The voice of academic medicine in Canada
MISSION
AFMC is the academic partnership of Canada’s faculties of medicine. Through our collective leadership, expertise and advocacy, we will achieve excellence in education, research and care for the health of all Canadians.

VALUES

EXCELLENCE
To achieve excellence in all its endeavours, AFMC will apply innovation, ingenuity, creativity, inquiry, discovery, and continuous quality improvement.

INCLUSIVITY
AFMC embraces differences amongst people and respectfully creates value from diversity of ideas, culture and language.

COLLABORATION
For AFMC, collaboration is both a process and outcome that engages different perspectives and involves partnerships between organizations, professions and individuals.

STRATEGIC PRIORITIES

1. To support CANADIAN FACULTIES OF MEDICINE and their faculty members, staff and learners.
2. To be a recognized national and international LEADER in educating the HEALTH WORKFORCE and a leading national advocate and knowledge resource for health education.
3. To ensure that ACADEMIC MEDICINE continues to be INTEGRATED throughout HEALTH SYSTEMS.
4. To be a recognized leader in academic medicine, who by working effectively with our partners, drives EXCELLENCE AND INNOVATION in RESEARCH to improve health.
MESSAGE FROM THE CHAIR OF THE BOARD AND PRESIDENT AND CEO

We are proud to provide our 2018-19 annual report that highlights key priorities in medical education including physician resource planning, research and innovation as well as initiatives supporting faculties and learners. These accomplishments would not be possible without the contributions of our committees and networks, the support of partners and stakeholders as well as dedication of our employees.

As we celebrated our 75\textsuperscript{th} anniversary, we were reminded that the Deans of Canadian Faculties of Medicine founded the Association of Canadian Medical Colleges to foster information exchange and collective action in their engagement with the federal government on physician supply planning. Collaboration is one of AFMC’s core values key to our success over the last three-quarter century.

This remains the case today. Our leadership was instrumental in reducing the number of unmatched Canadian medical graduates. We are advocating for a more effective transition to residency including adding residency positions, reducing the number of entry routes and a pan-Canadian resident transfer system. We continue to engage with the Committee on Health Workforce (CHW) to ensure the right mix, distribution and number of physicians to meet societal needs.

The continuous quality improvement (CQI) of undergraduate medical education accreditation is a strategic priority for AFMC. As a result, we endorsed increasing capacity of the CACMS secretariat, establishing an electronic system for CACMS and proceeding with an extensive consultation on the CACMS elements and processes.

Our unwavering commitment to the social accountability mandate of our medical schools is evidenced in the work done by the Future of Admissions in Canada Think Tank (FACTT). We must determine best practices in recruiting and selecting students that are reflective of the diversity of our Canadian population and that will also meet the future health needs of Canadians.

We will continue to collaborate to advance the Canadian academic medicine. To this end, we are planning a Future of Medical Education in Canada (FMEC) 2020 event to celebrate our accomplishments and determine future direction and priorities. We look forward to engaging with you on this work.

Collectively, our leadership, expertise and advocacy will achieve excellence in education, research and care for the health of all Canadians.

Geneviève Moineau, MD, FRCPC
President and CEO

Brian Postl, MD, FRCPC
Chair, AFMC Board of Directors
AFMC GOVERNANCE STRUCTURE

AFMC BOARD OF DIRECTORS

STANDING COMMITTEE ON EDUCATION
- UGME Committee
- PGME Committee
- CPD Committee
- Student Affairs Committee

STANDING COMMITTEE ON GOVERNANCE AND NOMINATIONS

EXECUTIVE COMMITTEE

STANDING COMMITTEE ON AUDIT, FINANCE AND RISK MANAGEMENT

STANDING COMMITTEE ON RESEARCH AND INNOVATION
- Vice Deans of Research Committee
- Graduate Studies Committee

AFMC COMMITTEES

Continuing Professional Development
Chair: Dr. Suzan Schneeweiss, University of Toronto
Vice Chair: Dr. Vernon Curran, Memorial University of Newfoundland

Graduate Studies
Chair: Dr. Tara Beattie, University of Calgary

Postgraduate Medical Education
Co-Chair: Dr. Andrew Warren, Dalhousie University
Co-Chair: Dr. Christopher J. Watling, Western University
Research
Chair: Dr. Peter Nickerson, University of Manitoba

Student Affairs
Co-chair: Dr. Melanie Lewis, University of Alberta
Co-chair: Dr. Janette McMillan, University of British Columbia

Undergraduate Medical Education
Co-Chair: Dr. Evelyn Sutton, Dalhousie University
Co-Chair: Dr. Patricia Houston, University of Toronto
Co-Chair: Dr. Beth-Ann Cummings, McGill University
AFMC NETWORKS

as of June 30, 2019

Admissions
Chair: Dr. Owen Prowse, Northern Ontario School of Medicine

Clerkship
Co-Chair: Dr. Jill Rudkowski, McMaster University
Co-Chair: Ms. Jane Gordon, Queen’s University

Clinical Skills
Co-Chair: Dr. Barbara Power, University of Ottawa

Distributed Medical Education
Chair: Dr. Jill Konkin, University of Alberta

Electives
Chair: Dr. Jim Butler, University of Manitoba

Equity, Diversity and Gender
Chair: Dr. Saleem Razack, McGill University

Faculty Affairs
Co-Chair: Dr. Cathy Vardy, Memorial University of Newfoundland
Co-Chair: Ms. Tracey Pittman, Memorial University of Newfoundland

Faculty Development
Chair: Dr. Karen Leslie, University of Toronto

Faculty Undergraduate Accreditation Leads
Chair: Dr. Kevin Busche, University of Calgary

Francophone Minorities
Chair: Ms. Danielle Barbeau-Rodrigue, Northern Ontario School of Medicine

Global Health
Co-chair: Dr. Shawna O’Hearn, Dalhousie University
Co-chair: Dr. Jill Allison, Memorial University of Newfoundland
Co-chair: Ms. Tasha Ayinde, McGill University

Indigenous Health Network
Chair: Dr. Marcia Anderson, University of Manitoba

Informatics
Chair: Mr. Matt Simpson, Queen’s University

Institutional Advancement and Communications
Chair: Ms. Susan Emigh, McMaster University

Interprofessional Education
Co-Chair: Dr. Christie Newton, University of British Columbia
Co-Chair: Dr. Sylvia Langlois, University of Toronto

Libraries
Chair: Ms. Natalie Waters, McGill University

Physician Health and Well-being
Chair: Dr. Mithu Sen, Western University

Postgraduate Affairs
Chair: Dr. Donald Farquhar, Western University

Professionalism
Co-chair: Dr. Heather Lochnan, University of Ottawa
Co-chair: Dr. Gurdeep Parhar, University of British Columbia

Senior Administration
Chair: Mr. Dwayne Martins, Western University

Senior Education Deans
Chair: Dr. Alan Neville, McMaster University

Social Accountability
Co-chair: Dr. Shawna O’Hearn, Dalhousie University
Co-chair: Dr. Eric Lachance, Université de Sherbrooke
SPOTLIGHT ON THE WORK OF OUR NETWORKS

AFMC COMMITMENT TO ACTION ON INDIGENOUS HEALTH

The Joint Commitment to Action on Indigenous Health report provides a roadmap for concrete institutional change that will best enable Canadian medical schools to respond to the TRC Calls to Action and fulfill their social accountability mandates with respect to Indigenous health.

The ten actions in the report focus on building meaningful relationships with Indigenous communities, increasing the number of Indigenous physicians, fostering a better learning environment for Indigenous people as well as developing Indigenous health curriculum.

Thank you to, Dr. Marcia Anderson, the chair of the AFMC Indigenous Health Network, and the writing working group Dr. Lynden Crowshoe, Ms. Linda Diffey, Dr. Mike Green, Dr. Darlene Kitty, Dr. Barry Lavallee, Dr. Kent Saylor and Dr. Lisa Richardson who created this report.

THE EQUITY, DIVERSITY, AND GENDER (EDG) NETWORK: SEEKING GREATER INCLUSION WITHIN MEDICAL EDUCATION IN CANADA

The EDG network is comprised of representatives from Canada’s 17 medical schools, each charged in some way at their home institutions with the dossiers of equity, diversity and gender. Outreach and recruitment of diverse individuals into the profession has been a focus of discussion this past year. They advocate strongly for national diversity data collection on both applicants to medical school and students within medicine, as a way to understand barriers experienced by persons from underrepresented groups within medicine and collaborate on pathway program best practices.

CONNECTING THE DOTS FOR SOCIAL ACCOUNTABILITY ACROSS CANADIAN MEDICAL SCHOOLS

The AFMC Social Accountability Network (SAN) continues to facilitate national collaboration among all seventeen of the Faculties of Medicine in Canada. Their work was organized into three priority areas for 2018-19: collaborative research, coordination of the Boelen Award, and aligning work across networks for a collective impact.
IN OUR FACULTIES 13,929 STUDENTS APPLIED TO MEDICAL SCHOOL. 2854 SUCCESSFULLY RECEIVED OFFERS OF ADMISSION AND 2597 OF THOSE ACCEPTED.

There are 11,737 undergraduate medical students, of which 55.9% are female.

There are 17,873 postgraduate medical trainees, of which 3,548 are exiting and practice-ready.

