



MINUTES

Faculty of Medicine & Dentistry
Faculty Council Meeting
September 15th, 2020
4:00 - 5:30 pm
Via Zoom

1. CALL TO ORDER

Dr. B. Hemmlegarn called the meeting to order at 4:05pm and welcomed everyone to the September 15, 2020 Faculty Council meeting via Zoom.

2. APPROVAL OF AGENDA

Agenda was accepted as circulated, with the addition of: Discussion on 30% classroom based teaching & research requirement in the job description - further discussion at next Faculty Council meeting. **MOVED** by Dr. N. Kassam and **SECONDED** by Dr. V. Daniels to approve the agenda as circulated. **ALL IN FAVOUR. CARRIED.**

3. APPROVAL OF May 19, 2020 MINUTES

MOVED by Dr. N. Kassam and **SECONDED** by Dr. J. Schulz the minutes for the May 19, 2020 meeting be approved as circulated. **ALL IN FAVOUR. CARRIED.**

4. BUSINESS ARISING

None

5. INTRODUCTION OF NEW FACULTY & NEW LEADERSHIP POSITIONS

Dr. B. Hemmlegarn, Dr. D. Williams, Dr. P. Silverstone, Dr. J. Schulz and Dr. M. Mengel did introductions of new faculty and leadership positions. See attached, for complete list of new faculty & positions.



1. Introduction of
New Faculty & New

6. DEAN'S REPORT

Dr. B. Hemmlegarn presented her report:

Update of the activities at an institutional level:

- The University of Alberta for Tomorrow – two major initiatives:
 - Academic Restructuring – the Academic Restructuring Working Group is overseeing this – looking at the organizational structure of University and the

- 18 faculties. Timelines – there are models that have been developed and will be presented next week and then presented at GFC on September 28, 2020. Currently no decisions have been made – there will be the opportunity for in-person consultation.
- Next upcoming Town hall that the President is hosting is on September 30 – the website for the University of Alberta for Tomorrow is informative and is updated regularly.
 - Service Excellence Transformation (“SET”) – this group is looking at how the business processes at the University of Alberta can be transformed. Members of SET have presented at Executive Council. The goal of the transformation is to be more efficient and provide better quality of service. Looking at three major components:
 - Administrative Structure – two phases;
 - Procurement; and
 - Space management.
 - Currently reviewing operating models.
 - Over the course of the next 6-12 months – goal is to have the final model completed.
 - HR, finance, student services, research are being reviewed – starting with the HR components.
- Update of initiatives at a Faculty level:
 - Strategic Planning Process – started in the Spring with a plan developed in June; spent 2.5 months in an engagement process where input was sought from internal and external stakeholders.
 - 23 engagement sessions by Zoom and a few in person, with over 400 participants.
 - A survey was sent out with respect to the Vision, Mission and Values.
 - Took all information back and spent two further days refining the road map previously provided.
 - Have a refined 5-yr Strategic Plan – next step is implementation – this will guide the Faculty over the next five years and will be a living document.
 - Reviewing budget – the Faculty Budget Working Group – has been tasked to find a short-term strategy to reduce expenditures and increase revenue. Group has been meeting since April with the Nous Group. Reviewed expenditures and revenues. Also looking at ways for service efficiency at an administrative level, with a more centralized model. Also reviewing retirements, procurement, space, and leasing.
 - Service Transformation Working – this is a group that is aimed to inform the University for Tomorrow Academic Restructuring Working Group – important for FoMD to develop the best structure and processes for the Faculty, while increasing efficiencies, supporting our students and fostering collaboration. Further consultations to be had. The President and the Office of the Provost will provide restructuring models.

