c) To approve on behalf of Council minor changes to the terms and conditions of awards and award policies. All such changes shall be reported for information to Council.

3.8.2.3. Teaching Awards

- a) To receive and accept on behalf of Faculty Council annual reports from the Dean or her/his designate detailing the extent to which the goals and objectives are being met in the implementation of teaching award policies.
- b) To review and approve on behalf of Faculty Council the terms and conditions of new awards and changes in existing awards upon the recommendation of the Dean or her/his designate, except for significant changes that would be brought to Faculty Council for approval.

3.8.2.4. Financial Aid

- a) To receive and accept on behalf of Council annual reports from each program detailing the extent to which the goals and objectives are being met in the implementation of the financial aid policies.
- b) To review and recommend to Council major changes in the financial aid policies recommended by the Dean or his/her designate or any other proposals assigned to the Education Committee by the Executive Committee.
- c) To be informed of minor changes to the terms and conditions of financial aid policies prior to their implementation.

3.8.2.5. Curriculum and Evaluation

It is recognized that all the programs under the jurisdiction of this Committee, where applicable, are subject to the direction of external professional accreditation bodies.

- a) To receive and accept on behalf of Council annual reports from each program outlining the extent to which the goals and objectives are being met in the delivery of the courses of study, the program content, the grading and evaluation system and the requirements for graduation.
- b) To make recommendations to Council on all matters of curriculum policy.
- c) To review and recommend to Council for approval, subject to the approval of the appropriate body of Governing Council, proposals for new academic programs, proposals for the closure of any academic programs, and proposals for major modifications to existing academic programs¹, **diplomas, and certificates**² or any other proposals assigned to the Education Committee by the Executive Committee.
- d) To review and approve, on behalf of Council, proposals for minor modifications to academic programs, **diplomas, and certificates**³. All such approvals shall be reported for information to Council.
- e) To review and approve, on behalf of Council, proposals for Category 3 certificates. All such approvals shall be reported for information to Council.
- f) To report to Council its deliberations, recommendations, and decisions.

3.8.2.6. Continuing Professional Development Courses and Programs

- a) To receive and accept on behalf of Faculty Council annual reports from the Dean or her/his designate clarifying the extent to which the goals and objectives are being met in all aspects of the delivery of professional development courses and programs, including the faculty development program, patient and public education programs and international professional development programs.
- b) To review and recommend to Faculty Council major changes proposed by the Dean or his/her designate, in the goals and objectives of all aspects of the delivery of a programs and courses prior to their implementation or any other Continuing Professional Development proposals assigned to the Education Committee by the Executive Committee.
- c) The Committee will receive and approve on behalf of Faculty Council proposals for minor changes in the goals and objectives of all aspects of the delivery of all programs and courses prior to their implementation

3.8.2.7. External Reviews

The Committee will consider and report back on educational issues arising from the External Reviews of Departments and Extra-Departmental Units referred to it by the Executive Committee or the Speaker.

3.8.2.8. New Initiatives

¹ Definitions of major modifications of existing programs, minor modifications, and new academic programs are provided in the University of Toronto Quality Assurance Process and are subject to change. Guidance from the Office of the Vice-Provost, Academic Programs, should be sought prior to the development of any such proposal.

² Proposals for creation or closure of Category 1 certificates will follow the protocol for major modifications, as stated in the Policy on Certificates (For Credit and Not-for-Credit).

³ Proposals for creation or closure of Category 2 certificates will follow the protocol for minor modifications, as stated in the Policy on Certificates (For Credit and Not-for-Credit).

The Committee will review and recommend to Council, new initiatives, such as joint inter-faculty programs, proposed by the Dean or his/her designate or any other proposals assigned to the Education Committee by the Executive Committee.

3.8.2.9. The Committee will advise Council on any matters related to the Undergraduate and Postgraduate Medical Programs, Graduate Education, the Undergraduate Medical Radiation Sciences Program, and the Physician Assistant Professional Degree Program of the Faculty.