There are 17,873 students in graduate studies:

- 56% Masters students
- 33% PhD students
- 11% Post-Docs

WHAT FIELDS OF TRAINING ARE PRACTICE-READY RESIDENTS IN?

- Family Medicine 45%
- Medical Specialties 40%
- Lab Medicine 2%
- Surgical Specialties 13%

TOTAL = 3,548

WOMEN ARE:

- 60% of Instructors
- 46% of Assistant Professors
- 37% of Associate Professors
- 23% of Full Professors
- 20% of Department Chairs

The number of unmatched Canadian medical graduates.

- First Iteration: 157
- Second Iteration: 31
- First Iteration: 198
- Second Iteration: 69
- First Iteration: 166
- Second Iteration: 68

The median debt for medical students is $100,000.

13.6% will graduate with over $200,000 of debt.
HOW DID AFMC IMPACT MEDICAL EDUCATION IN 2018-19?

“T he Association of Faculties of Medicine of Canada (AFMC) under Dr. Geneviève Moineau’s leadership, has made important contributions to health research and health innovation over the past two years calling for strong health research and health innovation representation on the new Council for Science and Innovation (CSI) along with its National Partners as well as supporting important investments in the Canadian Institutes of Health Research (CIHR) and other federal granting councils and agencies. AFMC dedicated itself before any other national organization to increasing investments in Indigenous health research in Canada. AFMC leads by example in promoting women in health research by calling for greater equity, diversity and inclusion in faculties of medicine across the country. Research Canada is proud to be AFMC’s continued partner in improving the health and well-being of all Canadians.”

DEBORAH GORDON-EL-BIHBETY
President and CEO, Research Canada

“In 2018-2019, the work of the Indigenous Health Network of the AFMC with leadership from Indigenous Medical Educators resulted in the Board approval of the Joint Commitment to Action on Indigenous Health. These commitments, which include the development of rights-based relationships with Indigenous communities and the development and implementation of anti-racist, anti-colonial Indigenous health curricula, will strengthen the capacity of medical education to train physicians who are able to provide high quality, culturally safe care to Indigenous peoples.”

DR. MARCIA ANDERSON
Executive Director, Indigenous Academic Affairs
Ongomiizwin Indigenous Institute of Health and Healing
Rady Faculty of Health Sciences, University of Manitoba

“Providing opportunities to dialogue on current topics and advances in medical education in Canada is of critical importance in our constantly evolving environment. The Canadian Conference on Medical Education (CCME), a partnership between the Association of Faculties of Medicine of Canada (AFMC), the Medical Council of Canada (MCC), the College of Family Physicians of Canada (CFPC) and the Royal College of Physicians and Surgeons of Canada (RCPSC), is one such opportunity. In addition, working closely and on an ongoing basis with stakeholders, including the faculties of medicine and the Medical Regulatory Authorities (MRA), allows the MCC to ensure that assessment of medical students and physicians in Canada remains relevant.”

MAUREEN TOPPS, MB CHB, FCFP, MBA
Executive Director and CEO, Medical Council of Canada

“The AFMC, through Future of Admissions in Canada Think Tank, has brought scholars and practitioners together from across Canada to challenge and strengthen our thinking around medical school admissions and its impact on training and the healthcare system as a whole.”

DR. RACHEL ELLAWAY
Professor, Community Health Sciences, Director, Office of Health and Medical Education Scholarship, Cumming School of Medicine, University of Calgary
The CFMS is extremely appreciative of the AFMC’s timely response and commitment to reducing the number of unmatched Canadian medical graduates (uCMG). Numerous conversations with government, PGME offices, associations and colleges have led to improvements in the applicant streams and increased opportunities for medical students to match to a residency program. The following efforts promote success and support future medical student applicants:

- Forming the AFMC Resident Matching Committee to create recommendations for reducing the number of uCMGs in future iterations
- Introducing a mechanism in the AFMC portal to designate uCMGs
- Enabling uCMGs to apply for electives within a shorter timeframe
- Collaborating with student affairs offices and CFMS to ensure there are resources in place for uCMGs
- Introducing the elective diversification policy

We look forward to continuing our supportive collaboration with the intent of ensuring all medical students match to a residency program!”

DR. STEPHANIE SMITH
Past-President, Canadian Federation of Medical Students

The Transition to Residency work recognized the importance of a key issues related to a critical milestone in medical education. It reinforced the need to continue to actively address the number of unmatched Canadian Medical Graduates, and helped Canadian medical schools commit to a new UGME electives policy that hopes to broaden exposure to training experiences during medical school. It has also advanced discussions around entry routes to residency. Perhaps most importantly, though, the work rooted its intention in social accountability, and affirmed the AFMC’s belief that the work it does should be relevant and responsive to the needs of Canadians.”

DR. JESSE KANCIR
Resident Physician, R4 - Public Health and Preventive Medicine (FRCPC Candidate), University of British Columbia
AFMC Public Board Member
OUR PRIORITIES

PHYSICIAN RESOURCE PLANNING

CALLING FOR AN INCREASE IN PHYSICIAN RESIDENCY POSITIONS

An increasing number of Canadian medical school graduates will not enter residency and complete their training to provide the care Canadians need. AFMC continues to advocate to provincial governments for 110 positions for each 100 graduates. As a result of AFMC’s efforts, Ontario, Manitoba and Alberta changed their policy to unblend the second iteration for the 2019 match. This resulted in a decrease of unmatched residents in those provinces.

Faculties of Medicine across Canada are supporting medical students in their career counseling, decision-making around the match, and enhancing support for students unmatched after the first iteration and unmatched after the second iteration.

BETTER PATIENT CARE THROUGH AN IMPROVED TRANSITION TO RESIDENCY

AFMC released a report, "Transition to Residency: A Call to Action" to address major challenges in the Canadian medical education system. The recommendations in the report will improve the ability for medical students to train as residents in specialties that meet the needs of Canadians.

AFMC is calling on all stakeholders in the medical education community to support the following recommendations:

1) a national capping of student elective opportunities in any single entry-level discipline to foster electives diversification for Broader Career Path Exposure
2) the delivery of an effective match process to reduce unmatched Canadian medical graduates by implementing the recommendations in the Reducing the Number of Unmatched Canadian Medical Graduates Report, published in January 2018
3) an alignment of entry routes to societal needs

ELECTIVE DIVERSIFICATION

The AFMC Student Elective Diversification Policy will be implemented at all Faculties of Medicine in Canada beginning with the Class of 2021 and will ensure that student elective opportunities do not exceed eight weeks in any single entry-level discipline.

Why is ELECTIVE DIVERSIFICATION necessary?

What is the purpose of Medical School?
Produces competent graduates who are ready to start any entry-level residency program.

What is the purpose of electives?
Enable students to seek clinical experiences in a wide variety of disciplines to broaden their knowledge.

Why limit electives in any single entry-level discipline?
To ensure students undertake a full educational experience that prepares them for any potential career choice.

PHYSICIAN RESOURCE PLANNING ADVISORY COMMITTEE

AFMC continues to work with the Physician Resource Planning Advisory committee on ensuring the right mix, distribution, and number of physicians to meet societal needs. AFMC is involved in the development of a pan-Canadian physician planning tool to better inform physician supply and need/demand.
ENTRY ROUTES TO RESIDENCY

The number of entry routes to residency, funded by provincial governments, should be based on our collective responsibility to be accountable to the populations we serve. An Entry Route is any field of medical training that can be entered directly from medical school. Currently Canada produces physicians who have expertise in 87 disciplines, of which 30 are entry routes to residency. In January, the AFMC Board confirmed their support of a review of the current entry routes to residency. AFMC is engaging all stakeholders and working collaboratively to align entry routes to societal needs to improve the health of Canadians.

ENGAGING WITH HEALTH WORKFORCE COMMUNITY

AFMC’s involvement in human resource planning is an imperative for faculties of medicine as part of their social accountability mandate. As a result, we continue to be engaged with the work of the Committee on Health Workforce and support the work of their task forces. The AFMC Board of Directors held an invitational session on April 13th at the Canadian Conference on Medical Education (CCME) to discuss and formulate recommendations regarding Health Human Resources planning to meet Canada’s future needs for physician supply. Key speakers included Ivy Lynn Bourgeault, Professor and holder of the CIHR Chair in Gender, Work and Health Human Resources at the University of Ottawa, Kevin Brown the Executive Director at Ministry of Health Education, Retention and Recruitment Initiatives Branch in British Columbia and Janet Davidson, Chair of the Board of the Canadian Institute for Health Information. Participants had the opportunity to discuss the ideas brought forward by the speakers during roundtable discussions. In closing, Brian Postl, Chair of the AFMC Board reiterated the importance of AFMC’s involvement in human resource planning as this is an imperative for faculties of medicine as part of their social accountability mandate.
AFMC\'S PRESCRIPTION FOR CIHR\'S 2020-2025 STRATEGIC PLAN

The AFMC Board met with Dr. Michael J. Strong, the President of CIHR to discuss AFMC\'s Prescription for CIHR\'s 2020-2025 Strategic Plan. Dr. Strong confirmed that the recommendations presented align to priority areas for CIHR.
OUR PRIORITIES

ADVANCING MEDICAL EDUCATION

FUTURE OF ADMISSIONS IN CANADA THINK TANK
As part of the advancement of the Future of Medical Education in Canada (FMEC) MD recommendation to enhance the admissions processes in medical education, AFMC established the Future of Admissions in Canada Think Tank (FACTT) to identify actionable change in response to the FMEC recommendation that can be supported through a pan-Canadian, collaborative approach. FACTT is advancing efforts toward improved diversity, equity and inclusivity in our admissions processes as well as investigating improvements to our evidence base to support outcome driven procedures and a holistic model for admission that support selection of the next generation of physicians who are adaptable and responsive to the needs of our Canadian healthcare system.

