

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Northern Ontario School of Medicine
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

Northern Ontario School of Medicine reported to the Ministry the total Headcount enrolment in 2010-2011 = **361**.

The number of students aged 18-24 from the total Headcount enrolment reported by **Northern Ontario School of Medicine** to the Ministry for 2010-2011 = **48**.

The number of students aged 25+ from the total Headcount enrolment reported by **Northern Ontario School of Medicine** to the Ministry for 2010-2011 = **313**.

The **number of students under the age of 18** enrolled at **Northern Ontario School of Medicine** in 2010-2011= **0**.

*The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

Please provide one or more examples, in the space provided below, of highlights from **Northern Ontario School of Medicine's** Enrolment Management Plan that **Northern Ontario School of Medicine** used during 2010-2011 to manage enrolment.

The Office of Admissions works with the host institutions and with other NOSM units to promote NOSM programs and increase application to and ultimately enrolment at NOSM. Some examples of recruitment events NOSM participated in are: grade 11 day, Guidance Counsellors Day, Open House, Parent Reception, Amazing Race for IB students, Ontario Universities Fair) Further to working with the host institutions Admissions host their own recruitment events as well. Some examples of these events are: Admissions Information Sessions for General Stream and Aboriginal Stream, Aboriginal MMI Workshop, MMI's, tours and presentations to any interested community or school groups who contact our office.

2) Under-Represented Students: Students with Disabilities*, First Generation and Aboriginal*****

**DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

***DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

For the following, please include Full-Time and Part-Time, but not International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Northern Ontario School of Medicine who registered with the Office for Students with Disabilities and received support services in 2010-2011= <u>5</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>5</u> ÷ Northern Ontario School of Medicine (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>1.4%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Northern Ontario School of Medicine who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Northern Ontario School of Medicine in 2010-2011= <u>4</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>4</u> ÷ Northern Ontario School of Medicine (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>1.1%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Northern Ontario School of Medicine in 2010-2011 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Northern Ontario School of Medicine in 2010-2011= <u>16</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>16</u> ÷ Northern Ontario School of Medicine (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>4.4%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Northern Ontario School of Medicine in 2010-2011 = <u>0</u></p>

* The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students

The Office of Admission works closely with the Aboriginal Affairs office and participates in specific events geared toward pipeline recruitment of Aboriginal Youth and post secondary students. Admissions also contribute to an increased interest in medical education by Aboriginal students through all of its recruitment initiatives and events. The Office of Admissions offers an Aboriginal Admission Information Session and a pre-interview workshop for Aboriginal Applicants to NOSM who have been invited to interview so as to break down cultural barriers that might impede success in the interview process and to highlight NOSM services and supports and commitment to Social Accountability and how this is reflected in the curriculum for Aboriginal Learners. Furthermore, a survey of all aboriginal applicants who did not accept their NOSM offer of admission was conducted to better inform the recruitment process in coming years.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Northern Ontario School of Medicine's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Northern Ontario School of Medicine's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Northern Ontario School of Medicine's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>NOSM continued to investigate best practice concerning learners with special needs. We added specific information concerning special needs learners to the Student Assessment and Promotion Committee Guidelines.</p> <p>NOSM is committed to facilitating the integration of students with disabilities into the University community. Each student with a disability is entitled to reasonable accommodation that will assist her/him to meet the standards. Reasonable accommodation will be made to facilitate student's progress. However, such accommodation cannot compromise patient safety and well-being. Reasonable accommodation may require members of the university community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining the academic and technical standards. The student with a disability must be able to demonstrate the knowledge and perform the necessary skills independently. There are a few circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination and/or in any way supplement clinical judgment. The appropriateness of an intermediary will be assessed on a case-by-case basis. This policy acknowledges that central to the success of a student with a disability in completing the MD program is her/his</p>	<p>NOSM does not have a any special initiatives for first generation students other than distributing the OFGB funds evenly among all those who qualify.</p>	<p>An Aboriginal admissions stream is available to facilitate the admission of Aboriginal students to NOSM. While Aboriginal students may choose to apply in the general admissions stream, they must select one stream or the other. The Aboriginal Admissions Subcommittee reviews the documentation and makes recommendations to the Admissions Committee regarding the selection to interview. Every attempt will be made to ensure that the admissions procedures are not a barrier to interested Aboriginal students.</p> <p>A high school summer science camp for Aboriginal and Francophone students is offered by the medical school at Laurentian and Lakehead University campuses and multiple outreach programs for younger students are conducted by the Youth Health Careers Program at the medical school campus on Laurentian University. Workshops for application preparation and for interview preparation are offered for Aboriginal students each year</p>