3.8.3. Procedures

The Committee shall meet in open session. Meetings where confidential matters of an individual are discussed shall be held *in camera*.

In preparing the agenda for Education Committee meetings, the Secretary may group items that are of a routine or self-explanatory nature. All such items shall be grouped on the agenda and identified as 'consent agenda' items. In so doing, the Secretary will consult with the Chair of the Committee. Approval items on the agenda that are not included under the consent agenda shall be presented singly for discussion and voting as appropriate.

Items on the consent agenda are not given individual consideration by the Committee, unless a member so requests. Rather, members with questions for clarification, or requests for further information, contact the assessor or other contact person shown on the item in advance of the meeting. Members with concerns who would like an item to be discussed by the Committee should notify the Secretary at least 24 hours in advance of the meeting. Upon the request of any member, the matter will be removed from the consent agenda and considered by the Committee in the usual manner.

Where a consent item requires a resolution of the Committee, and where no member has requested consideration of the item in the usual manner, the motion will be placed before the Committee and seconded, and it will normally immediately proceed to a vote without introduction or discussion.

3.9. Executive Committee

3.9.1. Membership

Council shall approve the membership of the Executive Committee composed of the following:

The Speaker of Council (Chair)

Eight Members of Council, elected by Council:

Five Teaching Staff, one from each sector (basic science, clinical science, and rehabilitation) and two at large members

Three Students (1 UME student, 1PGME trainee and 1 graduate student)

One member from the administrative staff

Ex officio:

The Dean or designate

The Deputy Speaker of Council

The Chairs of the Education Committee and Research Committee

The Chief Administrative Officer (non-voting)

The Faculty Affairs Officer (non-voting)

3.9.2. Functions

- a) To set the agenda for each Council meeting.
- b) To ensure that adequate documentation is provided for consideration of each agenda item and to refer back to the originating administrator/governance body for further preparation any item deemed not ready for submission to Council.
- c) To direct items of business to Council or the appropriate Standing Committee(s), or to recommend to Council the creation of special committees.
- d) To consider notices of motion given to Council.
- e) ~~At the request of the Dean, To~~ approve, in principle, urgent items arising outside of Faculty Council's regular meeting schedule. ~~No item approved in such manner is formally binding until approved by Faculty Council~~ Items shall then be sent to Council for an electronic approval vote. Upon the request of any member of Council, the electronic approval vote will be cancelled, and the matter will be considered by Council in the usual manner.
- f) To review and advise Council on all proposed Constitution and By-Law changes, whether these be brought to Council or initiated by Council.
- g) To review and advise Council on the effectiveness of the Constitution and By-Laws.
- h) At periodic intervals of not more than five years, to establish a review of the Constitution and By-Laws and recommend to Council any changes deemed appropriate.
- i) To review on behalf of Council, reports of and responses to External Reviews of Departments and Units, inquiring into issues as necessary and reporting to Council its findings.
- j) To monitor the functioning of Council and its Committees.
- k) To report to Council its deliberations, recommendations and decisions.

3.9.3. Procedures

The Committee shall meet in closed session.

3.10. Research Committee

3.10.1. Membership

Council shall approve the membership of the Research Committee composed of the following:

Chair: elected by Council

Eight Teaching Staff elected by Council (with at least one member from each sector of the Faculty)

Two Graduate Students

Ex officio:

Vice-Dean, Research and Innovation

Faculty Affairs Officer (non-voting)

3.10.2. Function

3.10.2.1. To identify and recommend to Council general research priorities/initiatives for the Faculty.

3.10.2.2. To review and recommend to Council the establishment, continuation and termination of Departments and Extra-departmental Units (EDUs) (A, B, and C

only)- or any other proposals assigned to the Research Committee by the Executive Committee.

~~3.10.2.2~~3.10.2.3. To review and approve on behalf of Council the establishment, continuation and termination of EDU:Ds.

~~3.10.2.3.~~

3.10.2.4. In accordance with University policies, to review and recommend to Council Faculty policies and procedures regulating the conduct of research, including those regarding the conduct of research in compliance with regulatory and statutory authorities.