ENTRUSTABLE PROFESSIONAL ACTIVITIES (EPA) FOR ALL CANADIAN MEDICAL STUDENTS
The EPA Sub-committee recruited participants from all the universities and proceeded to an environmental scan of EPAs that universities have already implemented and plans in the near future. Surveys circulated identified challenges with the implementation of some EPAs.

We seek for means to assess competencies of the students with EPAs in MD programs without adding an additional layer of assessment. This recommendation and a proposed timeline for the implementation of EPAs in programs was presented and accepted by the UGME Deans.

The sub-committee plans to continue its work by creating sub-groups that will aim at improving the preamble of the EPA document to reflect professionalism competencies and modify some other EPAs. We wish to facilitate exchange of best practices in EPA implementation between universities and thank all participants for their support.

FRANCO DOC — RESPONDING TO THE NEEDS OF FRANCOPHONE MINORITIES IN CANADA
The second phase of the Franco Doc project continues to build on the success of the first project phase. Several activities are organized, thanks to the community liaison committees, throughout the different medical faculties such as service-learning experiences, workshops, French medical terminology exercises, networking opportunities with francophone clinicians. Also, the annual event “Ambassadocteurs of Health in French” will take place annually until 2021. In addition, the AFMC and its Franco Doc project partners, Société Santé en français (SSF), the Consortium national de formation en santé (CNFS) and Médecins francophones du Canada (MFdC) are building a national catalog of French clinical placements at each faculty. The phase II also focuses on primary care and residents in family medicine as an important next step to increase access to care. The project’s collaborative approach with community partners, learners and faculties of medicine fosters in future physicians a better understanding of the challenges facing patients and prepares them to meet the needs of the francophone minorities in Canada.

MEDICAL CURRICULUM TO COMBAT THE OPIOID CRISIS
With support from Health Canada through its Substance Use and Addictions Program, AFMC will receive approximately $2 million over three years (November 2018 to February 2021) to develop a curriculum consisting of bilingual online courses that are based on established competencies and objectives that address gaps in current educational offerings.

The online courses will be integrated into existing Canadian undergraduate medical education and freely available to all 17 Canadian medical schools and any other interested group. The project will also see to the development of a bank of MCQs and OSCEs for use on the national licensing exam of the Medical Council of Canada.

Thanks to the project’s stakeholders, collaborators, consultants and committee members, the project is well underway and on track to implement an impactful national curriculum.
OUR PRIORITIES

SUPPORTING OUR FACULTIES AND LEARNERS

DATA

AFMC’s data collection is expanding to better respond to the changing needs of our 17 faculties of medicine in Canada. AFMC coordinates large-scale surveys with medical applicants and students, one of which is a new suite of longitudinal questionnaires (AFMC Student Questionnaires) that aims to better understand our medical students, residents, and physicians over the long-term.

AFMC continues to improve data collection across the continuum, building a robust set of data holdings to produce a more complete picture of the medical education environment. These new data sets will allow a better view of the learners’ journey on the Pathway to Practice. This past year, we:

- Added Student Visiting electives data for both Canadian and International students
- Added 2019 R1 Match Application data
- Relaunched the Biomedical Revenues Survey with a new manual and reporting structure
- Added Diversity Questions to the Applicant study

AFMC LAUNCHES NEW SURVEY OF MEDICAL STUDENTS

The first survey of the AFMC Student Questionnaires, MD Entry delivered on matriculation is complete and will be launched in the fall of 2019. This survey will collect information on incoming medical students in areas such as stress, wellness, economic diversity. Seven schools are participating in this first edition.

AFMC ESTABLISHES COMPREHENSIVE BEST PRACTICES ON DATA PRIVACY AND SECURITY

As it collects personal information through the release of annual surveys, AFMC recognizes the need to ensure that our collection, use and retention of data are carried out in accordance with best privacy practices. To meet this obligation, AFMC has created a comprehensive Privacy and Security Management Plan that was reviewed by third party security and privacy consultants. This new plan will guide AFMC’s decision making with respect to all data and privacy decisions.
**What is the AFMC Student Portal?**
The AFMC Student Portal is an online, bilingual service to facilitate the application and placement of medical students for undergraduate visiting electives at the 17 faculties of medicine in Canada.

**What are the fees?**
1. A Portal registration fee: A one-time non-refundable registration fee paid to AFMC to set-up an account and covers the costs of the Portal software maintenance and administration expenses.
2. School Application fees: A separate fee set by and paid to the medical schools to fund the visiting electives program at each faculty of medicine.

**Applying for Visiting Electives**

<table>
<thead>
<tr>
<th>CANADIAN APPLICANTS</th>
<th>INTERNATIONAL APPLICANTS</th>
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</thead>
<tbody>
<tr>
<td><strong>3,812</strong> application</td>
<td><strong>1,627</strong> applicants</td>
</tr>
<tr>
<td><strong>18,017</strong> application</td>
<td><strong>3,287</strong> applications</td>
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<tr>
<td><strong>12,508</strong> electives offered</td>
<td><strong>2,780</strong> electives offered</td>
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<tr>
<td><strong>10,288</strong> electives confirmed (Before cancellations)</td>
<td><strong>2,582</strong> electives confirmed (Before cancellations)</td>
</tr>
<tr>
<td><strong>8,595</strong> electives confirmed (After cancellations)</td>
<td><strong>2,343</strong> electives confirmed (After cancellations)</td>
</tr>
</tbody>
</table>

**Processing Time** continues to improve for Canadian (19 DAYS) and international (27 DAYS) applicants.

**CANCELLATIONS** Confirmed electives cancelled by the host institution decreased from 2.4% to 1.7%.
MCAT FEE ASSISTANCE PROGRAM
The Association of American Medical Colleges (AAMC) and the AFMC offered, for the second year, the fee assistance program for Canadian examinees in financial need who register for the Medical College Admission Test® (MCAT®) for the 2020 and 2021 testing years.
We are committed to providing support to Canadian students who would be unable to take the MCAT exam without financial assistance. Successful applicants receive reduced scheduling, rescheduling, and cancellation rates for the 2020 testing year, as well as a physical copy of the Official Guide to the MCAT Exam and MCAT Flashcards. This program will contribute to a diversity of students enrolled in Canadian medical schools.

COMMUNITY OF SCHOLARS
Three priority areas for research direction have been identified as part of the new data vision. These areas include a focus on diversity, outcomes of graduates and physician resource planning. Last year the AFMC community of scholars was formed to bring to life the data AFMC holds and produce investigative research to improve the medical education system. Areas of research priorities, started last year using our data, included gender diversity, application and program equity and validity of admission tools. AFMC enhanced the annual Canadian Medical Education Statistics to include national data on gender in Canadian faculties of medicine.

BY THE NUMBERS: Women in Academic Medicine
As of June 30, 2019

WHAT IS THE STATUS OF WOMEN IN THE MEDICAL WORKFORCE?

SINCE 1995, MORE WOMEN THAN MEN ENTER MEDICAL SCHOOL

WOMEN REPRESENT — BETWEEN — 65% AND 35% OF NEW MEDICAL STUDENTS

ACROSS ALL 17 MEDICAL SCHOOLS, 55% OF NEW MEDICAL STUDENTS ARE WOMEN

ARE WOMEN ADVANCING IN ACADEMIC MEDICINE?

THEY REPRESENT 38% OF FULL-TIME FACULTY MEMBERS IN CANADIAN MEDICAL SCHOOLS

THEY REPRESENT 41% OF THE PHYSICIAN WORKFORCE

WOMEN ARE:

63% OF ASSISTANT DEANS

41% OF ASSOCIATE/VICE DEANS

12% OF DEANS

60% OF INSTRUCTORS

46% OF ASSISTANT PROFESSORS

37% OF ASSOCIATE PROFESSORS

23% OF FULL PROFESSORS

20% OF DEPARTMENT CHAIRS
Memorial University’s Faculty of Medicine is the only medical school for the province of Newfoundland and Labrador and we have a special obligation to meet the unique health needs of our rural and urban communities; our aging population; and Indigenous people. Our 2019 annual report: Destined for Excellence is available online.

Now in its second year of implementation, our strategic plan: Destination Excellence continues to provide guiding values that help us focus our priorities and celebrate accomplishments.

Important research that focuses on questions that matter for the people in our communities is happening at Memorial University and is receiving national recognition and funding. Our health-related research has expanded over the last year including the addition of a new senior Canada Research Chair. Through funds provided by Tri-agency and Atlantic Canada Opportunities Agency (ACOA), our researchers have been engaged in innovative projects in areas such as cardiovascular, neurosciences and genetics, as well as health services, public health and analytics; continuing our goal of advancing and improving the health care of our communities. We are proud of the hard work of our medical scientists and their passion for research.

