



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Academic Board

SPONSOR: Susan McCahan, Vice Provost, Academic Programs
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PRESENTER: See above
CONTACT INFO:

DATE: November 11, 2020 for November 18, 2020

AGENDA ITEM: 6a

ITEM IDENTIFICATION:

Follow-up Reports on Reviews:

- a) Temerty Faculty of Medicine Provostial Review
- b) Leslie Dan Faculty of Pharmacy Provostial Review
- c) Health Studies Program (Faculty of Arts and Science)

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs (AP&P) is the point of entry into governance for reports, summaries and administrative responses on the results of reviews of academic programs and units commissioned by academic administrators. The role of the Committee is to ensure that the reviews are conducted in accordance with University policy and guidelines, that an appropriate process has been followed, that adequate documentation is provided and consultations undertaken, and that issues identified in the review are addressed by the administration. Under the University of Toronto Quality Assurance Process, the AP&P may request a one-year follow-up report when concerns are raised in an external review that require a longer period of response.

This report is forwarded, together with the record of the Committee's discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues of general academic significance warranting discussion at the Board level. The same documentation is also sent to the Executive Committee and Governing Council for information.

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for information] (October 27, 2020)
2. Agenda Committee of the Academic Board [for information] (November 5, 2020)
3. **Academic Board [for information] (November 18, 2020)**

4. Executive Committee of the Governing Council [for information] (December 8, 2020)
5. Governing Council [for information] (December 17, 2020)

PREVIOUS ACTION TAKEN:

At its meeting on October 30, 2019, AP&P considered the following reviews:

- The February-March 2019 review of the Temerty Faculty of Medicine and the MD program, and the September 25, 2019 decanal response. AP&P requested a one-year follow-up report on the Faculty's progress in understanding and addressing the causes of student harassment.
- The November 2018 review of the Leslie Dan Faculty of Pharmacy and its programs, and the September 25, 2019 decanal response. AP&P requested a one-year follow-up report to address the recommendation concerning the length of practice experience rotations, funding concerns related to the Centre for Pharmaceutical Oncology, the issue of professional competencies for faculty with regular patient care responsibilities, the recommendations in the forthcoming Workplace Culture and Needs Assessment as well the impact of the IPG program on the faculty's future plans for the PharmD programs.
- The January 2019 review of the Health Studies Program (Faculty of Arts and Science, offered in association with University College), and the September 26, 2019 decanal response. AP&P requested a one-year follow-up report to address the status of relationships with cognate units and the efficacy of the CLTAs in creating a more sustainable offering.

HIGHLIGHTS:

- a) Over the past year the Temerty Faculty of Medicine has focused its efforts on mitigating barriers that impact the reporting and disclosure of instances of mistreatment experienced by medical students, and enhancing the Faculty and MD program leaders' ability to address both individual concerns and systemic issues. These efforts have included active promotion of professional behaviours and values, including making updates to policies and procedures to ensure that mechanisms are in place to manage faculty who act in an unprofessional manner.

Actions taken in the past year include: the appointment of the Faculty's inaugural Director, Professional Values Program, and Director, Learner Experience; the establishment of a Learner Experience Advisory Council; the development of a *2019 Professionalism Report* that was circulated broadly to students, faculty and staff; the development of an e-module for medical clinical faculty promoting and reinforcing professional values and expectations, as well as relevant professionalism policies and processes; the establishment of a Faculty Development Advisory Group for Professional Values; the creation of a module for medical students that will be incorporated in the MD Program curriculum and focus on definitions and examples of mistreatment, as well as specific practices, tools, and resources to address mistreatment when it arises; updating the *Student Mistreatment Protocol*; redesigning the student mistreatment webpages and online disclosure form; and updating the Faculty's *Standards of Professional Behaviour*

for Clinical (MD) Faculty. The MD Program faculty and staff are committed to ensuring that the new resources, roles, policies and processes lead to positive change in their students' experiences.

- b) Regarding recommendations around the length of practice experience rotations, the Leslie Dan Faculty of Pharmacy notes that their ongoing curriculum review, experiential education quality assurance process, and upcoming academic planning process will allow them to consider their current experiential education model and make evidence informed decisions to continue to enhance their experiential program.

