

DRAFT

Proposal to Establish a School of Medicine

September 23, 2024

Introduction

The Faculty of Health at York University seeks approval in principle to establish a School of Medicine as a new academic unit within the Faculty of Health. It would be the first School of Medicine of its kind in Ontario and in Canada, focused on community health and primary care.

Good health is essential to our individual and our collective well-being. It is also foundational to thriving and successful societies. Simply put, healthy communities rely on healthy individuals. Canada used to be among the healthiest high-income countries in the world, but has slipped considerably in terms of health outcomes, access to and affordability of health care.¹ Canada faces a serious health-equity crisis that is set to balloon in the next decade.

York University believes that a School of Medicine with a transformational community-based and person-centered curriculum, informed by emerging technologies and the delivery of primary health care through inter-professional teams, will help to address Canada's health care crisis, and create new opportunities to strengthen health and health care systems in the future.

The York University School of Medicine (YUSoM) will apply a learning, research and service model with inclusive and equitable access across an expansive and diverse service area, in collaboration with a network of health care providers and organizations. This service area covers communities in northern Toronto, York Region, Simcoe County, the District of Muskoka, and adjacent rural areas.

Our proposal for a School of Medicine further aims to address health equity by accelerating the path to graduation for diverse primary care physicians, so that Ontario physicians better represent the diverse populations they serve. It has been long shown that students in three-year medical school curricula do as well in clinical and academic performance as those in four-year programs, including at McMaster and Calgary, prompting a wide range of medical schools in the US to incorporate three-year curricular innovations.²

To enhance access of students to health fields, the Faculty of Health is also developing a 60-credit pathway to Medicine and Nursing through a proposed 4- year Bachelor of

¹ OECD (2023), Health at a Glance 2023: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/7a7afb35-en>.

² Raymond JR Sr, Kerschner JE, Hueston WJ, Maurana CA. The Merits and Challenges of Three-Year Medical School Curricula: Time for an Evidence-Based Discussion. *Acad Med*. 2015;90(10):1318-1323. doi:10.1097/ACM.0000000000000862

Interprofessional Health degree. Although this program is aimed at preparing students with career-ready interprofessional skills and experience in health-related roles, it also provides an entry to other health professions and graduate programs, including Physiotherapy, Occupational Therapy, Athletic Therapy, and others. This pathway will offer the program's eligible students, including Indigenous, Black, economically disadvantaged, and mature learners, and those who self-identify as a person with a disability, the opportunity to prepare for health-related and health-professions programs.

As the first school of its kind in Ontario and Canada focused on training primary care physicians, the students enrolled at York's School of Medicine will benefit from opportunities to train in multiple clinical and community settings while learning from world-class faculty.

Approval of a new medical school is an important milestone for York University, the province of Ontario, and for Canada. The Provincial government has endorsed and supported the York School of Medicine, and the plans are backed by the enthusiastic support of many partners throughout our service area.

A Vision for Primary Care

The timing could not be more critical. Currently, one in five Canadians do not have a family physician, which can mean a lack of the continuity of care essential to promoting long-term health and well-being.³ Building on York's global leadership in health, the School of Medicine will include a community-based approach that places the social determinants of health and population health methodologies at the forefront of the curriculum. Medical students will benefit from opportunities to train in multiple settings (e.g. home, clinic, hospital, long-term care, etc.), often seeing the same patients across those settings. Students will learn from primary care faculty, with our residency programs selected in the areas of family medicine (including enhanced skills training), pediatrics, general internal medicine, psychiatry, geriatrics, obstetrics, gynecology, and general surgery.

We will take a holistic approach to health care involving an understanding of the social and economic determinants of health and their implications across the spectrum of health promotion and illness prevention, cure, chronic care management, rehabilitation, and palliation. Illness prevention and wellness promotion strategies, including diet, physical activity, lifestyle and health behavior change will figure prominently in their training, along with hands-on problem-solving experience to understand and address social and structural determinants of health. Our graduates will help keep people healthier for longer in their communities.

³ Duong D, Vogel L. National survey highlights worsening primary care access. CMAJ. 2023 Apr 24;195(16):E592-E593. doi: 10.1503/cmaj.1096049. PMID: 37094873; PMCID: PMC10125184.

September 23, 2024

The student experience will be inter-professional and team-based, involving learning and working with other health professionals in primary care including nurses, nurse practitioners, and rehabilitation therapists. The York University School of Medicine will use a network of clinical learning sites including, hospitals, family health centres and other community health clinics, long-term care and rehabilitation facilities, organized around Ontario Health Teams (OHTs) where possible. Learners will also work with community providers including Indigenous primary care health organizations in our service area.

Programs will be based in an approach that builds mutually beneficial and respectful partnerships, where the “community is our classroom”, where we provide services, and where we will be held accountable. We will also be leveraging the most recent emerging health technologies, AI, and machine learning analytic methods to address individual and community health issues. The anchor facility will be in the Vaughan Healthcare Centre Precinct, co-located with Mackenzie Health’s Cortellucci Vaughan Hospital, the first new hospital to be built in Ontario in more than 30 years. The immediate service area for School of Medicine covers a population of about 2.2 million people.

We seek approval in principle to:

Establish a School of Medicine as a new academic unit within the Faculty of Health at York University.

Rationale and Resources for a New School of Medicine

The rationale for a new School of Medicine is based on a dire need to produce more primary care physicians in Ontario (and more broadly in Canada), as well as York’s ambitions to create positive change through its social, academic, research and innovation, economic and financial impacts on society in a sustainable way. The School of Medicine will address societal needs by increasing the numbers of primary care health providers and improving access to health services, provide opportunities to diversify the health workforce, contribute to much-needed health system reforms and health outcomes, play a transformative role in medical and health professional education, expand opportunities for health-related educational programming across Faculties at York and with partners, and enhance the research and innovation capabilities and impact of the University. The School of Medicine will also create direct and indirect economic benefit to Ontario communities (estimated to produce a 2.5 multiplier effect on economic gain compared to an average multiplier of 1.5 by Universities in Canada) and open new public revenue sources to the University through government funding that is otherwise not

September 23, 2024

available.⁴ The medical school would also expand philanthropic opportunities, and strengthen York's partnerships with governments, businesses, and civil society. Adding a School of Medicine will move York into a higher tier of medical-doctoral universities and increase academic, research and innovation funding and activity within and beyond the School of Medicine itself. This includes potential revenues that could be used across the University, and more opportunities for Canada Research Chairs. These gains will enhance York University's reputation, and positively affect student enrollment, faculty recruitment and retention, and advancement.