Fostering collaboration and mentorship of learners led to the creation of MED 3D Network, a project that strives to advance simulation training and clinical application within health-care providers. This culminated into the group receiving the 2019 John Ruedy Award for Innovation in Medical Education.

Our learners, faculty and staff continue to exemplify our core values and work hard to strengthen our connections with the people and communities we serve. As we find new ways to embrace change, we strive to create a positive environment for them to grow and succeed.

2019 has been another very strong year for Dalhousie Medical School. The government of Nova Scotia announced funding for 16 additional undergraduate medical education seats. The class size increased by four in the 2019/20 academic year, with the remaining twelve seats to be added to the medical school the following year. It is important for us at Dalhousie that our medical students reflect the community we serve. This is why these seats have been specifically earmarked to address balance between urban and rural students in Medical School and to reaffirm our commitment to students of African Nova Scotian and Indigenous backgrounds.

The success of our Longitudinal Integrated Clerkships (LIC) throughout New Brunswick, with students training in community-based rotations, has also prompted government to invest in the program in Nova Scotia. For the first time, four Dalhousie Medical School students are spending their entire third-year in North Sydney and New Waterford as part of their training. Students will provide community-based care under the supervision of local doctors during their 48-week clerkship, while working other specialties and health-care providers in the community.

On the research front, Dalhousie University became only the second institution in Canada to host two CIHR institutes following the appointment of Dr. Christine Chambers, Canada Research Chair in Children’s Pain, as the scientific director for the CIHR Institute of Human Development, Child and Youth Health (IHDCYH). Dr. Chambers was also the recipient of a $1.6-million NCE grant, over four years, to form Solutions for Kids in Pain (SKIP), a new knowledge mobilization network to improve children’s pain management in Canada and around the world.

Dr. Jean Marshall, a Professor in the Department of Microbiology & Immunology, become one of the newest Canadian Academy of Health Sciences (CAHS) Fellows, one of the highest honours for members of the country’s health sciences community. Dr. Marshall is a driving force in the immunology research community, internationally recognized for her major research contributions to the study of mast cells, allergy and inflammation, and an outstanding mentor of research trainees and junior faculty.

Our learners, faculty and staff continue to exemplify our core values and work hard to strengthen our connections with the people and communities we serve, and we look forward to a productive 2020.
The year 2019 was marked by civic engagement and faculty mobilization at the Faculty of Medicine of Laval University. Indeed, a vast process involving the pooling of ideas has fuelled the new strategic plan 2020-2025 and has called upon the public, partners in the training and research network, students, teachers and Faculty staff. Nearly 600 people were met during this co-construction tour.

The principles of partnership and dialogue in these reflections are put forward in order to engage all groups of people concerned with the health and well-being of populations in a vision that is well aligned with the real needs of society.

Our role as a socially responsible player is also reflected in our actions. This is the case in particular with the organisation of the first Social Responsibility Week that was held in March 2019 and which has brought together nearly 500 people around fifteen activities to raise awareness of the challenges faced by populations in vulnerable situations in our health system.

The results of recent visits of accreditation bodies have also confirmed the quality and richness of our training offer, particularly for several of our residency programs, as well as our rehabilitation programs. Our programs are constantly evolving to better respond to the challenges and realities of society, including a project to decentralize medical training. In fact, the Faculty is very proud to have received the 2019 Keith Award from the Society of Rural Physicians of Canada to recognize that it is the Faculty that has trained the largest number of family physicians still practicing in the region ten years after graduation, for the third time.

Research revenues at the Faculty of Medicine have significantly increased in two years, from $140 million to $180 million in 2018-2019. Our research community has been honoured with numerous salary awards, grants and chairs. The achievements of our research teams thus bring an international influence to the Faculty, with six of our professors appearing on the list of World’s Most Influential Scientific Minds compiled by Clarivate Analytics. In addition, as of Fall 2019, graduate students will be able to count on an online and mandatory collaboration plan with their research director. This project is a first at Laval University and will provide better support and guidance during their training.

Finally, last June, the Faculty launched a new Teaching Leadership Chair (TLC) on chronic pain to improve tools to prevent pain from becoming chronic and provide better treatment for people with chronic pain.

As a citizen of the communities in which it operates, the Faculty of Medicine and Health Sciences (FMHS) is dedicated to training, research and knowledge sharing to improve the health and well-being of individuals and populations. This mission is at the heart of the FMHS’ new 2019-2023 strategic plan launched this Spring by Dean Dominique Dorion. The result of extensive consultation, this plan entitled “Dare to Build Health” aims, through a culture of innovation and accountability, to build a healthy society together through our collective and individual actions. It will enrich the quality of its programs and the FMHS experience, accelerate the development, transfer and application of knowledge, cultivate the sense of belonging, pride and commitment of the entire faculty community and contribute to a better world.

This strategic plan will build on the Faculty’s strengths at the Sherbrooke Health Campus, the Longueuil Campus, the Saguenay site and the Moncton site, as well as in the communities in which it is involved through its extensive network of internships in Quebec and New Brunswick. In figures (2019), this translates into a student population of more than 4,800 people in 83 training programs, 28 research chairs and 10 institutes and research centres generating more than $57 million in research revenues. All of this is supported by more than 2,255 employees, including 662 professors and approximately 1,200 clinical teachers.

At the beginning of the 2019 academic year, the Faculty welcomed 200 new students to its medical program that was completely revised, enriched and modernized in 2017 at its three sites (Sherbrooke, Saguenay and Moncton). On the pedagogical basis of the professionalization journey, it is now more representative than ever of professional practice and the many realities facing physicians, such as the aging population, the increase in chronic diseases or the active role of patients in their care.
A year after the launch of the Montreal Cancer Consortium, the Goodman Cancer Research Centre (GCRC) joined forces with key partners to form the Quebec Cancer Consortium. A number of initiatives led by members of the GCRC received support over the past year. Among these are efforts to combine artificial intelligence and precision medicine, anti-cancer drug efficacy testing and the development of novel drugs for hard to treat cancers. The GCRC is also playing a leading role in the Marathon of Hope Cancer Centres network, an initiative to unite cancer centres across the country, accelerating implementation of precision medicine so that patients can access the right treatment at the right time.

The McGill Interdisciplinary Initiative in Infectious Diseases awarded its first seed grants, funding 12 interdisciplinary and multi-institutional projects that aim to tackle infectious and immune threats to human health. The McGill initiative in Computational Medicine announced the first set of projects funded through its ResearchMatch program, an effort to better connect life science and clinical researchers with colleagues focused on data sciences. Created to inspire innovative thinkers within the Faculty of Medicine and across McGill, the second iteration of the McGill Clinical Innovation Competition awarded prizes to four teams who are developing innovative solutions in the fields of cancer care, nuclear medicine, women’s health and infectious disease. Slated to open in fall 2020, the Faculty’s Campus Outaouais, is taking shape as it prepares to offer training, in French, in a historically underserved region.

The Centre for Medical Education officially became the Institute of Health Sciences Education, an academic hiring and teaching unit that can now provide graduate programs in health sciences education. A new PhD program in Quantitative Life Sciences was developed as a multi-Faculty effort to bridge the gap between the quantitative and biological domains to improve life sciences research. Finally, the Indigenous Health Professions Program brought Indigenous community leaders together with McGill faculty members with the goal of learning from and with Indigenous health professionals and administrators, Elders, traditional knowledge holders and Indigenous students to help inform and shape the evolution of Indigenous health professions education at McGill.

For the ninth and final year of her mandate, Dean Hélène Boisjoly was proud to receive, on behalf of the Faculty of Medicine of the Université de Montréal, the prestigious ASPIRE Award for Excellence in Social Accountability at the annual Conference of the Association for Medical Education in Europe (AMEE), in Vienna on August 26.

On the research front, 2019 was marked by a major breakthrough in the search for a cancer vaccine. Scientist Claude Perreault and his team at the Institute for Research in Immunology and Cancer of the Université de Montréal (IRIC) have shown that this approach to cancer is highly promising. In addition, a Digital Health Consortium was set up to ensure joint projects and knowledge transfer throughout the Université de Montréal network on digital health. Professor Yves Joanette will chair the Consortium. Then, last winter, the Faculty welcomed the renowned professor and microbiologist Yves Brun, who holds the Canada 150 Research Chair in Bacterial Cell Biology. The Chair is endowed with a $7 million research grant.

Recent education innovations include a new curriculum for the MD preparatory year to update and better balance the various life sciences and ensure earlier contact with patients. Also, a new member has joined the team of the office of the Vice Dean of Postgraduate Medical Education. Dr. François Girard’s excellent track record in medical education will enable him to play a leading role as Vice Dean. Dr. Alexandre Prat will join the office of the Vice Dean of Research and Development as Associate Vice Dean responsible for the development of clinical research. In order to adequately support its students at all levels and in all research programs, the Faculty of Medicine distributed more than $7 million in scholarships and other types of support last year. Support for the young researchers amounted to $4 million.