With regard to funding concerns related to the Centre for Pharmaceutical Oncology (CPO), the Centre is considered an advancement priority, has enjoyed some initial success in raising funds to support its activities, and there is considerable potential to further increase donations. Faculty members in the CPO continue to seek support from funding agencies for the operating costs of research in the Centre, and the Faculty's Research Office is currently working with CPO leadership to develop a sustainability plan to be completed in 2020-21.

Regarding the issue of professional competencies for faculty with regular patient care responsibilities, the Faculty has taken several actions to facilitate clinical faculty members' ability to maintain their Part A license to practice in Ontario through both on campus and off campus clinical practice opportunities.

An outside consultancy completed a Workplace Culture and Needs Assessment with the final confidential report provided to the Interim Dean in November 2019. Key recommendations include: increased communication about roles and policies; greater acknowledgment of faculty, staff and student achievements; enhanced flexibility in applying central policies and procedures; fostering a respectful environment and processes to address incidents of unprofessional workplace behaviour; and finally that a repeat assessment be conducted within the next two years. As the Faculty has developed new approaches to interacting and working together in response to the COVID-19 pandemic, they have been mindful of the assessment's recommendations. They note that at a recent accreditation site visit in March 2020, the Canadian Council for Accreditation of Pharmacy Programs highlighted the positive morale amongst faculty and staff as one of the Faculty's strengths.

Finally, the Faculty asserts that the impact of the International Pharmacy Graduate (IPG) program on plans for the PharmD programs will be minimal, noting the distinctions between the various programs. Ongoing admissions review and the upcoming academic planning process will allow the Faculty to consider the questions the committee raised in terms of impact of graduates to the current practice environment, and make evidence informed decisions about enrolment numbers for all programs.

- c) Curricular changes have been implemented in the Health Studies Program to strengthen relationships and foster cross-unit fertilization with the Human Biology Program and the Department of Geography and Planning; a new Director from the Department of

Geography and Planning has also been appointed to the Health Studies program for a 5-year term, to bring administrative stability to the program and sustain the already-strong relationship with the Department. Two Health Studies courses are now being taught by DLSPH faculty, which enhances and reinforces the interdisciplinarity of the program, and in Spring 2020 a successful mixer was held between DLSPH faculty and Health Studies students, to explore research opportunities.

Three new CLTA appointments have been or will be made through cross-unit arrangements, enabling Health Studies to create a more sustainable offering. One recently appointed CLTA shared between Human Biology and Health Studies will deliver one required Health Studies course, and is currently developing two new courses which will greatly enhance the program's upper-year offerings. Another recent joint CLTA in Ecology and Evolutionary Biology and the Centre for Indigenous Studies will teach a Health Studies course, enhancing students' ability to access courses related to Indigenous Health. A search for a teaching-stream position shared between DLSPH and Human Biology is currently underway, and the successful candidate is expected to teach in the Health Studies Program on an ongoing basis.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

For Information.

DOCUMENTATION PROVIDED:

- a) Faculty of Medicine Follow-up Letter from Dean Trevor Young, dated September 22, 2020.
- b) Leslie Dan Faculty of Pharmacy Follow-up Letter from Dean Lisa Dolovich, dated September 25, 2020.
- c) Health Studies Program (Faculty of Arts and Science) Follow-up Letter from Dean Melanie Woodin, dated September 25, 2020.



UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

Dean

Vice Provost, Relations with Health Care Institutions

September 22, 2020

Professor Susan McCahan
Vice-Provost, Academic Programs
University of Toronto
Room 225, Simcoe Hall
27 King's College Circle
Toronto M5S 1A1

Dear Professor McCahan,

I write in response to your letter of December 12, 2019 requesting a report-back on the 2019 External Review of the Faculty of Medicine and the MD Program. Specifically, you requested an update on the Faculty's progress in understanding and addressing the causes of student harassment.

We are happy to report on actions taken and progress made over the past year. First, though, we thought it prudent to summarize some contextual factors that informed both the request for a follow-up report and the actions taken to date.