Working with our Partners

The University has been working steadily towards expanding health and health-related programs in multiple faculties over the last 15 years, including the Faculty of Health, establishing an impressive foundation of health care teaching and research.

To establish the School of Medicine and a medical doctor degree program, we will build on the University and Faculty of Health's long track record of success:

- 11 Faculties supporting interdisciplinary health research, including the Faculty of Health established by Senate and Board in 2005.
- More than 200 health research collaborations within the Faculty of Health, spanning across Canada and more than 30 countries.
- 25 faculty researchers in the Faculty of Health that are among the top 2% of most cited scientists in the world.

⁴ Tripp Umbach. The economic impact of Canada's faculties of medicine and health science partners. Ottawa (ON): The Association of Faculties of Medicine Canada; 2014. Available https://www.afmc.ca/wp-content/uploads/2022/10/Economic_Impact_Study_Report_EN.pdf

Faculty of Health Research

186 RESEARCHERS

374 ACTIVE RESEARCH GRANTS

90+ DOMESTIC AND INTERNATIONAL RESEARCH FUNDERS

\$22+
MILLION

RESEARCH INCOME GENERATED BY FACULTY OF HEALTH RESEARCHERS ANNUALLY

7 RESEARCH CENTRES

- Centre for Artificial Intelligence and Society
- Centre for Integrative and Applied Neuroscience
- Centre for Vision Research
- Dahdaleh Institute for Global Health Research
- LaMarsh Centre for Child and Youth Research
- Muscle Health Research Centre
- York Centre for Aging Research and Education

24 RESEARCH CHAIRS

14 YORK RESEARCH CHAIRS

7 CANADA RESEARCH CHAIRS

2 ENDOWED CHAIRS
The Helen Carswell Research Chair in Dementia Care
The Dahdaleh Distinguished Chair in Global Governance & Legal Epidemiology

1 ONTARIO WOMEN'S HEALTH COUNCIL (OWHC) CHAIR
in Women's Mental Health Research

YORK 

A School of Medicine Can Enhance and Expand Research and Innovation for York University Researchers

A new School of Medicine will open opportunities for more federal and non-federal grant programs that involve medicine and population health. Specifically, it can:

1. Increase and expand eligibility for granting programs in the public and non-profit sectors
2. Advance and solidify research partnerships with health care organizations associated with our network of health providers. This network is known as the Integrated Community Based Learning Network (ICLN) and will enable greater opportunities for research collaborations with practitioners and their access to clinical data
3. Bolster existing York University [Organized Research Units](#)

Implications for the Faculty of Health

The potential implications for the Faculty of Health are significant. Within the Faculty of Health, there are opportunities for joint education and research in each of the main academic areas of psychology, kinesiology, nursing, health policy and management, global health, and neuroscience. There are also more specific areas to develop research and educational programs and services, such as translational research from basic sciences to clinical and program

September 23, 2024

interventions (e.g. muscle health, immunology, physiology, nutrition, toxicology, metabolic and genetic research, biomechanics, etc.), as well as community and population areas of research and practice (epidemiology, biostatistics, digital health, health economics, political economy, disability studies, anthropology, etc.), as well as in interprofessional education and community development.

The additional research opportunities will enable faculty members to explore new areas of study, collaborate with other institutions, and contribute to the advancement of health sciences. Educational opportunities will be enhanced through access to cutting-edge resources and technologies, allowing students to gain hands-on experience and develop a deeper understanding of their field. The sharing of additional resources, such as specialized equipment and expertise from within the ICLN and the new School of Medicine will foster a collaborative environment that benefits both faculty and students. This holistic approach to training and research will ensure that graduates are well-prepared to address complex health challenges. Furthermore, the governance implications will require careful consideration to ensure that policies and procedures are in place to support these new initiatives and maintain the highest standards of academic and research integrity.

Additionally, the opportunities for interprofessional training will allow students from different health disciplines to learn and work together, fostering a team-based approach to patient care. More experiential educational opportunities will enable students to apply their knowledge in real-world settings, enhancing their practical skills and readiness for professional practice. Deepening partnerships with other institutions and organizations will further enrich the educational and research environment, providing access to a broader range of expertise and resources.

The governance implications of these initiatives are multifaceted. Shared governance structures can provide a cohesive framework that supports collaboration and resource sharing across different units (Schools and Department). This can lead to more integrated and efficient decision-making processes, enhancing the overall effectiveness of the Faculty of Health. At the same time, it is crucial to retain the autonomy of individual schools and department to ensure that they can continue to pursue their unique priorities. Balancing shared governance with unit autonomy will be key to maintaining the integrity and diversity of the Faculty of Health's educational and research programs.

Summary of Recent Progress and Consultations Undertaken

Our plan for a School of Medicine has been endorsed by over thirty letters of support from hospitals, community health and social services, Ontario Health Teams, municipalities, and local health providers.⁵

Consultations in 2024 within the Faculty of Health

Following Provincial approval to fund a new School of Medicine at York University, discussions were held with the Faculty of Health Chairs/Directors and Associate Deans about the preparations for a School of Medicine, proposing follow-up discussions at the Faculty Executive & Planning Committee. At the Faculty Executive and Planning Committee meeting of April 25, 2025 an update of School of Medicine progress, along with questions for discussion around whether the proposed School of Medicine should exist within the Faculty of Health or as a stand-alone Faculty was proposed as a matter of Faculty Council discussions, along with meetings with the schools/department over the summer. As a result, the plans were presented at Faculty Council on May 1, 2024, and a series of School/Department Council Meetings in the Faculty of Health were held over the course of May – June 2024: Those meetings included:

- School of Global Health Council (June 19, 2024)
- School of Kinesiology & Health Science Academic Council (June 7, 2024)
- School of Health Policy & Management Council (June 5, 2024)
- School of Nursing Council (May 21, 2024)
- Department of Psychology Council (May 13, 2024)

The unit level meetings included an overview of the vision and key features of the School of Medicine as well as discussions related to different approaches for its organizational location (i.e. within the Faculty of Health or as a stand-alone Faculty outside the Faculty of Health). After the unit-by-unit consultations, feedback was further solicited from the Faculty collegium at large through a survey of faculty members (84 responses). Over 63% of respondents were in favour of housing the School of Medicine under the Faculty of Health, compared to 11% who preferred it to be outside the Faculty of Health (the remaining 26% were undecided). In addition, ideas for how faculty would like to be involved in the development of the School of Medicine were gathered.