The process for selecting the future Dean of the Faculty is now underway. The result will be announced in the Spring of 2020.
On the cusp of our 75th anniversary, taking place in 2020, uOttawa’s Faculty of Medicine is experiencing many inspiring and exciting changes. Since being appointed as the permanent Dean in the fall of 2018, Dr. Bernard Jasmin has continued extensively consulting our faculty members, staff and learners on how we, as a faculty, will move forward together in the face of a dynamically changing environment. The result is an integrated, multi-stage strategic plan, which will be launched towards the end of 2019. Under a new vision of Leading Innovation for a Healthier World, the plan focuses on five interrelated strategic priorities of Education, Research, Engagement, Francophonie, and Internationalization and Global Health. Our strategic plan supports, for example, an increase in collaborative interactions and research opportunities across learner groups, as well as the enhancement of our Wellness programs. It includes formalizing recognition strategies for the leadership, expertise and dedication of all of our faculty members and staff, and promotes ensuring equity, diversity and inclusion at all levels and in all that we do. In addition, it strengthens our social accountability mandate, and proactively defines our international portfolio of activities. Over the coming years, we also aim to develop novel initiatives centered on areas like medical artificial intelligence and indigenous health research and education, and to create new educational programs such as a school of pharmacy en français.

As for next steps, the uOttawa Faculty of Medicine will develop an actionable blueprint with clear deliverables and timelines to achieve our strategic goals. This will be complemented by a review of our governance and operational models, to ensure that we can best support our new plan’s implementation. We look forward to sharing updates on our progress in the years to come!

The School of Medicine at Queen’s University is two years into a new strategic plan, which has set our goals for 2017-2021. Over the past year, we have hit a number of milestones from that plan while also building on our successes in research and education.

Postgraduate Medical Education is now in its second year of the competency-based medical education model, which has been implemented in all 29 of our postgraduate specialty training programs. The model is already showing early signs of success; the average number of assessments across our programs has risen dramatically, and we filled 93% of our residency openings in the first iteration of the CaRMS match. Last year, the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada conducted an on-site review of all of our PGME programs. The results of our accreditation were extraordinarily positive, the best in recent years at Queen’s. Undergraduate Medical Education placed 98% of its graduating students in the first iteration of the CaRMS match, and reached 100% in the second iteration. The number of applications to our undergraduate program continues to rise, as we received over 5,000 for 100 available seats in the next class. Student satisfaction in our UGME program also remains high, with 94.6% of graduates from the class of 2018 rating their education as either “very good” or “excellent” on the AFMC Graduation Questionnaire.

Our online Bachelor of Health Sciences welcomed its first cohort of over 100 on-campus students in the fall of 2019. The program continues to grow its online contingent with over 300 students now enrolled in the BHSc online.

Our commitment to research remained strong in 2017/18, as we earned $91 million in funding and had over 900 studies in progress.

We continue to strive to bolster diversity, equity and inclusion in the School of Medicine. Our Indigenous Access and Recruitment Coordinator has played a major role in building relationships with prospective Indigenous students and welcoming incoming Indigenous students into the Queen’s community. Our Indigenous Curricular Innovation Coordinator now actively works on integrating Indigenous content into the curriculum across the Faculty of Health Sciences. Finally, our Director of Diversity chairs the Commission on Black Medical Students, which is in the process of implementing several actions that will improve access to medical school for Black Canadians.
The Faculty of Medicine at the University of Toronto is focused on implementing the 2018-2023 academic strategic plan, Leadership in advancing new knowledge, better health and equity. To achieve the plan’s initial seven goals – which includes optimizing the learning environment and advancing faculty wellness – eight working groups have been established that have identified clear milestones to implement change throughout the Faculty. The plan, which was approved in fall 2018 and launched in January 2019, coincides with the reappointment of Dr. Trevor Young for a second-term as Dean of the Faculty of Medicine and Vice Provost, Relations with Health Care Institutions.

Among the cornerstones of the new plan is a renewed commitment to excellence through equity. A comprehensive equity, diversity and inclusion plan is in development. But, in anticipation of many of its goals, U of T Medicine has already instigated new programs to ensure the Faculty is more inclusive and representative of the region it serves. Among those activities is the launch of the “We All Belong” campaign, which Dean Young called “a call to action; namely, to commit ourselves — both individually and collectively — to ensuring we are building and sustaining a community where everyone feels welcomed and respected.” U of T Medicine also welcomed 14 new MD students in the first year of the Black Student Application Program (BSAP). At the time BSAP launched, just one student in the first-year class was Black.

Preparing for the accreditation of U of T Medicine’s MD and post-graduate programs will engage many learners, faculty, staff and alumni over the year ahead. This will culminate in site visits in spring 2020 (for the MD Program) and fall 2020 (for post-graduate programs).

Learn more about U of T Medicine’s performance by visiting vitals.medicine.utoronto.ca.

This year the Michael G. DeGroote School of Medicine at McMaster University is celebrating its golden anniversary, 50 years of medical education and research excellence since its first 20 students began classes in 1969.

From those early days of pioneering a distinctly different approach with an undergraduate program based on small group, problem-based learning and a research program founded on interdisciplinary collaboration, the school has grown to be consistently ranked among the top 50 medical schools in the world by several international ranking systems. It now has 618 students in its undergraduate program and 1,225 residents in 57 specialties and subspecialties.

The curriculum of the undergraduate medical program maintains its original three-year, problem-based learning but has been refined in 2019 to put a broader focus on medical student wellness and the development of the student’s professional identities with a stronger commitment to self-directed and life-long learning. A new position, a chair of diversity and engagement, has been established in the program to ensure these issues and community engagement issues are addressed. Public health physician Dr. Audrey Campbell has been appointed to the role. At the postgraduate medical program, competency-based medical education continues to be rolled out successfully.

Among the research achievements of 2019 was the opening of the Canadian Institutes of Health Research Institute of Infection and Immunity as McMaster’s first institute sponsored by the federal health research funding agency. Charu Kaushic, professor of pathology and molecular medicine, is the scientific director of the Centre. In addition, the David Braley Centre for Antibiotic Discovery opened within the Michael G. DeGroote Institute for Infectious Disease Institute. The Centre, dedicated specifically to tackle the growing global threat of antimicrobial resistance, came from a $7 million investment by businessman David Braley.

The school received more transformative philanthropic support with the announcement by Hamiltonians Charles and Margaret Juravinski of an estate endowment of more than $100 million to McMaster and its two academic hospital partners for health research.

Faculty of the medical school were recognized with several major awards, including two appointments into the Order of Canada, five elected to the Canadian Academy of Health Sciences, one joining the Royal Society of Canada’s College of New Scholars, Artists and Scientists and another, Dr. Deborah Cook, taking the CIHR Gold Leaf Award for Impact.
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ith leadership from former Dean Dr. Michael Strong and Acting Dean Dr. Davy Cheng, the Schulich School of Medicine & Dentistry continued to make significant strides toward achieving the School’s strategic plan directions and realizing its vision of becoming a global leader in optimizing life-long health. While the Admissions team received Senate approval for a new ACCESS Pathway admission process designed for medical school applicants who have been impacted by medical, financial and/or socio-cultural barriers, the Undergraduate Medical Education leadership team readied a renewed curriculum for the Medicine Class of 2023. The curriculum focuses on active learning and supports personal and team adaptive learning along with a new assessment model as the foundation of its competency-based medical education model. Meanwhile, the Postgraduate Medical Education programs prepared for an upcoming accreditation, taking place in November 2019.

Change was also afoot in Dentistry as the Internationally Trained Dentist program received approval from Western University’s Senate to transition to a three-year program – a change from the current two-year program.

The Northern Ontario School of Medicine (NOSM) hosted the Remote Rural Workforce Stability Forum, an international, multi-site forum on physician recruitment and retention, in January 2019. The forum focused on recruitment and retention of the health workforce in rural and remote communities and the role of medical schools, health service organizations, communities and government in creating workforce stability. The Making It Work Framework for Remote Rural Workforce Stability, is the result of a seven-year international partnership between institutions in Sweden, Scotland, Norway, Iceland and Canada, and provides a set of key areas of activity that can create the conditions necessary to establish a stable and appropriately skilled health-care workforce in rural and remote communities. This model is a proven success in some Northern Ontario communities. A study recently published in Canadian Family Physician found that NOSM students and graduates had a positive view of rural generalism, and their experience and exposure to rural community practice was highly influential in determining their career directions.

NOSM received a grant of more than $500,000 to develop educational materials for primary care and specialist physicians on best practices in opioid prescribing. Educational materials will include an online module aimed at increasing awareness about the link between the historical increase in prescribed opioids and the increase in opioid dependence, opioid use disorder and opioid-related deaths. The module will review the 2017 Canadian Recommendations for the use of opioids in chronic non-cancer pain, present data, discuss current gaps in treatment and review patient case scenarios. The project will also establish virtual communities of practice using the Ontario Telemedicine Network (OTN) platform for physicians and other health-care professionals to have access to their peers to share ideas and best practices.

Neuroscientist and Alzheimer research expert, Dr. Jane Rylett, was appointed a national leadership role as the Scientific Director of the CIHR Institute of Aging. And locally, faculty members and were once again recipients of numerous national and international honours. Of special note were Drs. Ross Feldman and David Spence who were named to the Order of Canada and Dr. Bertha Garcia who was recognized as a 2019 YMCA Woman of Excellence.