In 2018, the Faculty of Medicine launched the *Voice of the MD Student Survey*, which found that a significant number of medical students faced a range of negative experiences. That internal *Voice of* survey data was consistent with learning environment data in the 2018 Association of Faculties of Medicine of Canada (AFMC) Graduation Questionnaire (GQ), which indicated that ~ 60% of medical students at U of T and at medical schools across Canada experienced mistreatment.

The 2019 iteration of our *Voice of the MD Student Survey* showed that during the prior academic year, 25% of students had experienced harassment and 40% of student experienced discrimination. The primary sources of mistreatment included faculty (45%), patients and their families (35%), and other medical students (22%). The majority of these negative experiences occurred in clinical environments (71%), although some did occur on campus (17%). Again, those results are similar to the findings in the AFMC GQ, both for medical students at U of T and at medical schools across Canada. In addition to telling us that this is not a problem that is unique to the U of T MD Program, the data also tell us that it is not an isolated problem and is reported across all of the Faculty's clinical departments and clinical sites.

Unfortunately, only a small number of medical students come forward to report concerning behaviour. In 2019, we received 17 disclosures/reports from medical students: 9 related to unprofessional behaviour, 4 to discrimination, 3 to sexual violence or harassment, and 1 classified as other. The sources of mistreatment were predominantly Faculty members (9) and other MD program learners (7).

In order to better understand and address the causes of mistreatment, our efforts over the past year have focused on mitigating barriers that impact both the reporting and disclosure of instances of

mistreatment by our medical students as well as the ability of Faculty of Medicine and MD Program leaders to address both individual concerns brought forth by learners and systemic issues. These efforts have included actively promoting professional behaviours and values, including updates to policies and procedures to ensure that there are mechanisms in place to manage faculty who act in an unprofessional manner.

Included below is a summary of actions taken over the past year, since the submission of our MD Program Administrative Response to 2019 External Review in September 2019. The actions taken have been organized under the following three mutually related groupings: Institutional Leadership and Accountability; Awareness and Education; Clarity.

Many of the actions summarized below were informed by recommendations from the Optimizing our Learning Environments Working Group and Faculty Wellness Working Group, both of which were established in the late Fall 2019 to focus on initial priorities for action identified in the [Faculty of Medicine Academic Strategic Plan 2018-2023](#). In addition to ensuring clarity regarding professionalism and mistreatment policies, procedures and reporting practices, the initial priorities for action identified in the Faculty's strategic plan included taking steps to enable the integration of wellness, respect, resilience and the positive promotion of professional values.

Many of the following actions summarized below were also informed by recommendations in the 2019 [Independent Student Analysis](#), which is an integral component of the medical school accreditation process.

Institutional Leadership and Accountability

- Dr. Pier Bryden was appointed as the Faculty of Medicine's inaugural Director, Professional Values Program, starting July 2019. The position was revised to Senior Advisor, Clinical Affairs & Professional Values as of September 1, 2020 to encompass two important and interrelated areas of activity for the Faculty of Medicine: clinical affairs and professional values. In this role, Dr. Bryden's responsibilities include the development of policies and processes that promote a culture of professionalism across the Faculty of Medicine and liaising with our affiliated hospital partners to develop harmonized approaches to professional values across clinical learning environments. (See Appendix A for position description.)
- Prof. Reena Pattani was appointed as the Faculty of Medicine's inaugural Director, Learner Experience, starting May 1, 2020. In this role, Prof. Pattani responsibilities include championing the development, implementation, and evaluation of approaches to help mitigate the impact of negative events on learners and to reinforce positive cultural norms and professional values. (See Appendix B for position description.)
- A Learner Experience Advisory Council (LEAC) has been established. It is chaired by the Director, Learner Experience and its membership includes education leaders, faculty, learners and staff from across the continuum of medical education. The LEAC's purpose/mandate is to develop strategies to qualitatively and quantitatively understand the experiences of medical students and post-graduate medical trainees and use this data to recommend processes, policies, and guiding principles as to how to optimize the learning environment. The LEAC is on schedule to have its first meeting in early fall 2020. (See Appendix C for LEAC terms of reference.)
- A [2019 Professionalism Report](#) that summarizes actions taken and underway to fulfill the MD Program and Faculty of Medicine's commitment to positive learning and working environments was