7. VICE DEAN, FACULTY AFFAIRS

D. Kunimoto

i. Chair Search & Selections – Update



2. Chair Searches
Update.pdf

ii. FEC Update:



3. FEC Update.pdf

iii. FoMD Suggested Strategic Plan – Social Accountability,
Equity, Diversity, Inclusion and Engagement

H. Goetz



4. FoMD Suggested
Strategic Plan – Soci

iv. GFC Update

J. White

Dr. J. White provided update:

- GFC has met once since the last Faculty Council meeting.
- Times of change – with the outgoing President and the incoming President in July.
- COVID-19 – planning ongoing.
- Restructuring planning ongoing.
- Next GFC is September 20, 2020 – restructuring model will be presented, but not voted on, with a decision by December 2020.
- Reviewed FoMD GFC Reps – 16. Important when a vote is needed all Faculty members know who their GFC Reps are and communicate with them to ensure the GFC Reps are voting in the best interests of all members of FoMD:
 - FoMD GFC Reps are:
 - Jason Acker
 - Michael McMurtry
 - Richard Schulz
 - Basil Hubbard
 - Sue-Ann Mok
 - Pierre Lemelin
 - Gary Eitzen

- Amy Tse
- Johnathan White
- Minn-Nyoung Yoon
- D. Underhill
- Elena Posse de Chaves
- Keith Rourke
- Hollis Lai
- Sujata Persad
- Frances Plane

8. VICE DEAN, RESEARCH – BASIC SCIENCE

R. Lehner

Dr. R. Lehner provided update:

- Approximately 90% of the research spaces are open and have been approved by FoMD and Environmental Health & Safety – operating at 50% capacity.
- Research is being supported by the Core Research Facilities – all are open.
- Training is available online and in person in some situations.
- Some areas are currently going through restructuring.
- Have developed guidelines for research activities with limited operating funding – more information can be found on the FoMD Research Facilities webpage.
- Early October there will be a call for applications for Research Chairs.
- Continuing to offer seminars – will be online.
- Will be hosting the summer student research program – currently 200 registered.

9. VICE DEAN, RESEARCH – CLINICAL

L. Richer

Dr. L. Richer provided update:

- Started role in July 2020.
- AHS has made adjustments to their clinical research guidelines which are on the AHS website.
- FoMD has taken the lead role in the Precision Health Signature Initiative – FYI – there will be future announcements and opportunities to apply for seed funds for grant opportunities.
- Currently working on transformational excellence – reviewing internal procedures in the Office of Research.
- Currently working on the renewal for NACTRAC – those wanting to provide input, can forward to the Office of Research – will be working on this over the next year.
- Data and Analytics Research Core – announcement by the end of September to middle of October.

10. VICE DEAN, EDUCATION

M. Lang

Dr. M. Lang presented

a. Update:



5. Office of
Education Update.p

b. Division of Community Engagement – Update



6. Division of
Community Engager

c. Admissions Report

S. Gourishankar

Dr. S. Gourishankar presented:



7. MD Admissions
Report.pdf

d. Black Applicant Admissions Process (“BAAP”)

Presented by: Third Year Medical Student from the Black Medical Students’
Association with the University of Alberta:



8. BMSA
Presentation.pdf

Dr. S. Gourishankar presented:



9. Calls to Actions
update.pdf

11. OTHER BUSINESS

None

12. ANNOUNCEMENTS

No items.

13. NEXT MEETING

The meeting was adjourned at 5:45pm.

The next meeting will be held on: **Tuesday, November 17, 2020 from 4:00 - 5:30 PM – Via
Zoom**

For Information Only Meeting document attachments were sent out September 1, 2020 via email.