Common themes among those in favour of housing the School of Medicine under the Faculty of Health include:

Appropriate fit: Many respondents believe housing the YUSoM within the Faculty of Health is appropriate due to the overlap in health-related disciplines. This will create a cohesive academic environment for health-related disciplines.

⁵ Available at: <https://www.yorku.ca/medicine/wp-content/uploads/sites/422/2022/02/Conceptual-Proposal-York-University-School-of-Medicine.pdf>

September 23, 2024

Avoids Siloing: Keeping the YUSoM within the Faculty of Health prevents the creation of silos between health-related fields of study and enhances interdisciplinary/ interprofessional collaboration.

Resource sharing: Leveraging existing health resources and expertise between departments was seen as beneficial.

Holistic health perspective: Embedding the YUSoM within the Faculty of Health could foster a holistic approach to health, integrating the study of physical, mental, and community needs with medical education. Belief that integration will enrich educational opportunities by allowing learners to have a wider range of expertise and disciplines.

Common themes among those who prefer other models or were undecided include:

Leadership and influence: Concern that future Deans might be MDs, potentially shifting the focus and priorities of the Faculty.

Governance and Autonomy: Concerns that the governance of the Faculty of Health may change. Uncertainty was expressed regarding whether the autonomy of existing schools/department could become compromised.

Resource concerns: Potential resource allocation issues and strain on existing programs and resources.

Resource drain: Concerns that the new YUSoM would drain resources from existing programs, potentially leading to a reduction in quality or support for those programs.

Need for more information: Undecided due to a lack of information about the implications of integrating the School of Medicine within the Faculty. Expressed need to understand both the benefits and potential drawbacks more fully.

Based on feedback provided from these consultations, a Working Group of champions for a School of Medicine proposal was compiled based on individuals who responded over the summer expressing an interest to work on the School's development. Extensive inputs were provided by the Working Group on a draft that was shared with the Faculty Executive & Planning Committee.

At the September 5, 2024 Faculty Executive & Planning Committee meeting, a discussion was held to consider the feedback and preparations for the School of Medicine. This included an early draft of the proposal for approval in principal to establish a School of Medicine within the Faculty of Health. The Committee recommended that the results of the feedback and plans be

September 23, 2024

shared at the next Faculty Council. It was also suggested that further work be done on the proposal, in part based on any feedback at Faculty Council and an invitation to add more faculty to the Working Group at Faculty Council. The discussion highlighted:

- The need to specify and explain the timelines associated with the accreditation process.
- Explaining to Council what “approval in principle” means in this situation so that faculty members can make informed decisions.
- Providing clarity on how funding sources and structures work for Medical Schools and how that differs from the current government funding structure.
- How to foster excitement and create energy around the School of Medicine.
- How the School of Medicine generates new opportunities for partnerships, resources and community engagement.
- How the York University School of Medicine will differ from existing programs and what we offer that is unique.

A [presentation on the York University School of Medicine](#) was presented at Faculty Council on September 11, 2024, with opportunity for brief discussion and an invitation for additional members of the proposal Working Group. The members of the Working Group, including the co-chairs, are shown in the Appendix.

At the September 19, 2024 meeting of the Executive & Planning Committee, a revised draft of the proposal to establish a School of Medicine within the Faculty of Health was reviewed, and resolution adopted with unanimity to present to Faculty Council for discussion at the next Faculty Council meeting (October 2, 2024). It was proposed that an electronic vote on the resolution be held after the Council meeting and kept open for several days to account for religious holidays.

Consultations across the University and with Interested Parties

In addition to these developments within the Faculty of Health, extensive consultations were held across the York University community, and with interested and affected parties in the Province, particularly within the service area of the School of Medicine. A timeline of progress in preparations and selected consultations for the York University School of Medicine is described on the [YUSOM webpage](#):

- **September 2024** – Indigenous ceremony and Relationship Agreement signed with the Indigenous Primary Health Care Council (IPHCC) marking a commitment towards advancing Indigenous health priorities and principles for equitable and mutually beneficial relationship and with joint initiatives in health and the York University School of Medicine

September 23, 2024

- **August 2024** - Committee on Accreditation of Canadian Medical Schools (CACMS) grants official applicant status to York University, marking the start of the accreditation process.
- **March 2024** - Government of Ontario announces \$9 million in start-up funding for a new York University School of Medicine, giving [the University the green light to proceed with its development](#).
- **February 2023** - York University is invited to join Western York Region Ontario Health Team (WYR OHT). The WYR OHT is focused on providing better health care in King, Vaughan and Richmond Hill by coordinating services with community partners.
- **January 2023** - The York University School of Medicine [Strategic Advisory Committee \(STAC\)](#) holds their inaugural meeting. The committee consists of external and internal health care, education, and administration experts.
- **January 19, 2023 - Discussion with the Council of Research Directors.** Provost and VP Academic Lisa Philipps meets with representatives from the Council of Research Directors to discuss opportunities with the School of Medicine and the Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **October 19, 2022 - Discussion with the School of Arts, Media, Performance and Design Council.** Provost and VP Academic Lisa Philipps meets with representatives from the School of Arts, Media, Performance and Design to discuss opportunities at the Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **October 4, 2022 - Discussion with Biology Department.** Provost and VP Academic Lisa Philipps meets with representatives from the Department of Biology to discuss opportunities at the Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **September 14, 2022 - Discussion with community organizations.** York University hosts a discussion with representatives from community health care settings to offer a discussion forum for those who could not attend the town hall on March 25, 2022. The conversation includes representation from the Alzheimer Society York Region, the Métis Nation of Ontario, and Carea Community Health. [York faculty & staff can learn more here.](#)
- **August 16, 2022 - Meeting with the School of Social Work.** Provost and VP Academic Lisa Philipps meets with representatives from the School of Social work to discuss opportunities at the Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)