circulated broadly to medical students, faculty and staff in September 2020, including via the MD Program's electronic [MD Education Matters Newsletter](#). The 2019 Professionalism Report includes aggregate and de-identified data regarding the types of mistreatment concerns disclosed/reported by medical students over the calendar year as well as the sources of mistreatment and a summary of responsive actions. Similar data is provided for the period of 2016-18. The 2019 Professionalism Report is the first step in the iterative development of an annual evaluation and reporting process. The Director, Learner Experience, Senior Advisor, Clinical Affairs and Professional Values, and Learner Experience Advisory Council (LEAC) will lead that iterative development.

Awareness and Education

- The development of an [e-module](#) for medical clinical faculty promoting and reinforcing professional values and expectations as well as relevant professionalism policies and processes was completed in April 2020. Discussions are underway with our hospital partners as to whether the module will become part of physicians' appointments process, and with Clinical Chairs across the Faculty of Medicine regarding adoption by departments for incoming faculty members, at the time of the three-year review, and at recurring intervals thereafter. The module will be accompanied by tip sheets and "train the trainer" workshop materials that departments can adapt to specific needs.
- A Faculty Development Advisory Group for Professional Values has been established and planning is underway for education programming for both departmental leadership, and clinical and non-clinical faculty within the Faculty of Medicine. The plan is to offer departments a suite of offerings including e-learning modules, orientation programs, interactive workshops, and train the trainer opportunities. Among options considered by the advisory group as part of its initial planning sessions are the development of an Equity 101 series as well as an equity, diversity and inclusion (EDI) certificate program designed to "train the trainer" to facilitate and deliver workshops/modules to others in specific contexts.
- A working group is finalizing the creation of a module for medical students that will be incorporated into the Year 1 MD Program curriculum. The module will focus on definitions and examples of mistreatment as well as specific practices, tools, and resources (e.g. allyship, disclosure/reporting, ongoing support) to address mistreatment when it arises. The initial offering of that module is scheduled to take place on November 9, 2020. It is comprised of a 30-minute overview of mistreatment policies and procedure followed by facilitated small group learning. The small group learning will include case-based discussions using mistreatment scenarios inspired by feedback provided by medical students in the *Voice of* surveys. Student leaders have been actively involved in the development of the module.

Clarity

- The MD Program [Student Mistreatment Protocol](#) was updated in March 2020. Those updates include:
 - The identification of program leaders who are officially designated to receive and discuss disclosures/reports regarding any behaviour experienced or witnessed that a student perceives or suspects as being mistreatment. As recommended in the Independent Student Analysis and by the Canadian Federation of Medical Students, the designated leaders are in positions that do not include instructional/evaluative responsibilities. The designated leaders (Director, Learner Experience; Associate Dean, Health Professions Student Affairs; Academy Directors) have completed a "trauma-informed care" training session. Under the

leadership of the Faculty of Medicine's Director of Equity, Diversity & Inclusion, EDI training for the designated leaders is currently under development.

- The *Protocol* now includes mistreatment definitions that are grounded in and consistent with University policies (e.g. Policy on Sexual Violence and Sexual Harassment) and other foundational documents (e.g. Ontario Human Rights Code) as well as selected examples of inappropriate behaviour. This categorization will also help support consistent data collection, evaluation, and reporting.
- The *Protocol* now explicitly states that being subjected to retaliation in response to a disclosure, report and/or investigation of mistreatment is itself a type of mistreatment.
- The *Protocol* now explicitly includes the option for students to request a delay in action being taken to preserve anonymity and minimize risk of retaliatory behavior by the respondent, unless immediate action is required by law or university regulation.
- In collaboration with medical students, and consistent with the changes to the *Protocol* summarized above, the MD Program [student mistreatment webpages](#) and [online disclosure form](#) have been redesigned to provide a learner-centered mistreatment portal that is easier to navigate.
- The Faculty of Medicine [Standards of Professional Behaviour for Clinical \(MD\) Faculty](#), which articulate the medical school's expectations of how medical students should and should not be treated, were updated in April 2020. The updates include, for example, allyship as professional behaviour that faculty should strive to demonstrate and microaggressions as a type of mistreatment.