Introduction of New Faculty & New Leadership Positions

Dr. B. Hemmelgarn will acknowledge:

Richard Lehner	Office of Research	Vice-Dean Research (Basic)
Lawrence Richer	Office of Research	Vice-Dean Research (Clinical)
Gregory Funk	Office of Research	Associate Dean(Research, Graduate Studies)
Peter Silverstone	Department of Psychiatry	Interim Chair

Dr. B. Hemmelgarn will acknowledge:

Darryl Rolfson	UME	Associate Dean, MD Program
David Rayner	UME	Interim Associate Dean, MD Program

Dr. B. Hemmelgarn will acknowledge:

Tracey Hillier	Faculty Affairs	Director, Alberta Institute, Wenzhou Medical University
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Yanbo Zhang	Psychiatry	Associate Professor	<i>Dr. P. Silverstone will introduce</i>
Maria Ospina	Obstetrics & Gynecology	Assistant Professor	<i>Dr. J. Schulz will introduce</i>
Karolyn Au	Surgery	Assistant Professor	<i>Dr. D. Williams will introduce</i>
Greg Bowden	Surgery	Assistant Professor	
Aaron Hockley	Surgery	Assistant Professor	
Graeme Mulholland	Surgery	Assistant Professor (Spec Cont)	
Timothy Cooper	Surgery	Assistant Professor (Spec Cont)	
Max Levine	Surgery	Assistant Professor (Spec Cont)	
Blaire Anderson	Surgery	Assistant Professor (Spec Cont)	
Curtis Budden	Surgery	Assistant Professor (Spec Cont)	
Miranda Brun	Laboratory Medicine & Pathology	Assistant Professor (Spec Cont)	<i>Dr. M. Mengel will introduce</i>



Department of Psychiatry

- Shortlisting – September 15th, 2020
- Interviews; Meetings with Departments Members & Key Stakeholders – TBD
- Decision – Fall/Winter 2020



This year merit will be the average of the last 3 years referred to as the COVID Non-adjudicated merit. This will be done centrally. (sent out by end of Sept?)

All Faculty are **still required to submit an annual report.**

Members who feel they had a great year that isn't reflected in the non-adjudicated merit can ask for a review of the 19-20 year with next year's merit review.



Chairs will need to make a recommendation based on the annual report for the following exceptions:

a. Increment decisions for those academic staff members who received a 0d on either July 1, 2019 or July 1, 2020.

b. Increment decisions for those academic staff members whose 3-year average increment is less than 0.25 but not set as 0a or 0c as per clause B.2.b.(iv, v);

c. Increment decisions for those academic staff members who wish to contest a non-adjudicated increment of 0.50 or 0.75

d. Faculty going forward for tenure or promotion this year

FoMD Strategic Plan – Social Accountability, Equity, Diversity, Inclusion and Engagement

FRAMEWORK AND DIRECTION

Dr. Helly Goetz



Purpose

The purpose of this presentation is:

- To discuss pathways for alignment with the University of Alberta Strategic Plan for Equity, Diversity and Inclusivity (launched Feb 2019).
 - EDI FoMD current achievements as related to the required goals stated in the UofA EDI Strategic Plan.
 - Describe operational considerations and measures as a road map for achieving excellence in 2020-2023.



Table of Indicators		
Table of Indicators by Academic deliverables (domains)		
Education		
Strategic Pillar	Theme <small>(based on terminology UofA EDI Strat Plan)</small>	Suggested Measures
Data Collection		
Undergraduate	Access	1. Admission numbers to undergraduate program by category
Postgraduate	Students; Trainees; Teaching; Leadership	2. Admission numbers to postgraduate program by category
Workforce		3. Admission numbers to Post-doctoral program by category
		4. Graduate exit surveys regarding access to programs and resources
Raising Awareness		
(Curriculum/Materials)	Material	1. Number and type of sessions for each program related to: EDI, Community Engagement, Academic half-days
	Learning Opportunities; Teaching; Public service; Students; Trainees	2. Faculty Development: Grand Rounds, Dean's Lecture Series
		3. Bias and stigma training
		4. Professionalism training
		5. Needs assessments surveys
		6. Survey tools: knowledge uptake, program evaluation
		7. Graduation Questionnaires
		8. Alumni Questionnaires
		9. Data on existing mentorship programs
Practice Guidelines		
	Climate; Vision; Leadership; Workforce	1. EDI guidelines at a faculty level (mission, vision)
		2. Admission policies/guidelines
		3. Hiring practices
		4. Professionalism guidelines (code of conduct)
		5. Academic affairs – accessible and inclusive learning policies