September 23, 2024

- **June 3, 2022 - Virtual consultation with the Lassonde School of Engineering Faculty Council.** Provost & VP Academic Lisa Philipps holds a consultation with members of the Lassonde School of Engineering Faculty Council. She responds to questions and attendees discuss opportunities presented by Vaughan Healthcare Centre Precinct and the proposed School of Medicine. [York faculty & staff can learn more here.](#)
- **June 3, 2022 - Virtual consultation with the Department of Psychology (Glendon Campus).** Provost & VP Academic Lisa Philipps holds a consultation with members of the Department of Psychology. She responds to questions and attendees discuss opportunities presented by Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **May 30, 2022 - Virtual consultation with the Department of Psychology (Keele Campus).** Provost & VP Academic Lisa Philipps holds a consultation with members of the Department of Psychology. She responds to questions and attendees discuss opportunities presented by Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **May 24, 2022 - Virtual consultation with the Department of Mathematics & Statistics.** Provost & VP Academic Lisa Philipps holds a consultation with members of the Department of Mathematics & Statistics. She responds to questions and attendees discuss opportunities presented by Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **May 18, 2022 - Virtual consultation with the School of Global Health.** Provost & VP Academic Lisa Philipps holds a consultation with members of the Department of School of Global Health. She responds to questions and attendees discuss opportunities presented by Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **May 16, 2022 - Virtual consultation with the School of Kinesiology & Health.** Provost & VP Academic Lisa Philipps holds a consultation with members of the School of Kinesiology & Health Sciences. She responds to questions and attendees discuss opportunities presented by Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **May 10, 2022 - Virtual Faculty of Science Council consultation.** Provost & VP Academic Lisa Philipps attends a virtual Faculty of Science Council where she respond to questions and members discuss opportunities presented by Vaughan Healthcare Centre Precinct and the School of Medicine Conceptual Proposal. [York faculty & staff can learn more here.](#)
- **April 29, 2022 - Virtual consultation with the Glendon Faculty Council.** Provost & VP Academic Lisa Philipps holds a consultation with members of Glendon's Faculty Council.

September 23, 2024

She responds to questions and attendees discuss opportunities presented by Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)

- **April 22, 2022 - Virtual consultation with the Schulich School of Business Faculty Council.** Vice President, Research & Innovation Amir Asif holds a consultation with members of Faculty Council for the Schulich School of Business. He responds to questions and attendees discuss opportunities presented by Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **April 19, 2022 - Virtual community town hall.** Residents and community members from across the region, including Muskoka, North Toronto, Simcoe and York, are invited to learn more about the Vaughan Healthcare Centre Precinct and the School of Medicine Conceptual Proposal, and to contribute their ideas to the further development of these initiatives. [Watch the town hall here.](#) [Read the summary notes here.](#) [York faculty & staff can learn more here.](#)
- **April 6, 2022 - Virtual School of Nursing consultation.** President Rhonda Lenton, Provost & VP Academic Lisa Philipps hold a consultation with members of the School of Nursing where they respond to questions and discuss opportunities presented by Vaughan Healthcare Centre Precinct. [York faculty & staff can learn more here.](#)
- **April 6, 2022 - Virtual Faculty of Health Council consultation.** Provost & VP Academic Lisa Philipps and Vice-President Amir Asif attend a virtual Faculty of Health Council where they respond to questions and discuss opportunities presented by Vaughan Healthcare Centre Precinct and the School of Medicine Conceptual Proposal. [York faculty & staff can learn more here.](#)
- **March 25, 2022 - Virtual community health organizations town hall.** Community Health organizations from across the region are invited to learn more about the Vaughan Healthcare Centre Precinct and the School of Medicine Conceptual Proposal, and to contribute their ideas to the further development of these initiatives.
- **March 14, 2022 - Virtual community consultation.** All York University community members (students, staff, faculty, volunteers) are invited to attend a virtual community consultation, to learn more about the Vaughan Healthcare Centre Precinct and the School of Medicine Conceptual Proposal, and to contribute their ideas to the further development of these initiatives. [York faculty & staff can learn more here.](#)
- **February 15, 2022 - Land use discussions begin.** On February 15, 2022, Vaughan City Council announces it has authorized the City to enter discussions with York University for the use of land to establish a physical presence within the Vaughan Healthcare Centre Precinct, including a potential [School of Medicine.](#)

- **February 4, 2022 - Conceptual proposal submitted to provincial government.** Preliminary consultations formed the basis for the conceptual proposal which York University submitted to the province on February 4, 2022. This proposal is the foundational document for subsequent broad internal and external consultations. [Read the full proposal here.](#)
- **Spring 2021 to January 2022 Consultation with health care experts** - During early consultations a broad swath of health care experts were canvassed, including community health leaders, hospital partners, medical doctors, other clinical health professionals, academic health experts both internal and external to York, experienced health system administrators, current and former medical school deans and municipal service providers.
- **2021 Conceptual design phase** - The University worked with external design experts to establish the concepts and programmatic principles for a new kind of School of Medicine.
- **2021 York University notifies provincial government** - York University notified the province of its intention to submit a conceptual proposal for a School of Medicine in the coming months.
- **2021 Steering Committee established** - President Lenton established a York University School of Medicine Steering Committee. The committee was tasked with providing strategic leadership for the development of a full rationale, conceptual model, and business case. Committee membership. [View the Steering Committee](#)
- **Spring 2021 Planning moves into high gear** - In spring 2021 President Lenton announced that planning for a School of Medicine was accelerating with the support of government and health care partners. [Read here.](#)
- **October 2021 Vaughan City Council endorses feasibility study for Vaughan Healthcare Precinct.** In October 2021, Vaughan City Council endorsed the findings of the feasibility study to establish the Vaughan Healthcare Centre Precinct. Council authorized the City to enter a new Memorandum of Understanding (MOU) with each of the partners to further explore the opportunity.
- **2019 to 2021 University conducts internal consultation process.** From 2019 to 2021, York University's Provost & Vice-President Academic, Vice-President Research & Innovation, and the Dean of Health conducted consultations across multiple disciplines and Faculties on the potential opportunities for collaborative research, innovation, teaching, community engagement, and the development of health professionals at the Vaughan Healthcare Centre Precinct.

- **2019 York enters into MOU with City of Vaughan, Mackenzie Health and VentureLab.** In 2019 York University entered an MOU with the City of Vaughan, Mackenzie Health, and VentureLab to undertake a feasibility study for the creation of a healthcare precinct on lands adjacent to the Cortellucci Vaughan Hospital.