The MD Program staff and faculty are committed to ensuring that the new resources, people, policies and processes lead to positive change in our students' experiences. We will continue to use a learner-centered approach to creating a positive learning environment where we all belong.

Please do not hesitate to contact me if you have any further questions or comments. Professor Houston and I would be pleased to attend the Cycle 2 meeting of AP&P to answer any further questions the members may have.

Sincerely,



Trevor Young

Att.

- cc. Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance
David Lock, Coordinator, Academic Planning and Reviews
Patricia Houston, Vice Dean, Medical Education, Faculty of Medicine
Meg Connell, Director, Office of the Dean, Faculty of Medicine



UNIVERSITY OF TORONTO
LESLIE DAN FACULTY OF PHARMACY

September 25, 2020

Susan McCahan
Vice Provost, Academic Programs
University of Toronto

Dear Dr. McCahan,

I am writing in response to your request for a one-year follow-up report to the November 2018 external review of the Leslie Dan Faculty of Pharmacy and the administrative response to the review of September 25, 2019, which was discussed at the October 30, 2019 meeting of the Committee on Academic Programs and Policy.

As indicated in your letter dated December 12, 2019, the Committee on Academic Programs and Policy requested a follow-up report relating to the following items:

1. Recommendations concerning the length of practice experience rotations
2. Funding concerns related to the Centre for Pharmaceutical Oncology (CPO)
3. Professional competencies for faculty with regular patient care responsibilities
4. Recommendations in the forthcoming Workplace Culture and Needs Assessment
5. The impact of the International Pharmacy Graduate (IPG) program on the Faculty's future plans for the PharmD programs

Please find our response and updates on each of these areas below:

1. Recommendations Concerning the Length of Practice Experience Rotations

Leslie Dan Faculty of Pharmacy, entry-to-practice PharmD students are required to complete 1720 hours (43 weeks) of experiential learning to graduate. This includes 8 weeks of Early Practice Experiences (EPE) and 35 weeks of Advanced Practice Experiential Experiences (APPE). This graduation requirement exceeds the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) accreditation requirement of 1600 hours (40 weeks) of experiential learning. While EPE rotations are 4 weeks in length and most APPE rotations are divided into 5-week blocks, students do not complete exclusively 5-week rotations. All fourth year entry-to-practice PharmD students complete a 10-week community practice rotation in the same pharmacy practice site. Students also complete 2 x 5-weeks in an institutional practice setting, with many students electing to complete an additional 5-week elective rotation in the same institution. In order to facilitate this, for the last two academic years (2018-19 and 2019-20) we updated the faculty's matching process, adopting a staged approach, to allow students to be strategic in their site ranking. This made it possible for students to choose to complete multiple rotations in the same institutional site.

While learning in fewer experiential practice locations provides an opportunity to reduce movement across sites and reduce onboarding time, accreditation requirements call for students to learn in a breadth of practice environments. Our experiential program provides students with a mix of shorter and longer duration rotations so that they can develop core competencies to practice while also experiencing a breadth of practice environments. Of note, the flexibility of our model of experiential education, with a mix of 4, 5, and 10-week blocks of rotations, has proven beneficial during the COVID-19 pandemic. In this environment, many practice sites are not able to make long-term commitments (beyond 3 blocks at a time) for student rotations. Our blocks have facilitated greater program resiliency while allowing us to continue to provide high-quality experiential learning experiences for our students.

Our ongoing curriculum review, experiential education quality assurance process, and upcoming academic planning process will allow us to consider our current experiential education model and make evidence informed decisions to continue to enhance our experiential program.