Engagement		
Internal Communities of learning and practice	Climate; Workforce; Public Service; Leadership	1. Number and type of curricular offerings that were co-created with other disciplines within the FoMD, and UofA
External - Health Care; - Community (AB)		1. Number and type of curricular offerings that were co-created with AHS, AMA, CMA, CPSA, AFMC, AAMC and other groups
		2. Number and type of curricular offerings that we co-created with community agencies and community programs
		3. Documents describing partnerships for education purposes
		4. Rural engagement
		- Types of programs
		- Numbers of learners
		- Numbers of instructors
		5. Volunteer work of graduates
		6. Number and type of program aimed at expanding the pool of qualified applicants for medical school admission.
Knowledge Dissemination and Translation		
	Teaching; Research; Public service; Student Life; Climate; Workforce	1. Communication strategies related to Education (types of media)
		2. Shared curricular innovation EDI, SA with other schools – national and international visibility
		3. International visibility
		4. Awards
		- Learners
		- Faculty
		- Staff
		- Community
		5. Educational EDI/SA research projects
		6. Education EDI/SA community engaged research
		7. Where are our graduates after graduation
		8. Number of presentations, publications related to SA
		9. Accreditation visits reports
		10. Exchange students (learners) programs



Research		
Strategic Pillar	Theme (based on terminology UofA EDI Strat Plan)	Suggested Measures
Data Collection		
	Access	1. Data on research programs by group (at all levels and programs)
	Research; Research trainees	2. Research committees by group
		3. CRC (Canadian Research Chairs program) allocations, process (against targets and UofA and national benchmarking)
		4. Canadian Excellence Research Chairs (CERC) allocation, process (against targets and UofA and national benchmarking)
Raising Awareness		
(Curriculum /Materials)	Research; Teaching; Trainees; Climate	1. Educational offerings (EDI) for researchers
		2. Mentorship programs
Practice Guidelines		
	Climate; Vision; Leadership	1. Hiring practices
		2. CRC, CERC selection processes
Engagement		
Internal (FoMD UofA)	Climate; Public service; Trainees	1. Audit publications and presentations for multidisciplinary collaborations
External - Health Care; - Community (AB), NWT		1. Audit publications and presentations of projects that are community engaged (joint authorship)
		2. Number of learners engaged in community research projects
		3. Memorandum of Understanding with community related to research
		4. Number of mutual grant applications
		5. Number of community research/participatory projects
		6. Number of higher research degree trainees undertaking projects prioritizing health needs
Knowledge Dissemination and Translation		
	Research; Teaching; Public service; Student life; Climate	1. Number of presentations, publications related to SA and engagement



		2. Quality Assurance and Improvement (QA/QI) projects related to community health outcomes
		3. Workshops
		4. Partnerships with other institutions/stakeholders promoting EDI/SA in research
		5. Faculty, staff, learners exchange in research programs
		6. Awards
Service		
Strategic Pillar	Theme <small>(based on terminology UofA EDI Strat Plan)</small>	Suggested Measures
Data Collection		
	Vision; Leadership; Workforce; Public Service; Students	1. Census (Faculty, Staff, Clinical Colleagues – benchmarked to Stats Can, UofA, AB population)
		2. Promotion and tenure
		3. Professionalism incidents
		- Faculty
		- Staff
		- Learners
		4. Search and selection results
Raising Awareness		
	Vision; Leadership; Workforce; Public Service; Students	1. Awards, Professionalism accolades
		2. Mentorship programs
		3. Grand rounds dedicated to EDI/SA
		4. Resources available for primary care health professionals and rural practitioners
		5. Usage of the appropriate media, marketing, and advocacy to present relevance to serve in underserved areas
Practice Guidelines		
	Vision; Leadership; Workforce; Public Service; Students	1. FEC – process ensures EDI narrative and practices