Opportunities to Further Engage the York University Community in the School of Medicine

The York University School of Medicine would be well integrated into the York University community. There are a multitude of ways in which faculty members and staff from other Faculties across York University can be involved in the new medical school. The undergraduate medical education curriculum must abide by the Medical Council of Canada learning objectives which encompass objectives related to a variety of topics including: basic science; population health; ethics, legal and organizational aspects of medicine; humanities; social determinants of health; global health; equity, diversity, inclusion; cultural safety and decolonization; and research and innovation. As such virtually all faculties at York University can be involved in the undergraduate and postgraduate curriculum in a variety of ways which may include: developing course material; delivering lectures; facilitating small group sessions; being a guest speaker; providing research supervision; and/or contributing to student interest groups on a variety of topics.

The YUSoM would integrate interprofessional education in its curriculum, which would involve medical students learning with and from other health professional students. For example, this would involve faculty members and students from the Faculty of Health, School of Social Work, Faculty of Education, Lassonde's specialization opportunity in Artificial intelligence, and Schulich's Master of Health Industry Administration. As the school evolves and develops there are opportunities for the YUSoM to develop joint degrees (described in a later section).

Opportunities for Other Faculties

As of this date, further consultations with other Faculty Councils are planned, building on previous consultations for the School of Medicine, and to build on examples of opportunities for involving other Faculties, including the following:

1) School of the Arts, Media, Performance & Design – There are opportunities to link visual arts, music, and performance to research and applications in medicine. Parallels between sport and exercise medicine are noteworthy and offer potential opportunities for partnerships. Actors could be engaged to be involved in simulation health scenarios which are used for training students in medical history-taking and counseling.

September 23, 2024

2) **Faculty of Education** – faculty and staff may be involved in providing consultation around curriculum design and evaluation or in the development of a joint Masters of Medical Education degree

3) **Faculty of Environmental & Urban Change** – given the medical community is engaged in understanding and addressing the effects of climate change on health, and embracing One Health and Planetary Health approaches, there are potential collaborative education and research opportunities

4) **Lassonde School of Engineering** – as medicine moves to the future there will need to be more collaboration with engineering to further develop precision medicine, data analytics, digital health, biomedical engineering, robotics, etc.

5) **Faculty of Liberal Arts & Professional Studies** – collaborations with various programs such as history to develop a Hannah Chair in medical history (a program funded by AMS Healthcare to teach the history of medicine in healthcare education, women studies, and social work) and social work students should be involved in inter-professional experiential learning with medical students and other health professions.

6) **Osgoode Hall Law School** – many opportunities exist to collaborate on education and research in growing areas of law such as privacy in a digital world, medical litigation, or bioethics

7) **Schulich School of Business** – medical students at the undergraduate and postgraduate level as well as clinical faculty will be interested in learning more about health care leadership and potential joint business of medicine and leadership programs can be developed

8) **Faculty of Science** – many research collaborations could be forged on basic and computational sciences and their translation to clinical and population health applications for a wide range of health conditions. Specific areas of research strength from the Faculty of Science consultation include: Data Science and Disease Modeling; Sensory biophysics; Microbiology and cancer virology; Immunology; Human genetics; Vaccine and antibody therapeutics; Addressing anti-science and anti-vaccine sentiment with better ways of communicating science and technology information to the general population

9) **Glendon** – potential for collaborations around healthcare for francophone populations, or collaboration around psychology research and programming.

YUSoM and other Faculties may develop several cross and joint appointments, and potentially work together to obtain more Canada Research Chairs. The YUSoM would be an integral part of York University with multiple opportunities for faculty members and staff to work collaboratively to enhance education and research in their Faculties and improve the learning experience of students across a variety of disciplines.

Degree Programming in Medicine

Curricular Approach

To ensure compassionate and person-centered care, we will train learners in inter-professional teams using emerging technologies and advanced diagnostics, contributing to urgently needed research on health risks and interventions, our understanding of population health, effective patient care strategies and health science innovation. Students will get early exposure to community health settings, and learn across a network of hospital and community health provider settings. Students will stay at the forefront of better patient care as we create the next generation of effective, problem-solving practitioners and health leaders.

In addition, the Government of Ontario has created Ontario Health Teams (OHTs) centred around patients, families, and caregivers in geographic areas. The OHTs are responsible for developing new ways to organize and deliver care that is more patient-centered, integrated and coordinated across levels of care and care delivery sites. There are currently 11 OHTs in the proposed service area of York University, though the number and size of OHTs are evolving. York University is an academic OHT member for Western York Regional OHT, which encompasses the area of the Vaughan Healthcare Centre Precinct. We will work with OHTs to equip inter-professional teams with the skills to deliver virtual and distance-based care, and to use emerging technologies, including artificial intelligence, in clinical decision-making in a primary care setting.

During the 18 months (2024-26) of preparatory activities, curriculum committees will be formed, in alignment with CACMS accreditation standards and guidelines (<https://cacms-cafmc.ca/>), to develop the detailed curricular elements for the School of Medicine. Using the planning grant provided by the Government of Ontario, faculty and staff with medical education expertise will also be hired to lead the detailed development of the structures, procedures, and materials, while potential future clinical teaching faculty from the community partners will be engaged and trained in the clinical supervision. Current York faculty with relevant expertise will be given the opportunity to participate in accreditation committees, as well as in University processes for program and curricular development. These will include the required steps involved in [York University Quality Assurance Procedures](#). There will also be additional opportunity for Senate and Senate committees (i.e. Academic Policy, Planning, and Research (APPRC), Academic Standards, Curriculum and Pedagogy (ASCP), and Senate Executive) to review and provide inputs on the developments of the School of Medicine. What is described below outlines some of the main directions in curricular design.

Undergraduate Medical Curriculum

As is the case in other medical schools, the curricular approach is organized around a specific medical school schedule, in our case one that intersects with the academic calendar of other health professional degree programs. It will not be in phase with the semester academic calendar of the University, but will be highly integrated in a proposed three-year core curriculum, that can be roughly divided into a pre-clerkship phase and a clerkship phase. The provincial government has approved a class size of 80 undergraduate medical students per year, with 240 students across all years at steady state.