2. Funding Concerns Related to the Centre for Pharmaceutical Oncology

The reviewers noted that “the Centre of Pharmaceutical Oncology (CPO) is an exemplar of success for partnerships and collaborations”. They emphasized that “the CPO offers a potential model to emulate regarding the use of research space and equipment throughout the Faculty and pointed out that the CPO was successful in “obtaining \$8 million in funding to establish the Center.” The Faculty agrees and considers the CPO to be one of its core strategic research centres and an important mechanism through which it can support graduate student education and training. Thus, the CPO has been supported financially by the Faculty with \$600,000 since inception that is used to deliver the key functions of the Centre. The CPO is also an advancement priority and as such there has been some initial success in raising funds to support CPO activities. At this time, the CPO provides core research instrumentation to all members at no cost, since the instruments were acquired with an infrastructure award from the Canada Foundation for Innovation (CFI) that was matched by the Ontario Research Fund (ORF) to a total of \$4M for 2015-2020. The instruments remain covered by warranty or by extended service agreements that were purchased at the time of acquisition. In addition, CFI has provided an infrastructure operating fund (IOF; \$ 444K) that will be accessed (in addition to available funds in the operating budget) to support instrument maintenance not covered by warranty/service agreements. The CPO also plans to develop a fee-for-service scheme for equipment that is unable to be maintained by these mechanisms in the future so as to ensure sustainability of activities. Faculty financial support is further used to support an experienced research associate who performs daily maintenance of the instruments, and provides training and scientific advice on their use to CPO graduate students.

Other core activities of the CPO include annual delivery of a world-class research symposium, for which we invite foremost international and national cancer researchers to speak. The symposium also enables highlighting of research in the CPO by presentations from our graduate student members. The CPO provides a biweekly seminar series on pharmaceutical oncology with speakers drawn from the outstanding cancer research community in Toronto, as well as some international speakers. In addition, the Centre provides competitive graduate student scholarships (\$4K/year each). There were 16 scholarships awarded in 2019 and 14 in 2020, representing a total of \$120K over the past two years. In addition, the CPO supported two undergraduate summer research students in 2019. These represent investment of the financial resources of the Faculty in our students through the CPO.

We agree with the reviewers that the broad scope of activities and student support provided by the CPO is impressive and highly impactful. The CPO has attracted considerable attention from donors and the Advancement office has raised more than \$107K in donations from the pharmaceutical industry and alumni to date. There is considerable potential to further increase these donations to the Centre, which would allow the CPO to expand its mission to enable pharmacy to contribute significantly to solving the cancer problem in Canada. In addition, faculty members in the CPO continue to seek support from CIHR, NSERC, the Canadian Cancer Society and other funding agencies for the operating costs of research in the Centre. The Research Office at the Leslie Dan Faculty of Pharmacy is working with CPO leadership to develop a sustainability plan to be completed during the 2020-21 academic year. The success and enthusiasm for the Centre is reflected in its membership which has increased almost 4-fold from 41 members when launched in 2016 to now 153 members from 17 laboratories within and external to the Faculty.

3. Professional Competencies for Faculty with Regular Patient Care Responsibilities

The Ontario College of Pharmacists (OCP) is responsible for the ongoing assessment of the professional competence of pharmacists. We utilize OCP public data to ensure that every preceptor, sessional faculty and clinical instructor is a Part A licensed pharmacist in good standing with the College. All of our full-time clinical faculty are licensed pharmacists in Ontario, and almost all of our full-time clinical faculty maintain a Part A license to practice in Ontario and as such are subject to review for professional competence by the Ontario College of Pharmacists.

To facilitate clinical faculty members ability to maintain their Part A license to practice in Ontario, we have created several positions where part of the full time equivalent (e.g. one day a week) is dedicated to practice in one of our practice institutions. This includes our clinician scientist positions and teaching stream positions. Also, it is our vision that the new on-campus academic pharmacy will allow clinical faculty to help maintain Part A license to practice without seeking clinical practice opportunities outside of the University setting.

4. Recommendations in the Forthcoming Workplace Culture and Needs Assessment

An outside consultancy completed a Workplace Culture and Needs Assessment with the final private and confidential report provided to the Interim Dean in November 2019. This report was extremely helpful in identifying a number of positive aspects of working at the Leslie Dan Faculty of Pharmacy/University of Toronto as well as opportunities to address improvements in resources and reducing barriers to work productivity. The recommendations and actions taken will be shared in a manner that does not disclose confidential information.

It was reported that overall people were satisfied and happy to be working at the Leslie Dan Faculty of Pharmacy and the University of Toronto and had a great deal of pride in the quality of the work produced at the Faculty.