		2. S&S committees – practices and changes over the years (periodic reports)
		3. EDI guidelines and strategic vision related to SA
		4. Practices for hiring
		5. HR policy
		6. Access for persons with disabilities
		7. Mission and institutional objectives are consistent with values of EDI/SA
		8. Mission and vision posted in appropriate positions.
Engagement		
Internal (FoMD UofA)	Vision; Leadership; Workforce; Public Service; Students	1. Participation in educational offerings by primary care workers, health services managers, population health, and human sciences
External (With AHS)		1. Protocols that are designed for prevention, treatment and education of patients and families
		2. Membership in health council, provincial committees
		3. QI projects to reduce risk and improve outcomes in population health
		4. Memorandum of understanding with local authorities for implementing priority health programs
		5. Number of health care professionals accepting learners in different health care settings
Knowledge Translation and Dissemination		
	Vision; Leadership; Workforce; Public Service; Students	1. Effective communication access for persons with disability
		2. Reward behaviors in performance reviews/awards
		3. Membership of faculty, staff, learners in national accreditation bodies
		4. Membership of faculty, staff, learners in international bodies and networks promoting and conducting research for evaluating social accountability of medical and other health professional schools.



Anti Racism Commitment To Change (ARCTC) Task Force FoMD

- Align with FoMD academic deliverables (three pillars):
Education ▪ Research ▪ Service
- Three pillars, four areas to explore:
 - **Inventory** - what already exists in FoMD
 - **Summary** - what are other Faculties doing (Faculties of Medicine; other Faculties at the UofA)
 - **Recommendations** - for how to eliminate racism, to include financial priorities
 - **Improvement** - how does FoMD deal with racism?



Three working groups

- One for each pillar of Education, Research, Service
- Group leads/co-leads
- Skill sharing

Members in 3 Pillars (in which to explore the 4 Areas)			
	EDUCATION Teaching and Learning	RESEARCH Research and Innovations	SERVICE People, Partnerships
1	Lead: Ramona Kearney	Co-Lead: Tom Churchill	Lead: Manjula Gowrishankar
2	Nazia Sharfuddin	Co-Lead: Nonso Ezenwa	Penny Smyth
3	Michael van Manen	Elizabeth Hillier	Sue Chandra
4	Vincent Agyapong	Lisa Purdy	Debrah Wirtzfeld
5	Adee Adeleye	Evelyn Asiedu	Sita Gourishankar
6	Ayanna Rocke		Wendy Brown
7			Patrick Lightning



Faculty Council Education Report

FoMD Executive Committee, August 2020

“uplifting the whole people”

— HENRY MARSHALL TORY, FOUNDING PRESIDENT, 1908

COVID Update

Remote teaching and assessment:

- Balance safety/cost with need for in-person activity
- Smart Exam Monitor
- Synchronous vs Asynchronous

Basic Science Learners:

- All FoMD requests for exemption granted
- Reduced lab capacity impacting Biomedical Certificate Program

Clinical Learners:

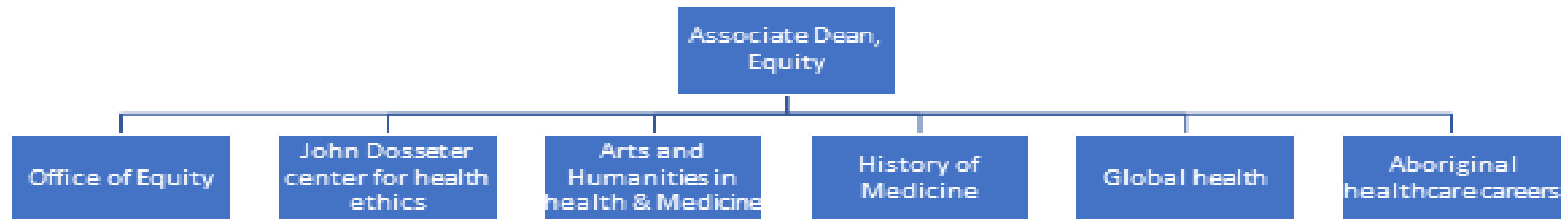
- All 5 undergrad programs at risk of delayed graduation
- Flexibility in learner scheduling needed
- Accreditation for MD Program delayed 6m; all other accreditation proceeding on schedule