Experiential education is central to the medical doctor degree program through the principles of the community being the classroom, and building in continuity in the curriculum. The use of Longitudinal Integrated Clerkships (LICs) can create potential educational continuity from pre-medical experience through medical school, residency and practice; continuity with patients and their families over time and across settings; continuity with preceptors; and continuity with communities. This innovative approach supports a meaningful health care experience that consolidates student learning.

Course development and faculty teaching assignments are based on the following assumptions:

- Medical program quality, sustainability and student experience are best served by ensuring there is a stable group of dedicated faculty specialists in primary care medicine.
- Primary care medicine at York University requires multi-disciplinary perspectives.

With the latter point in mind, core courses in the program such as human anatomy and physiology, for example, could be taught by faculty from other units within the Faculty of Health. Other courses on topics involving human biology, microbiology, biochemistry or disease modeling could be taught by faculty from Faculty of Science or Lassonde School of Engineering.

Medical education is competency based and includes specified professional and clinical competencies to be mastered in the undergraduate years. These would include competencies in the following areas:

- Moral Reasoning and Judgement
- Social, Cultural, and Structural Dimensions of Health
- Anti-racism and Cultural Safety
- Population Health and Health Systems
- Digital Health
- Clinical Decision-making & Evidence-informed Practice
- Relationship Management
- Leadership, Teamwork, and Professionalism

- Effective Communication and Emotional Intelligence
- Interprofessional Learning and Practice
- Clinical Skills

A wide range of learning strategies are employed in the pre-clerkship period, including:

- Interprofessional advisors (IPAs) and facilitated reflection (longitudinal & systematic)
- Longitudinal medical student small groups
- Interprofessional team problem-solving and case-based learning
- Plenary sessions combined with small group sessions
- Self-directed learning to complement cases
- Evidence preceptorships
- Experiential learning and skills practice in community and clinical settings
- Reflective portfolio development and review

Students will also engage in a series of problem-based learning modules during development of the in Interprofessional Primary health care competency. These modules will include themes in social and community health that encompass Indigenous wisdom and healing practice, as well as social and structural determinants of health, and other foundations of patient systems covering physiology, pathology, diagnostics, pharmacology, clinical and social/behavioral interventions. Special sessions that focus on clinical skills development and integration as well as a wide range of evaluation methods will be used throughout the curriculum.

The Longitudinal Clerkship Model

York University is committed to establishing a comprehensive Longitudinal Integrated Clerkship (LIC) model as part of its medical school programming. The LIC model puts primary health care at the heart of the curriculum.

By embedding students in the community through the LIC model, York University is grounding student learning in real-world experiences. Students will engage with real patients, gaining a first-hand understanding of the true impact of primary care. The LIC model emphasizes teamwork and practical experience, which aligns with the School of Medicine's goal of producing well-rounded, community-focused physicians. The School will prepare students to work as a team and excel in real-world health care settings. The proposed approach is a stark contrast from the traditional clerkship experiences that are hospital based, typically through a series of rotations on specialty services, with little continuity of care with patients, community, or preceptors.

York University is looking for students who care deeply about their communities. The LIC model draws in those who are dedicated to making a difference, not just in their careers but in the

lives of the people they serve. The LIC model appeals to students committed to primary health care, community engagement and diversity – ensuring we attract not just good students but great future family doctors.

While maintaining a primary care focus, the LIC model allows for the integration of specialist training in fields that work most closely with family medicine such as obstetrics, gynecology, and psychiatry. This broadens students' expertise while responding to current and future societal needs. This model will result in students receiving better training, patients experiencing better care, and communities becoming healthier and more resilient.⁶

The LIC model fits perfectly with the University's broader plans to expand community health services and integrate family health networks. This model will enable York to create a seamless, supportive environment for learning and for providing care.

By making the LIC model a cornerstone of the School of Medicine's program, York University can showcase its commitment to producing top-notch primary care providers who are ready to make positive change in their communities.

Residencies (Post-Graduate education)

The proposed York University School of Medicine will provide post graduate certification and train residents in family medicine, and other primary care specialties including pediatricians, internists, psychiatrists, geriatricians, obstetricians, gynecologists, and general surgeons. Some of the issues about residency training to be considered in the development of the programs include:

- The number of postgraduate residency slots for Canadian and International Graduates, and their distribution across specializations are regulated by the Provincial government.
- Canadian Residency Matching Service (CaRMS) manages applications and matching of placements across Canada.
- The York University School of Medicine will feature 102 new postgraduate seats per year, with 293 residents in training annually at steady state (year 6).
- Residents apply from medical schools across Canada. International Medical Graduates may comprise approximately 20% of positions
- Royal College of Physicians & Surgeons of Canada governs residency requirements and accreditation for all specialties (for example Internal Medicine, General Surgery etc.) and sub-specialties (for example Geriatric Medicine.).

⁶ Research consistently demonstrates better outcomes for LIC training compared to traditional block rotations across a wide range of outcomes for clinical and academic performance, satisfaction with clerkships, strong supervisor outcomes, better patient reported outcomes, and take up of family medicine and rural practices. See, for example: Dodsworth et al. 2023; Stupart et al 2020; Myhre et al 2014; Poncelet et al 2014; Woloschuk et al 2014; Poncelet et al 2011 Denz-Penhey & Murdoch 2010; Worley et al 2004

- The College of Family Physicians of Canada governs residency requirements for Family Medicine residencies.

Undergraduate Degree Programs that Lead to Entry into the School of Medicine

Admissions to Schools of Medicine in Canada have moved away from traditional “pre-med” programs with course requirements focused on basic sciences (e.g. organic chemistry, biochemistry, biology), often eliminating requirements for standardized tests (i.e. MCAT), and instead have a broader-based undergraduate education with few medical schools specifying course requirements.

A wide range of York University undergraduate programs will provide a strong foundation for medical school admissions across Canada, including at YUSoM. In addition to the School of Medicine’s support of diverse admissions processes, and to enhance access and the diversity of students in health fields, York University is developing a 60-credit pathway to accelerate access to medicine as a component of a proposed Bachelor of Interprofessional Health degree. This pathway will offer all students, including mature, Indigenous, Black, economically disadvantaged, or those who self-identify as a person with a disability, the opportunity to prepare for health-related and health-professions programs, including medicine. Students who choose not to access the accelerated pathway to medicine will also have an opportunity to enter medical school, at York and elsewhere after completing their undergraduate or professional degree (e.g. masters of physiotherapy, occupational therapy, athletic therapy, psychotherapy, etc.).