As recommended in the report the results of the assessment were shared with senior academic leadership and the CAO at the Faculty in late 2019 / early 2020. As we planned approaches to share recommendations

and engage the faculty more widely in the winter of 2020 we also began to deal with the arrival of the COVID-19 pandemic. This situation generated a wholesale shift in how faculty and staff at the Leslie Dan Faculty of Pharmacy work and interact with one another. As we have developed and settled into new approaches, many which will be maintained over the longer term, we have been mindful of the recommendations of the workplace culture and needs assessment. The report is part of a suite of important background information that will be shared more widely across the Faculty as data informing the development of our new Academic Plan over 2020-21.

The report recommended increased communication about roles and policies including the building of an intranet for LDFP. We have built an internal shared electronic space that now houses key documents including policies. We have increased communication about administrative matters at LDFP including new processes and changes in key staff or faculty responsibilities that are announced at our reinstated faculty and staff meetings, internal faculty newsletters and regular Dean's messages. We have reinstated meetings specifically for faculty members only so that academic matters can be discussed across the wider faculty complement.

The report recommended greater acknowledgement of achievements of faculty, staff and students in a public manner and using opportunities to celebrate as a way to build community. As an example of our attention to this recommendation we recently held a well received virtual celebration of our recent achievement of a 6 year accreditation of the Doctor of Pharmacy program. We share achievements at our now more frequent leadership huddles (from quarterly to monthly) and faculty and staff meetings (re-instituted from ad hoc to every two months). We have greatly increased our use and presence on social channels from 2019 including increasing followers on twitter (21% increase to n=3,698 on twitter; 74% increase to n= 1,855 followers on LinkedIn; and 59% increase on Instagram to n=1,671). We have redeveloped regular internal and external publications that share stories of excellence. A key publication that exemplifies our attention to celebrating achievements across the faculty is the 2019-2020 Dean's report (<https://www.pharmacy.utoronto.ca/2019-2020-deans-report>).

The report recommended dedicating time to explore how to increase flexibility in applying central policies and procedures so as to reduce cumbersome bureaucracy and time delays in executing initiatives. The advent of COVID-19 has provided a platform to transform many of our processes including complete transition of financial processes from a mainly paper-based system to a fully electronic system. The workload in the finance area is being actively monitored through discussions between the Acting Director of Finance, HR consultant and Dean and refinements are made based on these conversations. We have finalized the job description for a permanent Director of Finance (currently Acting) and will post for that role once a new CAO has been hired (expected by end of October 2020).

The report recommended approaches to foster a respectful environment and processes to address incidents of unprofessional workplace behaviour. We are working on developing a module on professionalism and respect at work that will be recommended to all faculty and staff. We are also working on a respectful workplace policy and complaints process that will be aligned with processes used centrally but will also be specific to our unit. All managers are expected to provide regular feedback to staff on performance in accordance with the University of Toronto's policies for each employee group or collective bargaining agreement.

The report also recommended that a review or repeat assessment be done no more than two years after the final report was provided to the Faculty. We commit to monitoring our progress in 2021.

On a positive note at the recent accreditation site visit in March 2020, the Canadian Council for Accreditation of Pharmacy Programs noted one of the strengths of LDFP was the positive morale amongst the faculty and staff.

5. Impact of the International Pharmacy Graduate Program (IPG) on the Faculty's Future Plans for the PharmD Programs

In our assessment, the impact of the International Pharmacy Graduate Program on the Faculty's plans for the PharmD degree programs is minimal. This is because the International Pharmacy Graduate (IPG) and the PharmD for Pharmacists (PFP) programs are two different programs for individuals who have already completed their first entry-to-practice pharmacy degree. In other words, the students in these two programs are already pharmacists. The students in the PharmD program are not yet pharmacists.

The IPG program is an academic bridging certificate program that prepares internationally educated pharmacists to meet Canadian entry-to-practice requirements, and develop skills to care for patients as the profession evolves.

The PharmD for Pharmacists program is an academic degree program for pharmacists with a Bachelors Degree in Pharmacy (BScPhm) or equivalent, who want to expand their skills, meet the educational outcomes of the new entry-to-practice PharmD degree program, and explore new opportunities in the profession of pharmacy.