Division of Community Engagement Update

“uplifting the whole people”

— HENRY MARSHALL TORY, FOUNDING PRESIDENT, 1908

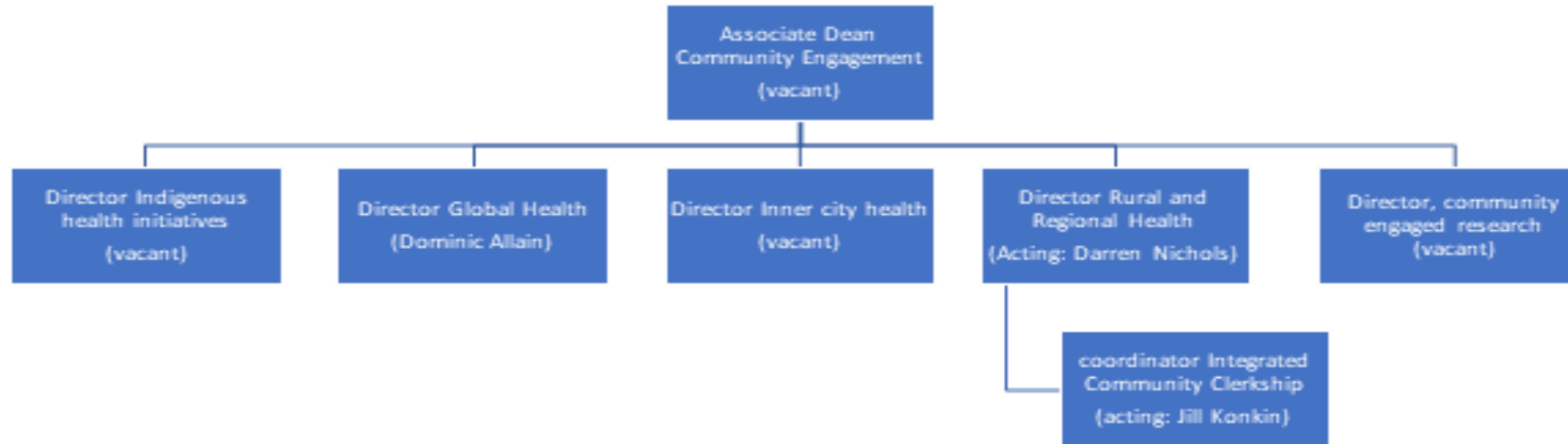
Division of Community Engagement and Social Responsiveness, 2009



“uplifting the whole people”

— HENRY MARSHALL TORY, FOUNDING PRESIDENT, 1908

Organizational chart, Division of Community Engagement, 2020



As part of the university/faculty restructuring, consider:

- Global Health to International Affairs (Associate Dean in Faculty Affairs)
- Indigenous Health Leadership position to Vice Dean Education
- Director, Office of Rural and Regional Health to Vice Dean Education
- Increase rural and indigenous voices within FoMD
- FoMD Committee on Social Accountability

Next Steps

FoMD Strategic Planning

How do we meet the early identified priority areas?