Accommodation of Students

The York University School of Medicine will seek students who represent the communities that they will serve. The principles of equity, diversity, and inclusion in the selection and accommodation of our students will be a core value of the medical training program. The School will welcome all eligible students and provide them the opportunity to prepare for a career in primary care medicine.

York University is committed to providing educational opportunities to all who have the desire and the capacity to pursue university study. We will work closely with our community partners to effectively recruit and support a diverse population of medical students to ensure that our graduates both reflect and are committed to serving our communities.

Other Degree Programs that can be Created with a School of Medicine

The School of Medicine would provide a logical, focused academic partner or co-host for graduate programs are new to York and would complement existing programs, in areas such as the basic sciences, medical education, business and management, population and planetary

health, AI and digital health, and other health related fields. These graduate programs could include both professional and research/academic pathways for graduates. The School of Medicine would help raise the profile of life sciences and advance health care research at York University and enrich institutional research partnerships and networks.

Potential joint degree programming could include undergraduate programs such as an Honours Business degree or an Honours Engineering degree. Postgraduate residents may also want to pursue Masters and PhD degrees which can be developed collaboratively between the YUSoM and other Faculties at York University. Examples of new joint degrees programs could include: Masters in Medical Education (with School of Education), Biomedical engineering programs (with Lassonde), MD plus MBA programs (with Schulich School of Business), an MD plus MPH on population and planetary health (a program that would cross a range of Faculties); or MD plus MSc degrees in AI and Digital Health, Biostatistics, Epidemiology, or in basic sciences (with the Faculty of Science). New joint degree programs involving YUSoM, whether with the Faculty of Health or other Faculties, will go through the usual quality assurance and processes for review and approval.

Faculty Complement for the School of Medicine

Clinical faculty members in a School of Medicine have different types of appointments than faculty members in other schools and departments in a university. In addition to having a faculty appointment in the School of Medicine, academic physicians would also have appointments and credentialing in hospitals and other health care organizations in our network of health care partners. For example, our service area includes major hospital partners like Mackenzie Health, Southlake Regional Health Center, Oak Valley Health, Royal Victoria Regional Health Center, and Waypoint Centre for Mental Health Care, along with a range of 17 hospitals and a large number of community clinics and family medicine and specialist practice groups. None of the hospitals in our service area are classified by the province as Academic Health Sciences Centers (e.g. Teaching Hospitals), and the province has indicated that they do not expect that to change in the next few years. We expect to provide academic appointments to clinicians who are supervising medical students and residents in their clinical settings as well as in the classroom across this network of providers, and to provide pedagogical training and support to the network of teaching faculty.

Unlike other University professors, academic physicians typically derive most of their income from clinical activities, funded through the Ministry of Health and the Ontario Health Insurance Plan, and often form corporations or contract with management firms to administer their clinical income. Because of their multi-faceted roles in patient care in addition to their teaching and research roles, there are many more faculty than medical students, and the number of full-time and part-time clinical faculty appointments change frequently. In traditional medical schools, the ratio of full-time academic physicians to medical students is about 1.5 FTE

physicians per medical student, but the ratio may be five times higher in distributed medical education models (where there are many sites), and particularly when community-based physicians are doing the clinical supervision. This is the case for the proposed York University model where there will be considerable part-time clinical appointments. The exact numbers will vary over the years and will be dependent largely on how the LICs are organized at each of the main sites.

A phased staffing program is being developed by York's subject matter experts based on program objectives and experience/knowledge at other medical schools in Ontario.

Projected Financial Resources and Budget

The York University School of Medicine will be funded through the Ontario Ministry of Health, the Ministry of Colleges and Universities, and by contributions from other partners and levels of government (See Table 1). The Ontario government is the main source of funds for operating expenditures and has also provided \$9 million for start-up funding. The University will be negotiating the specific financing of the School of Medicine, with an intention of having the agreements in place by 2027 when students should be applying for admission. In approving the York University proposal for a medical school, the Government of Ontario recognized the baseline operating costs to be covered by the provincial government was over \$100 million per year when operating with a steady state of students and residents. The Government also recognized that they will need to provide for additional costs for educating physicians in community settings, which include the training of physician teachers, the consumables used by medical students for clinical activities, and the costs of the special features of our program related to community-based learning and pathways and supports programs for equity-deserving student populations. Some capital investment from government is also expected to help community partners to be able to provide space for learners on their premises.

Table 1: Outline of Costs for School of Medicine

Type of Cost	Projected Amount	Sources of Funding
Planning costs	\$9 million	Government of Ontario
Operating costs	~ \$100 million per year* + items to be costed	
- Clinician faculty & resident salaries, academic costs	Included in projection	Ministry of Health
- ICLN partner costs for hosting learners	Under development	Ministry of Health
- Mission critical student pathways programs and interprofessional team training	Under development	Ministry of Health Philanthropy
- Student grant funding - Student tuition	~ \$23.5 million per year* grant included in projection	Ministry of Colleges and Universities additional to York Corridor funding Student
Research funding - Additional direct research funding - Additional Indirect Cost revenue and Canada Research Chairs	Unknown – new opportunities	Tri-Council Agencies, CFREF Non-federal public and non-profit funding agencies Health industry Philanthropy
Start-up costs - Training of community physicians and supervisors - Development of Information and Communications Technology specific to SOM and ICLN needs	Under development	Ministry of Health
Capital costs - Medical School building - Conversion and upgrades of community sites to support learning	Under development Under development	Philanthropy Governments (City of Vaughan donated land \$20 million) University Ministry of Health

*Estimated costs at steady state, with government recognition of additional costs to be developed

In addition, the University is creating many exciting high-impact philanthropic opportunities for individuals, foundations, corporations, and the many community groups committed to the best health care and a future of positive change for all Ontarians. These are focused on the capital costs of the School of Medicine, student scholarships and supports, and eventually on faculty chairs.

The momentum of the School of Medicine planning phase has already attracted a great deal of philanthropic interest. In addition, the Division of Advancement is in discussions with several leading community benefactors with an interest in contributing to the School of Medicine capital project. York University is also exploring discussions with construction partners to develop the new campus for the School of Medicine in phased building stages.