Innovation and collaboration were top of mind for the School’s research teams during the past year as they received an additional $12.1 million in funding from the Canadian Institutes of Health Research. Five researchers were named Canada Research Chairs (CRC) including Dr. Grace Parraga (CRC Tier I); Drs. Shehzad Ali (CRC Tier II); Corey Baron (CRC Tier II); Ali Khan (CRC Tier II); Marco Prado (CRC Tier II); and Dr. Patrick O’Donoghue was renewed as a CRC Tier II.

Together with its teaching hospital partners, the Lawson Health Research Institute, and the Robarts Research Institute, the School signed a multi-million dollar partnership in local medical imaging technology which will bring research findings to patient bedides more rapidly and readily than ever before.

This past year, the School created an Indigenous Leader in Residence position. This new leader will act as the champion for all aspects of the School’s Indigenous Health Action Plan and guide the School as it strives to achieve the goals set out by the Truth & Reconciliation Commission of Canada’s Calls to Action specifically related to health care education.

The voice of academic medicine in Canada
The Max Rady College of Medicine is at the forefront among Canadian medical schools in diversifying our medical student body to better reflect the populations we serve. We have had an additional stream for Indigenous students for many years and for the last 10 years, a rural stream. More recently we added a francophone stream. And in 2015, we implemented a new admissions policy to help attract medical students that reflect Manitoba’s diversity in ethnicity, socio-economic and socio-cultural conditions and sexual orientation. Our diverse Class of 2023 includes 15 self-declared Indigenous students, 49 students with rural attributes, two student enrolled in the French bilingual stream, and 41 students raised in a family with an annual household income below the median for Canada. Our UGME Accreditation survey took place April 28 – May 1, 2019. Our preliminary feedback was very positive. The final decision remains with the Committee on Accreditation of Canadian Medical Schools (CACMS.) Overall, it was an outstanding effort by everyone involved across the Max Rady College of Medicine including deans, department heads, learners, Manitoba Medical Students’ Association, faculty, senior administrators and support staff.

We continue to focus on Indigenous health and demonstrate our commitment to equity, diversity and inclusion (EDI) among learners, faculty and staff. Ongomizwin-Indigenous Institute of Health and Healing, the largest Indigenous education and health unit in Canada, is leading the implementation of our Rady Reconciliation Action Plan focusing on these themes: honouring traditional knowledge systems and practices; safe learning environments and professionalism; student support, mentorship and retention; education across the spectrum; and closing the gap in admissions.

Lastly, we recently hired an anti-racism practice lead in the Office of Equity, Diversity and Inclusion at the Rady Faculty of Health Sciences and Ongomizwin. We are committed to addressing racism, and specifically anti-Indigenous racism, in the work and learning environments of the faculty. The new practice lead will lead, develop and implement an anti-racism strategy as well as serve as a subject-matter expert in critical race theory, pedagogical approaches to teaching about race and racism, and the impacts of racism within the work and learning environments.

Dr. Alexandra King, also on our faculty, is the lead investigator for the new research centre to address the rise in HIV among Indigenous people in Saskatchewan and Manitoba.

Our Division of Continuing Medical Education (CME) delivered Indigenous wellness training to a growing number of physicians, residents and others in the health care system, and launched a modified version of the training for administrative leaders and staff.

The incoming medical doctor class of 2023 includes six students from socio-economically challenged backgrounds through the college’s new Diversity and Social Accountability Admissions Program, now in its second year. The college also reserves 10 seats for those of Indigenous ancestry in the medical doctor program each year. Currently, 37 Indigenous students are studying across all four years of the program.

In other areas, the new Saskatchewan Longitudinal Integrated Clerkship, launched in 2018 with sites in Meadow Lake and Estevan, is fully enrolled in 2019. Over the past year, CME and our Postgraduate Medical Education (PGME) program had successful accreditation outcomes. PGME continued rolling out Competence by Design, with six more programs launching CBD in 2019 for a total of 10 programs since 2017.

Dr. Carrie Bourassa, is based on an Indigenous-led agenda developed through two years of direct consultation with Indigenous communities. Cameco Chair in Indigenous Health
The University of Alberta’s Faculty of Medicine & Dentistry looks to a promising future after a year of advancing health innovation, collaboration and social accountability.

**EDUCATION:** Our learners continue to provide care and receive hands-on training beyond the traditional classroom. Our Office of Academic Technologies is working at the forefront of extended reality (VR and AR) to transform immersive learning environments. A newly opened health care centre at MacEwan University that operates under a team-based medical home model serves as a new training site for our family medicine residents. Every radiation therapy student now has clinical placements at both the Cross Cancer Institute in Edmonton and the Tom Baker Cancer Centre in Calgary. The newly expanded Boyle McCauley Health Centre Dental Clinic provides convenient access to dental care for inner city low-income residents and newcomer populations and a valuable learning environment for dentistry and dental hygiene students.

**RESEARCH:** Our researchers are taking major steps forward in precision health with machine learning and artificial intelligence transforming diagnostic imaging and helping to predict and treat mental health conditions. Meet some of the teams advancing on the most pressing health themes in our 2019 issue of Momentum Magazine at uab.ca/momentum.

**COMMUNITY ENGAGEMENT:** Our faculty is responding to the AFMC Joint Commitment to Action on Indigenous Health by establishing an Elders Wisdom Council to work collaboratively on understanding priorities and to allocate resources to ensure we are meeting the needs of the communities we serve. We have also admitted a record number of 11 Indigenous applicants to our MD program this year.

**PEOPLE:** Dr. Brenda Hemmelgarn was appointed as Dean, for a five-year term effective January 1, 2020. A health-care veteran of 35 years, serving in a variety of roles across academics and administration, Dr. Hemmelgarn joins us from the University of Calgary.

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**FACULTY HIGHLIGHTS**

**UNIVERSITY OF ALBERTA**

**FACULTY OF MEDICINE & DENTISTRY**

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**UNIVERSITY OF CALGARY**

**CUMMING SCHOOL OF MEDICINE**

The Cumming School of Medicine (CSM) marked several significant achievements related to precision medicine and precision public health in 2019.

A potentially groundbreaking treatment discovered at the CSM for autoimmune diseases such as celiac disease and inflammatory bowel disease took a major step toward commercialization. Parvus Therapeutics, founded by the CSM’s Dr. Pere Santamaria, MD, PhD, announced it is entering into a $1 billion worldwide collaboration and license agreement with a multi-national health care company.

A team of Canadian researchers, including Dr. Sam Weiss, PhD, identified the genes in brain cancer stem cells that fuel the growth of glioblastoma. The findings could help scientists identify new treatments for the aggressive brain cancer in the future.

Dr. Kathy McCoy, PhD, scientific director of the UCalgary’s International Microbiome Centre, is bringing together a cross-disciplinary team of investigators to develop microbiome research protocols and provide advice. The work is supported by the Canadian Institutes of Health Research.

Dr. Christine Friedenreich, PhD, a leading cancer epidemiologist, will help shape the global agenda for cancer research after being elected chair of the World Health Organization’s Scientific Council of the International Agency for Research on Cancer.

Dr. Garnette Sutherland, MD, received a Governor General’s Innovation Award. Dr. Sutherland developed a magnetic resonance system to enable detailed three-dimensional images during neurosurgery. The technology has been adapted worldwide, treating more than 40,000 patients around the globe. He also developed NeuroArm, an image-guided robotic system capable of performing neurosurgery inside an MRI machine.

Our campus was pleased to host the federal Minister of Border Security and Organized Crime Reduction, the Honourable Bill Blair, to announce $24.5 million in funding for 26 cannabis research projects across the country. Three of the projects funded are taking place at the CSM.

We are also extremely proud of our student achievements in the past year, highlighted by Bachelor of Health Sciences student Rahul Arora being named a Rhodes Scholar.

The CSM proudly celebrated the fifth anniversary in 2019 of university alumnus Geoffrey Cumming giving $100 million to the school of medicine, the largest single philanthropic gift in UCalgary’s history.

We are creating the future of health. Join the journey: cumming.ucalgary.ca.
2019 was a year of progress in support of the Faculty of Medicine’s strategic plan, Building the Future.

In education, this spring we celebrated 11 new Indigenous doctors, bringing the total number of Indigenous MD Admissions Program graduates to 91. We also celebrated a $3.3M investment from the provincial government to expand our occupational and physical therapy programs in B.C.’s North and the Fraser Valley. The addition of new seats will help to ensure more students can train closer to home, improving care by fostering community connections that inspire graduates to settle where they train.

In research, the multimillion-dollar Charles E. Fipke Integrated Neuroimaging Suite at the UBC Djavad Mowafaghian Centre for Brain Health is now a reality. The first-of-its-kind suite houses Canada’s only simultaneous positron emission tomography and magnetic resonance imaging (PET-MRI) machine dedicated solely to brain-related research, and will allow researchers to gain a better understanding of the mechanisms underlying most — if not all — brain-related illnesses.