- EDI
- Rural and Regional Health
- Indigenous Health
- Social Accountability

“uplifting the whole people”

— HENRY MARSHALL TORY, FOUNDING PRESIDENT, 1908

Faculty Council: Update from MD Admissions

Sita Gourishankar, MD, MSc, FRCP(C)
Assistant Dean, Admissions, MD Program

Education

- Students are required to obtain a baccalaureate degree, from a program recognized by the University of Alberta, prior to admission.

cGPA

- The minimum cumulative GPA (cGPA) required to be eligible to apply for Albertan applicants is **3.30** on the UofA 4.0 grading scale.
- The minimum cumulative GPA (cGPA) required to be eligible to apply for Non-Albertan applicants is **3.50** on the UofA 4.0 grading scale.

Medical College Admission Test (MCAT)

- The minimum MCAT score to be eligible to apply for Albertan applicants is **124** in all categories (CPBS, CARS, BBFL, PSBB)
- The minimum MCAT score to be eligible to apply for Non-Albertans is **128** in CARS and **124** in CPBS, BBFL, and PSBB

As indicated in the University Calendar (implemented for 2019-2020 cycle, as per the Faculty Council motion to remove protected seats for Indigenous applicants):

“The Faculty of Medicine and Dentistry is committed to the recruitment, retention and graduation of Aboriginal students. All Aboriginal applicants who meet the academic eligibility requirements as outlined in [Doctor of Medicine \(MD\)](#) and who are successful in the Indigenous admissions process will be recommended by the Indigenous Admissions Subcommittee to the MD Admissions Committee for admission. For more information, contact the Faculty of Medicine and Dentistry Undergraduate Admissions Office.”

- Must meet the minimum academic eligibility requirements for Albertan applicants, cGPA of **3.30** and **124** in all MCAT categories and successfully complete the Indigenous interview
- Indigenous applicants do not require a ranking unless they are being considered in another pool

Application Year	Submitted Applications	Interviewed	Offered	Admitted
2020-2021 (current)	35 in progress (to date)			
2019-2020	22	16	13	9*
2018-2019	20	14	13	11**
2017-2018	17	11	10	6***
2016-2017	15	10	5	3
<i>*Quota removed, admission offered to all eligible Indigenous candidates</i>				
<i>**Decanal decision to offer admission to eligible Indigenous candidates above the quota of 5</i>				
<i>***5 quota positions and 1 position through Alberta pool</i>				

As indicated in the University Calendar:

“The Faculty of Medicine and Dentistry may provide up to ten positions within quota for the MD program to qualified Rural applicants over and above the Rural applicants who were admitted in the regular process. Candidates will meet normal minimum admission requirements as outlined in [Doctor of Medicine \(MD\)](#) and the approval by the Faculty of Medicine and Dentistry Admissions Committee.”

- Must meet the minimum academic eligibility requirements for Albertan applicants, cGPA of **3.30** and **124** in all MCAT categories
- Rural applicants are ranked for the 10 protected seats

Application Year	Submitted Applications	Interviewed	Admitted
2020-2021 (current)	TBD		
2019-2020	99	95	23
2018-2019	139	108	33
2017-2018	90	73	26
2016-2017	104	76	22