Once underway, medical students will train at clinical learning sites located across northern Toronto, York Region, Simcoe County, the District of Muskoka, and surrounding rural areas. The York University School of Medicine's anchor facility will be in the Vaughan Healthcare Centre Precinct (VHCP), on land generously transferred by the City of Vaughan.

The School of Medicine site will be located next to the Cortellucci Vaughan Hospital, the first hospital to be built in the City of Vaughan and the first net new hospital to be built in Ontario in more than 30 years. As part of Mackenzie Health, Cortellucci Vaughan Hospital also claims to be the first "smart hospital" in Canada that includes integrated smart technology systems and medical devices that can speak directly to one another to maximize information exchange and improved patient care.

The VHCP is an 82-acre parcel of land at Jane Street and Major Mackenzie Drive in the City of Vaughan and is fast becoming a destination to drive excellence in health care, education, research, commercialization, and innovation.

Space and Computing

The York University School of Medicine will be located at a purpose-built location at the Vaughan Healthcare Centre Precinct, adjacent to Cortellucci Vaughan Hospital. Planning for space and computing needs is underway and it is anticipated that the School of Medicine can:

- Leverage Mackenzie Health's industry-leading IT infrastructure to develop novel platforms for data capture and deep learning that will support sharing of data analytics across hospitals.
- Focus on distributed learning so that we can leverage existing space and reduce new space requirements, which will lower capital costs.

- Share resources and human capital to facilitate robust experiential learning and clinical placements.

Relationship to University Academic Plan and the Strategic Research Plan

The new School of Medicine and its current and proposed primary care academic programs align with the York University Academic Plan (UAP) (2020-2025) in that they are progressive, offer innovative approaches to medical education whose goal is to meet the health care needs of communities within the York University service area and support the goal that York will “...develop an integrated health precinct with partners in Vaughan.”

In addition, the new School will attract the highest calibre of applicants with a stated interest in meeting the primary care needs of local communities.

The UAP emphasizes strengthening comprehensiveness and interdisciplinarity by developing innovative degree programs including those in health and medicine. The UAP also encourages the creation of more Faculty-spanning curricula that draw on more than one academic unit. The transdisciplinary nature of the programs that the School of Medicine will host are designed with a Faculty-spanning approach as a fundamental tenet.

The School of Medicine will support York’s vision to strengthen its reputation for pedagogical innovation and excellence through innovative pedagogic approaches, health care research and scholarship and would enhance the reputation of York as a global centre for interdisciplinary and transdisciplinary scholarship to meet the needs of the health care system.

The Faculty of Health in its new Strategic Plan on *Building a Healthy World for All*, embraces a vision of being leaders and partners for a healthy and just 21st Century world, and to positively influence health, wellness, and their determinants through leading-edge education, research and practice. In particular, it calls out its commitments to contribute to the development of a community-based School of Medicine in partnership with government, healthcare organizations, and patient and community groups; forge new relationships; and expand our ability to protect the health and wellness of our communities through a health care precinct that is creating education, research and practice opportunities.

In addition, the Strategic Research Plan (2023-2028) core value of ‘Building Healthy Lives, Communities and Reimagining Futures’ connects directly to the school of medicine proposal. The Plan states that “York researchers are focusing on improving the understanding of the structural, systemic and individual factors that drive health outcomes, keeping people healthier for longer and redefining and advancing new ways to create positive change.” Further, the core value of ‘Healthy Communities, Equity and Global Well-being’ states that “the tremendous wealth offered by the surrounding disciplines at the University will provide unique perspectives

and innovative approaches to solving some of the most pressing questions in health promotion and practice, disease and injury prevention, and health care delivery.”

Administration and Governance of the New School

The School of Medicine will incorporate governance features that are common to universities that have medical schools, and which are in compliance with accreditation requirements of Canadian Medical Schools. Specific details will be developed in the time leading up to the opening of the School of Medicine, which is proposed for Summer of 2028. In consultation with all Schools of Medicine in Canada, we were advised of a growing trend in Canadian Medical Schools to combine multiple health professions schools in a single Faculty (or equivalent), largely because of the greater opportunities for research and educational opportunities, and because of administrative efficiencies gained by combining health schools (or colleges) under a single Faculty. In several cases, these larger Faculties include Biology and other life sciences.

As part of a larger Faculty of Health, the proposed School of Medicine would be headed by the Dean of Health and Medicine. A Dean of the Faculty of Health and of Medicine would also be a Vice President for Health Affairs, which reports to the President, reflecting the new responsibilities and accountabilities for academic health care. This is the model used at several medical schools in Canada (e.g. McMaster, Queens, McGill, Manitoba). A senior Vice-Dean (typically a Vice Dean of Education or a Vice-Dean of Hospitals and Clinical Partners) would lead operational decision-making of the School of Medicine in the support of the Dean or in their absence.

The arrangement of having the School within the Faculty of Health would encourage joint planning and sharing of resources, particularly for inter-professional health academic programming and fostering inter-disciplinary and transdisciplinary research and practice.

In addition to supporting collaboration across the Faculty of Health, a University-wide Health Council is proposed to support health-related collaborations across the University, such as to develop new joint degree programs or new research opportunities.

Because of the many partners involved in the academic delivery of health care, and our distributed model of education, additional governance structures will be needed to foster collaboration, transparency, and administrative efficiencies with our network of clinical partners. This will involve collaborative network governance arrangements that would be led by York University, and also involve hospital and health care organizations, as well as physician and community groups, with particular involvement of Indigenous communities. The purview of the Network Collaborative Governance arrangements would be to review operational policies, plans and results of shared activities across the clinical network, including for:

- Shared services activities

DRAFT FOR FACULTY OF HEALTH DISCUSSION

September 23, 2024

- Educational outcomes and accreditation elements relevant to the ICLN
- Collaborative research, data sharing and analysis
- Health system learning and change agenda
- Monitoring, Evaluation & Learning of the Network
- Academic funding model performance for clinicians

Appendix 1

Faculty Working Group Members

Co-Chairs: Chris Perry; Nancy Sangiuliano

Chris Ardern (DO)	Claire Mallette (SON)
Andrew Ernest Brankley (PSYC)	Karin Page-Cutrara (DO)
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