Dr. Jeannie Shoveller, professor in the Faculty’s School of Population and Public Health and research director of the BC Centre on Substance Use, was appointed as the new chairperson of the Canadian Institutes of Health Research (CIHR) Governing Council, marking the first time a woman has served in this role. We welcomed Dr. Sriram Subramaniam, a global leader in the emerging field of cryo-electron microscopy, as the Gobind Khorana Canada Excellence Research Chair in Precision Cancer Drug Design. In this position, Dr. Subramaniam is leading an interdisciplinary program aimed at bringing about transformative discoveries in cancer, neuroscience and infectious disease.

The Faculty’s research and world-leading education are possible because of the contributions of our partners and donors. We are most appreciative of recent investments, including $10M from the federal government for cervical cancer research led by Dr. Gina Ogilvie and more than $19M in funding to UBC researchers through the 2019 CIHR Project Grant competition.
AFMC AWARD WINNERS

AFMC President’s Award for Exemplary National Leadership in Academic Medicine

The award recognizes excellence for national leadership in academic medicine. Activities might include providing leadership on national collaborative activities that provide frameworks for curriculum in health education; guidelines for faculty on teaching approaches or recruitment and student support, faculty affairs; advocacy for excellence in medical education or research in medical education; bio-medical or health services research.

Dr. Stephen Archer

Dr. Stephen Archer is a graduate of Queen’s University in Kingston, Ontario. After interning at the Royal Columbian Hospital in New Westminster, British Columbia, he completed training in Medicine and Cardiology at the University of Minnesota. He worked at the Minneapolis VA Medical Center from 1988-97, attaining the rank of Professor of Medicine at the University of Minnesota. From 1998-2007, he served as Professor of Medicine and Physiology, Director of the Cardiology Division and Tier 1 CRC at the University of Alberta. In 2007, he became Chief of Cardiology and Harold Hines Jr. Professor at the University of Chicago. Since 2012 he has served as Professor and Head of the Department of Medicine at Queen’s University. He holds a tier 1 Canada Research Chair in Mitochondrial Dynamics and Translational Medicine. He is a Physician Scientist (Cardiologist) with expertise in mitochondrial dynamics and pulmonary hypertension-related translational research. His CIHR-funded research lab studies mechanisms of oxygen sensing and investigates the role of mitochondria as oxygen sensors and regulators of cell proliferation and develops experimental therapies for pulmonary hypertension and cancer. Dr. Archer is very proud of his trainees, many of whom are now leaders in research and clinical medicine. His >250 manuscripts have been cited over 34,000 times (h-index 90). He is the recipient of the Distinguished Scientist Award from the American Heart Association (AHA) and the American College of Cardiology and the Research Achievement Award from the Canadian Cardiovascular Society. He is a Fellow of the Royal Society of Canada.

“The President’s Award is very meaningful to me, reflecting as it does the acknowledgement by my peers and by the AFMC of my efforts to be an agent for positive change at Queen’s University and across Canada. My goals in the area of medical education have always included ensuring physicians recognize that the foundation of Medicine is Science. While the humanities and social justice are also crucial to training outstanding physicians, modern medicine can neither exist nor advance if our trainees forget that the practice of Medicine should be based on research and discovery. To this end, I am supportive not only of our medical school and Royal College residency training programs, but also of those programs that train clinician scientists, such as the Royal College Clinician Investigator Program (CIP), led by Dr. Graeme Smith, and our program in Translational Medical Education (TMED), led by Dr. Paula James. TMED is part of the Translational Institute of Medicine (TIME) which Dr. Stephen Vanner and I recently launched at Queen’s University.”

— Dr. Stephen Archer
AFMC – May Cohen Equity, Diversity, and Gender Award

The award recognizes the outstanding effort or achievement of an individual, program, department or faculty in improving the gender-equity environment and diversity in academic medicine in Canada.

Dr. Sharon Straus

Dr. Straus is a trailblazer in improving equity, diversity and gender issues in academic medicine. She is a leading researcher that has been instrumental in highlighting equity concerns at many schools of medicine across the country. Her work has sparked a dialogue that will lead to change in the area of gender equity. Dr. Straus has promoted new, more formal and transparent recruitment and hiring processes and has led local, regional and national initiatives to ensure equity of opportunity for physicians and scientists pursuing academic careers.

Dr. Straus is a full Professor with the Department of Medicine at the University of Toronto, the current Interim Physician-in-Chief in the Department of Medicine at St. Michael’s Hospital, the Vice Chair of Mentorship, Equality and Diversity, Medicine, University of Toronto as well as a Scientist at the Li Ka Shing Knowledge Institute. She is the Division Director for Geriatric Medicine, a Principal Investigator with the Knowledge Translation Program and holds a status only appointment with the Department of Health Policy Management and Evaluation, University of Toronto. She holds a Tier 1 Canada Research Chair in Knowledge Translation.

“The award was special to me because of the respect and esteem I have for Dr. Cohen who is a role model for many of us in academic medicine. I would like to facilitate a safe and inclusive environment for learning and clinical practice where medical educators and learners reflect the diversity of the population we serve and where we work together to create a culture of professionalism, civility and high-quality patient care.”

— Dr. Sharon Straus

AFMC – Young Educators Award

The AFMC Young Educators Award recognizes individuals within their first seven years as a faculty member who have produced change within their university or within the medical community as a whole through their vision, work, and interaction with colleagues.

Dr. Kulamakan (Mahan) Kulasegaram

Dr. Kulasegaram is a rising star in education research and practice. His research focuses on how assessment data can be used to support learning and generate novel insights on education practice. He is the author or co-author of over 50 peer-reviewed publications and has held several national and international grants with his colleagues at the University of Toronto and other institutions. In addition, he supports the ongoing renewal and improvement of educational practice at the University of Toronto’s MD program and Department of Family & Community Medicine.

One of the most impressive things about Dr. Kulasegaram is his ability to serve as a connector and team builder. He is a natural collaborator and works to bring together clinician educators, frontline teachers, and scientists to work on advancing new knowledge in medical education.

Dr. Kulasegaram received his PhD in Health Research Methodology, in the Department of Clinical Epidemiology and Biostatistics at McMaster University in 2013. In 2014, he was appointed as an Education and Assessment Scientist at the Wilson Centre and MD Program at the University of Toronto and is an Assistant Professor in the Department of Family and Community Medicine.

“Consistently supporting emerging and junior researchers is one of the reasons for Canada’s stature and leadership in medical education. I’m very grateful to the AFMC as well as to my colleagues and friends for this recognition. This is an excellent opportunity to advocate for the next generation of medical education researchers and scholars who will make meaningful change to the ways in which train the next generation of physicians.”

— Dr. Kulasegaram
AFMC – Clinical Teacher Award

The AFMC Clinical Teacher Award was created in 2014. This award aims to emphasize the importance of excellence in clinical teaching and to recognize an individual in Canada who has provided exceptional clinical teaching contribution.

Dr. Trudy Taylor

Dr. Taylor has a passion for medical education. She contributes at all levels of learning in teaching and exemplifies the qualities of this award by demonstrating vision, innovation and leadership in clinical teaching.

Dr. Taylor seeks to be up-to-date with the latest technologies and makes an effort to supplement her teaching with this new knowledge, which is greatly appreciated by her students. Her genuine excitement about advances in the field of Rheumatology is contagious and results in greater engagement and interest from her students and trainees.

Dr. Taylor has been the recipient of several noteworthy teaching awards including the Dalhousie University Faculty of Medicine’s Award of Excellence in Education in June 2018, the Department of Medicine Outstanding Faculty Residents’ Choice Award in 2017, the Department of Medicine Excellence in Medical Education Award in 2009 and again in 2017 as well as the Dr. John Simpson Memorial Teaching Award for Excellence in teaching internal medicine in 2004.

Dr. Trudy Taylor is an Associate Professor in the Department of Medicine, Division of Rheumatology at Dalhousie University and QEII Health Sciences Centre.

“"I feel truly privileged to have the opportunity to spend time teaching all levels of trainees, and am honored to have received this award. I hope to continue to innovate and improve, impacting the learners I work with directly, and sharing experiences with the medical education community as a whole.”

— Dr. Trudy Taylor

AFMC – John Ruedy Award for Innovation in Medical Education

To honour Dr. John Ruedy on his retirement as Dean of Medicine at Dalhousie University in 1999, the faculty of medicine established a national award in his name. The AFMC – John Ruedy Award for Innovation in Medical Education will be awarded to an individual or group who has developed innovative print materials, electronic learning aids or other teaching aids.

MUN MED 3D (Michael Bartellas, Dr. Stephen Ryan, Dr. Gary Paterno, Travis Pickett, and Dr. Adam Dubrowski), Faculty of Medicine, Memorial University

Since its inception in 2016, MUN MED 3D (Michael Bartellas, Dr. Stephen Ryan, Dr. Gary Paterno, Travis Pickett, and Dr. Adam Dubrowski) has led an initiative at Memorial University to enhance teaching and learning in the Faculty of Medicine through the innovative use of 3D printing. With the use of 3D printers, MUN MED 3D made it possible for educators to create anatomical models that are customized to specific topics and pathological conditions for teaching and learning in the undergraduate and postgraduate programs. The team has also established the MED 3D Network – an interconnected collective of health care design, 3D printing, and simulation labs across rural Newfoundland and Labrador.

Through 3D printing, MUN MED 3D and the MED 3D Network will continue have widespread impact by utilizing technology and innovation to address the challenges of delivering health care services to people living in rural communities across Canada and worldwide.