	Alberta	NonAlbertan	Indigenous	Rural	All Accepted
	Students 149	Students 11	Students 9	Students 22	Students 160
	Male 68	Male 8	Male 5	Male 7	Male 76
	Female 81	Female 3	Female 4	Female 15	Female 84
Age	Max 43.28	Max 35.71	Max 32.85	Max 35.42	Max 43.28
	Average 25.50	Average 27.11	Average 25.84	Average 26.31	Average 25.61
	Median 24.33	Median 24.47	Median 25.72	Median 25.07	Median 24.38
	Mode 24.14	Mode #N/A	Mode #N/A	Mode #N/A	Mode 24.14
	Min 21.59	Min 22.80	Min 22.12	Min 22.64	Min 21.59
cGPA	Max 4.00	Max 4.00	Max 4.00	Max 4.00	Max 4.00
	Average 3.81	Average 3.90	Average 3.61	Average 3.79	Average 3.81
	Median 3.87	Median 3.96	Median 3.56	Median 3.87	Median 3.87
	Mode 4.00	Mode 3.97	Mode #N/A	Mode 3.43	Mode 4.00
	Min 3.31	Min 3.55	Min 3.34	Min 3.34	Min 3.31
MCAT	Max 131.25	Max 130.25	Max 128.00	Max 129.25	Max 131.25
	Average 128.27	Average 128.66	Average 126.64	Average 127.35	Average 128.30
	Median 128.50	Median 129.00	Median 126.75	Median 127.25	Median 128.50
	Mode 128.75	Mode 129.25	Mode 127.75	Mode 128.50	Mode 128.50
	Min 124.75	Min 125.50	Min 124.75	Min 125.00	Min 124.75
Personal Activities	Max 26.50	Max 25.00	Max 24.50	Max 23.00	Max 26.50
	Average 16.60	Average 18.95	Average 15.39	Average 16.73	Average 16.76
	Median 17.00	Median 17.00	Median 14.00	Median 16.00	Median 17.00
	Mode 17.00	Mode 17.00	Mode 17.00	Mode 15.50	Mode 17.00
	Min 8.00	Min 15.00	Min 9.50	Min 11.00	Min 8.00
Interview	Max 30.00	Max 27.86	Max 25.18	Max 29.46	Max 30.00
	Average 25.16	Average 23.38	Average 18.21	Average 24.85	Average 25.04
	Median 25.71	Median 24.64	Median 19.29	Median 25.18	Median 25.71
	Mode 27.32	Mode 24.64	Mode 19.82	Mode 25.18	Mode 27.32
	Min 11.79	Min 13.39	Min 11.79	Min 17.14	Min 11.79

The Numbers

what we know quantitatively



- Black students within the MD program comprise **1.2%** of the student body.
- This compares to **5.9%** of Black Canadians in Edmonton, and **3.3%** of Black Canadians in Alberta and **3.5%** of Canada's population

The Legacy

what we know historically



- Edmonton City Council resolved to **ban Black people** from the city in 1910
- **Racially segregated schools** existed in Alberta until the 1960s
- From 1918 to 1965 across U of T, McGill, Dalhousie and Queen's there were variable official policies enforced to **exclude Black students from being admitted to medical school**

Peer to Peer relations

- Peer comments of “affirmative action”, unnecessary of BMSA and lost opportunities for “qualified applicants”
- Inappropriate jokes targeting racial/ethnic groups in class and on social media
- Lack of empathy for lived experiences

Mental health

- Isolation due to lack of representation
 - Lack of platform to share lived experiences with peers/faculty
 - Perceived pressure to be “better” than others as a representative of the whole race
-

- Lack of diverse faculty in learning contexts
- Lack of diverse representation in higher faculty positions
- No comments of racial/cultural/religious mistreatment when we learn about professionalism/reporting

Racial profiling in clinical cases/vignettes that leads to conditions being considered “Black/African” vs others

- Fear of being mistreated in rural settings/ hearing about incidents from others

In response to the BMSA's Calls to Action, the MD Admissions Committee passed the following motions:

1. The MD Admissions Committee has 4 student representatives from the MSA currently and going forward the MSA will ensure that one of the four representatives will be a member of the BMSA and one of the four representatives will be from the IMDSA. The total number of student representatives will remain at 4.
2. The Assistant Dean of Admissions and the MD admissions office will develop a process for the current admission cycle for self-identified black student applicants such that applicant file review and interview will have black representatives involved.
3. There will be a black guest representative invited to attend the MD Admissions Committee meetings going forward in addition to the student representative from the BMSA. (There will be a goal to change the TOR to establish a formalized position for a BIPOC member but this will require discussion and faculty approval.)
4. In collaboration with the BMSA, the Assistant Dean of Admissions will establish a working group to further develop an admissions stream for self-identified black students applying to the MD program. This working group will include, but is not limited to, students, faculty, public members and University governance.