The PharmD program is an academic degree program for second entry undergraduate students completing the new entry-to-practice PharmD degree.

Our ongoing admissions review and upcoming academic planning process will allow us to consider the questions the committee raised in terms of impact of graduates to the current practice environment and make evidence informed decisions about enrollment numbers for all our programs.

I trust that this progress report addresses the Committee on Academic Programs and Policy questions. Please contact me if you have any questions or require additional information.

Sincerely,



Lisa Dolovich,
Professor and Dean
Leslie Dan Faculty of Pharmacy



September 25, 2020

Professor Susan McCahan
Vice-Provost, Academic Programs
University of Toronto

Re: One-Year Follow-up Report on UTQAP cyclical review of Health Studies

Dear Professor McCahan,

I am writing in response to the request by the Committee on Academic Policy and Programs (AP&P) in regards to the January 17, 2019 external review of the Health Studies undergraduate program. At its meeting on October 30, 2019, AP&P requested a one-year follow-up report that addresses “*the status of relationships with cognate units and the efficacy of the Contractually Limited Term Appointments (CLTAs) in creating a more sustainable offering.*” The Faculty has worked with the Vice-Principal of University College to address the concerns of the AP&P committee.

Relationships with Cognate Units

Curricular changes: The relationships with several cognate units have been strengthened through curricular changes to foster cross-unit fertilization. The Human Biology Program and the Department of Geography & Planning (GGR) have both made changes to priority enrolments so that it is easier for Health Studies students to access their courses. In addition, an agreement has been struck with Human Biology so that Health Studies students take their course, HMB342H1: Epidemiology of Health and Disease, as part of their program requirements.

Academic leadership: A new Director from the Department of Geography & Planning has been appointed to the Health Studies program for a 5-year period, starting in July 2021, which will bring administrative stability to the program and sustain the strong relationship with GGR.

Strengthening the ties to DLSPH: Strategic steps have also been taken to strengthen the connections with the Dalla Lana School of Public Health (DLSPH). Two Health Studies courses (HST211H1: Health Policy in Canada and HST405H1: Global Migration and Health) are being taught by DLSPH faculty, which enhances and reinforces the interdisciplinarity of the Health Studies program. In addition, a successful mixer was held between DLSPH faculty and Health Studies students in Spring, 2020 to discuss research opportunities.

Efficacy of CLTA appointments

Complement: Significantly, three new appointments have been or will be made through cross-unit arrangements, enabling Health Studies to create a more sustainable offering through cross-appointed Contractually Limited Term Appointments (CLTAs):

A new CLTA shared between Human Biology (51%) and the Health Studies program (49%) has been appointed for a term of three years as of September 1, 2020. This new faculty member will teach HMB342H1: Epidemiology of Health and Disease, which is a required course for Health Studies students. This faculty member is also currently developing two much-needed new Health Studies courses: a third-year course on health and race, and a fourth-year course on Canadian health policy, both of which will greatly enhance the program's upper-year offerings. These courses will not only ensure that Health Studies students have access to a more diverse array of courses, but also will ensure continuity in the course offerings for the duration of the CLTA appointments.

The very recent joint CLTA in Ecology and Evolutionary Biology and the Centre for Indigenous Studies (whose three-year position started in September 2019), will be teaching a course in the Health Studies Program. This course will enhance the ability of Health Studies students to access courses related to Indigenous Health.

Finally, a search for a teaching-stream position shared between DLSPH and the Human Biology Program has been approved and a search is currently in process. The successful candidate is expected to teach in the Health Studies Program on an ongoing basis, which will further strengthen linkages across Health Studies' cognate departments and create more sustainable offerings through cross-appointed CLTAs.

I feel confident that the changes initiated by the program and its faculty address the concerns of the AP&P follow-up request.

Sincerely,



Melanie Woodin
Dean and Professor of Cell and Systems Biology

cc:

Emily Gilbert, Vice-Principal, University College
Paul Hamel, Interim Director, Health Studies
Virginia Maclaren, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science
Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science
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