3.10.2.5. To advise Council on any other matters relating to research in the Faculty.

3.10.2.6. To consider and report back on issues arising from External Reviews of Departments and Extra-Departmental Units referred to it by the Executive Committee or the Speaker.

3.10.3. Procedures

The Committee will submit an annual report to Faculty Council concerning its deliberations and recommendations of the preceding year. The Committee shall meet in open session.

In preparing the agenda for Research Committee meetings, the Secretary may group items that are of a routine or self-explanatory nature. All such items shall be grouped on the agenda and identified as 'consent agenda' items. In so doing, the Secretary will consult with the Chair of the Committee. Approval items on the agenda that are not included under the consent agenda shall be presented singly for discussion and voting as appropriate.

Items on the consent agenda are not given individual consideration by the Committee, unless a member so requests. Rather, members with questions for clarification, or requests for further information, contact the assessor or other contact person shown on the item in advance of the meeting. Members with concerns who would like an item to be discussed by the Committee should notify the Secretary at least 24 hours in advance of the meeting. Upon the request of any member, the matter will be removed from the consent agenda and considered by the Committee in the usual manner.

Where a consent item requires a resolution of the Committee, and where no member has requested consideration of the item in the usual manner, the motion will be placed before the Committee and seconded, and it will normally immediately proceed to a vote without introduction or discussion.

3.11. Striking Committee

3.11.1. Membership

Council shall approve the membership of the Striking Committee composed of the following:

Chair: the Speaker of Faculty Council

All members of the Executive Committee excluding student members

All Standing Committee Chairs not on the Executive Committee

Ex officio:

The Dean
Faculty Affairs Officer (non-voting)

Non-member, advisors to the striking process:

Three Departmental Chairs, one from each sector as appointed by the Dean

3.11.2. Function

- 3.11.2.1.** The Striking Committee shall be convened annually, or from time to time as may be deemed necessary.
- 3.11.2.2.** Recognising that the terms of appointment are normally for three years, the Faculty Affairs Officer, on behalf of Faculty Council, will seek suggestions and nominations to fill anticipated vacancies in the roles of Speaker and Deputy Speaker and in the membership of the Standing Committees. Before making nominations, members will obtain the concurrence of nominees to stand for election. The Faculty Affairs Officer, on behalf of the Striking Committee, will request all nominees to forward to her/him brief biographies concerning their experience to hold the position for which they have been nominated.
- 3.11.2.3.** The Striking Committee will meet to prepare a slate of candidates following receipt of nominations and suggestions from members of the Faculty. The Committee will ensure that there is at least one nominee for every anticipated vacancy. The Committee may add further nominees to vacancies for which nominations have already been received from the process in 3.13.2.2 above, but may not remove any nominees from the list. The Faculty Affairs Officer, on behalf of the Striking Committee, will obtain the concurrence of nominated candidates to stand for election as proposed, and will request all nominees to forward to her/him brief biographies concerning their experience to hold the position for which they have been nominated.
- 3.11.2.4.** The slate of candidates prepared by the Striking Committee containing both those nominated through process 3.13.2.2 above and those added by the Committee in process 3.13.2.3 above, together with the brief biographies of nominees, will be presented to a meeting of Faculty Council. At this meeting of Council no further nominations will be accepted. Council will vote by secret ballot on motions to establish those nominees who will hold positions in the forthcoming session.

4. DATES OF AMENDMENT

Amended and approved by Faculty Council on June 23, 2008.

Amended and approved by Faculty Council on June 22, 2009.

Amended and approved by Faculty Council on September 13, 2010.

Amended and approved by Faculty Council on February 27, 2012.

Amended and approved by Faculty Council on October 22, 2012.

Amended and approved by Faculty Council on April 29, 2013.

Amended and approved by Faculty Council on February 9, 2015.

Amended and approved by Faculty Council on October 19, 2015.

Amended and approved by Faculty Council on April 25, 2016.

Amended and approved by Faculty Council on October 16, 2017.

Amended and approved by Faculty Council on April 23, 2018.