“This award was an incredible honor for our group. As two medical students, we started MUN MED 3D to reduce barriers for medical learners and health care providers to use biomedical technology for research and innovation. Through incredible local engagement, and faculty support, our vision has been surpassed many-fold. Receiving of this award for our core team, and for Memorial University, is an enormous honor, one in which we valued highly. We aim to grow our impact, and are committed to this through our medical education company PolyUnity Tech”

— MUN MED 3D
AFMC Award for Outstanding Contribution to Faculty Development in Canada

The AFMC Award for Outstanding Contribution to Faculty Development in Canada recognizes excellence in faculty development by an individual faculty member in a Faculty of Medicine in Canada. This award is intended to emphasize the importance of faculty development in academic medicine.

Dr. Diane Clavet

Dr. Diane Clavet has left her mark at all levels by making a creative and transformative contribution to the advancement of faculty development. Her vision, unifying leadership and rigorous determination have made it possible, and continue to make it possible, to change practices and encourage real commitment on the part of teachers in their pedagogical development. Over the years, her work has structured and supervised the training of medical teachers (MD program, residency programs, continuing education) as well as nursing, physiotherapy and occupational therapy. She has developed multiple pedagogical tools, shared them and adapted them with colleagues at the local, national and international levels.

Dr. Clavet was the Vice-Dean of Pedagogical and Professional Development at the Faculty of Medicine and Health Sciences (FMSS) from 2010-2018 and the Director of the Centre de pédagogie des sciences de la santé at the University of Sherbrooke from 2008-2018.

“I consider faculty development as an essential tool for influencing teaching practices and the quality of learning. My passion for the field has shaped most of my career and guided my efforts and innovations. So this award means the world to me! This recognition confirms that the ideas I stand for have successfully reached and inspired my peers.”

— Dr. Diane Clavet

AFMC – Gold Humanism Award and Lecture

The AFMC – Gold Humanism Award and Lecture was created in 2018 to emphasize, reinforce and enhance the importance of humanistic qualities among medical school students and faculty.

Dr. Jeffrey Turnbull

Dr. Turnbull has always been committed to medical education and has created humanistic learning environments by teaching ethics, empathy and service by example. Dr. Turnbull has established a unique model of care in Ottawa to provide primary health care to the homeless. He has brought together community partners to provide medical services that typically would be delivered in hospitals or clinics. He is widely recognized as an inspirational leader and a compassionate and caring person. As a teacher and a learner, he invests the time and energy needed to learn from his experiences and in turn teach others what he has learned. Dr. Turnbull believes that the best outcomes are rooted in the application of scientific knowledge, human emotion and the principles of equity and fairness for all.

Dr. Turnbull is the Medical Director of Inner City Health Project as well as Professor of Medicine at the University of Ottawa.

“It was a great honor to be recognized by one’s peers as the inaugural recipient of the AFMC-Gold Humanism Award. In my case last year, this recognition not only drew attention to the importance of working with vulnerable populations and addressing the social determinants of health but was a great honor to be recognized by such important organizations such as the AFMC and the Gold Foundation. I look forward to hearing who will be honored in 2020 in this essential initiative”.

— Dr. Jeffrey Turnbull
AFMC AWARD WINNERS

AFMC – Charles Boelen International Social Accountability Award

The AFMC - Charles Boelen International Social Accountability Award was created in 2014. This AFMC award – named after Dr. Charles Boelen, a world leader in Social Accountability - aims to celebrate people or organizations whose professional accomplishments are an example of the principles of social accountability implemented as defined in the Global Consensus for Social Accountability of Medical Schools ([www.healthsocialaccountability.org](http://www.healthsocialaccountability.org)) and in internationally recognized references.

Northern Ontario School of Medicine

The Northern Ontario School of Medicine (NOSM) opened its doors in 2005. NOSM’s mandate is to improve the health of the people of Northern Ontario. It is the first medical school in Canada established with an explicit social accountability mandate.

Its model draws on the commitment, expertise and generosity of the peoples and communities across Northern Ontario. NOSM has been very successful at engaging and collaborating with the communities of Northern Ontario and the many different population groups, including Francophone and Indigenous peoples.

Clinical education takes place in over 90 communities across Northern Ontario. NOSM is the first medical school in the world in which all third-year medical students undertake a longitudinal integrated clerkship.

The entire NOSM team is involved in supporting various international academic institutions who are themselves engaged in actions for greater societal impact. NOSM has proven to be a successful strategy to address the health needs of Northern Ontario, improve access to quality health care, and contribute to the economic development of Northern Ontario.

“...is delighted to be this year’s recipient to the AFMC Charles Boelen International Social Accountability Award. We join a list of illustrious prior awardees, who are all committed to the belief that the social accountability of medical schools transcends the usual business of education, teaching and research to becoming change agents, in response to health challenges and needs and to have a positive impact on health of the communities they serve. NOSM engages in Northern Ontario as Charles Boelen had intended when he started this movement: Social accountability is implemented by us in partnering with, and responding to the needs of our community, region, and peoples especially the underserved and vulnerable populations in rural and remote areas. This year 89% of our entering class (12% Indigenous and 16% Francophone) come from Northern Ontario. Our thanks to the AFMC for keeping this award contemporary and relevant”

— Northern Ontario School of Medicine

Of NOSM’s graduates who have completed both their MD and residency programs at NOSM, 94% are now practicing in Northern Ontario.
OUR FOCUS ON OPERATIONAL EXCELLENCE

PARTNERSHIPS AND SECRETARIATS
AFMC is the home of several national secretariats in the areas of accreditation, data-gathering and the conference in medical education. AFMC Partnerships play an integral role in developing resources and teaching tools.

FINANCIAL PERFORMANCE
AFMC has implemented sound financial practices to deliver a balanced budget in 2018-19. Complete financial statements and the auditor’s report for the 2019 fiscal year are available to AFMC upon request.

AFMC AT #CCME19

WELL-BEING TOP OF MIND FOR LEARNERS
At CCME on April 14, 2019 with standing-room only, representatives of the Canadian Federation of Medical Students (CFMS), Fédération médicale étudiante du Québec (FMEQ), Fédération des médecins résidents du Québec (FMRQ) and Resident Doctors of Canada (RDoC) explored the issues faced by medical students and residents with regards to making career decisions in medicine. Well-being was a common theme brought forward by all representatives. AFMC will continue to support learners and advocate for initiatives that matter to learners including an increase in residency positions so that in the future every Canadian medical graduate is matched.

THE DEBATE ON ADMISSIONS
Are Canada’s Medical School admissions policies and procedures in need of a major overhaul to ensure the admittance of students who reflect Canada’s society and meet the future needs of Canadians? This was the question tackled by two panels during AFMC’s Strategic Forum at CCME. Attendees had their say by placing their pre and post-debate vote. This debate caused quite a stir with lots of questions being raised by a very engaged audience. Different views were brought forward by the debaters which included Dr. Jill Konkin from the University of Alberta, Dr. David Latter from the University of Toronto, Dr. Bruce Martin from the University of Manitoba, Dr. Wanda Parsons from Memorial University and Dr. Susan Phillips from Queen’s University. More work on this topic will take place under the guidance of the AFMC Future of Admissions in Canada Think Tank (FACTT).
AFMC TEAM

“M y role allows me to embrace the AFMC Value of Collaboration. I support many of the AFMC Committees and Networks, assisting them with coming together to discuss and advance their work. I interact with Learners by coordinating logistics for an annual event where they present their priorities to a broad audience. I am also able to connect with the AFMC Award winners, celebrating their accomplishments in medical education.”

JENNIFER POLL,
EXECUTIVE ASSISTANT TO THE VICE PRESIDENT, EDUCATION

“It is a pleasure to support the work of the dedicated professionals on the Postgraduate Medical Education Collaborative Governance Council, Canadian Medical Forum, Future of Admissions in Canada Think Tank and Entry Routes Working Group. In my role as Project Coordinator, I am pleased to contribute to advancing medical education across the country and proud of what we were able to accomplish over the last year.”

COLLEEN DRAKE,
PROJECT COORDINATOR

“As the Manager of CAPER, I ensure that medical faculties, policy makers, and all interested stakeholders have the definitive data on post-graduate medical training in Canada. This allows for evidence-based decision making to optimize the Canadian medical education system.”

GEOFFREY BARNUM,
MANAGER, CAPER-RCEP

“In my role, I contribute to the advancement of medical education by coordinating large-scale surveys with medical applicants and students at our 17 faculties, one of which is a new suite of longitudinal questionnaires (AFMC Student Questionnaires) that aims to better understand the journey of our medical students, residents, and physicians over the long-term. I coordinate the distribution, data collection, processing, and reporting of these surveys and the data I collect is then used by schools for accreditation purposes, program evaluation and more.”

OLIVIER D’AMOURS,
RESEARCH PROJECT COORDINATOR

“It is with pride that I contribute to the success of students by providing support for the AFMC Student Portal. I collaborate with medical school administrators and learners, responding to their inquiries about the use of system and application process.”

HUSSIEIN NOUREDDINE,
AFMC STUDENT PORTAL HELP DESK COORDINATOR
AFMC acknowledges the work, contributions and efforts of its employees in achieving excellence in education, research and care for the health of all Canadians.