<p>responsibility to demonstrate self-reliance and to identify needs requiring accommodation in a timely fashion. This information is disseminated to potential and actual applicants through the NOSM website and is included in the OMSAS information booklet for applicants to interact with prior to application.</p>		
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Northern Ontario School of Medicine** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$473,296	114
Other SAG Expenditure to Supplement OSAP	\$164,966	27
TOTAL	\$638,262	141

Did **Northern Ontario School of Medicine** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for **Northern Ontario School of Medicine** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

In 2011, NOSM entered into an agreement with the TD Bank, which was selected by the Council of Ontario Universities, as the preferred provider to participate in a Program under which the TD Bank will consider granting Student Lines of Credit to finance a Student's Tuition/Book Shortfall to NOSM Students. Our bursary campaign is an ongoing priority for NOSM. NOSM has recently introduced a Dean's Solicitation Team with volunteers across Northern Ontario tasked with assisting the dedicated NOSM advancement staff with fundraising in their communities. We are developing our planned giving program and the opportunities for naming. The long term goal for the bursary program is \$35 million. The current bursary program has raised over \$17 million. NOSM's current fundraising programs include annual Staff and Faculty, Board of Directors, vendor and year end appeals, special event programs with associations and business. At this time NOSM does not have an annual Alumni appeal as we have just graduated our third class from NOSM.



4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	0	0	0	0
2007	0	0	0	0
2008	0	0	0	0
2009	0	0	0	0
2010	0	0	0	0

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- transfer data is not limited to college graduates who apply through OUAC; and
- only includes full-time students applying and registering in the fall to the first year of a university program.

The Ministry encourages **Northern Ontario School of Medicine** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **Northern Ontario School of Medicine** should report institutional data which includes data from OUAC and other sources.

Year	Northern Ontario School of Medicine's Total Applications	Northern Ontario School of Medicine's Total Registrations	Northern Ontario School of Medicine's Transfer Applications	Northern Ontario School of Medicine's Transfer Registrations
2010	1,756	64	0	0

*The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data

The application process is facilitated through the Ontario Medical School Application Service (OMSAS) provided by the Ontario Universities' Application Centre (OUAC). Application information is forwarded to NOSM both electronically after the October application deadline.



Please provide one or more highlights, in the space provided below, of an activity that **Northern Ontario School of Medicine** used in 2010-2011 and which contributed to maintaining or improving **Northern Ontario School of Medicine's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

Our current admission policy reads:

"There will be no transfer students accepted to NOSM in the first two years of the program. Prior to clerkship, students requesting a transfer will be reviewed on an individual basis, and only when NOSM has the capacity to consider their acceptance."

To date, no transfer students have been admitted to any year of the undergraduate medical education program. This policy will be reviewed by the Admissions Committee during the 2011-12 academic year.

4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

N/A-Not applicable to NOSM

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

N/A-Not applicable to NOSM



5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of **Northern Ontario School of Medicine's** undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	0	0.0%	0	0.0%	0	0.0%	0	0.0%
30 to 60 students	0	0.0%	0	0.0%	0	0.0%	0	0.0%
61 to 100 students	0	0.0%	0	0.0%	0	0.0%	0	0.0%
101 to 250 students	0	0.0%	0	0.0%	0	0.0%	0	0.0%
251 or more	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.



Please provide one or more highlights, in the space provided below, of an activity that **Northern Ontario School of Medicine** used during 2010-2011, which contributed to maintaining or improving **Northern Ontario School of Medicine's** class size initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

All NOSM students are second entry programs. Class size is being maintained at the expected planned 64 students per new entry year for the MD program.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Course, Program and Registration Data

Based on the definitions provided above, provide *Northern Ontario School of Medicine's* elearning data for 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	0	0
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	0	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	0	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	0	0



*The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

The NOSM Undergraduate medical education program teaches through a number of technologies. Whole group sessions are delivered through synchronous conferencing. Small group learning is facilitated through face to face learning, teleconference and videoconference. The curriculum is delivered by and used in an online web based environment.



Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one example of **Northern Ontario School of Medicine's** use of Hybrid Learning courses and/ or Programs

The entire NOSM program curriculum content is delivered in the online environment.

Please provide one or more highlights, in the space provided below, of an activity that **Northern Ontario School of Medicine** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **Northern Ontario School of Medicine**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Students continue to learn in the online environment. Students have responded well to a facilitator/module coordinator forum as a method for online communication within the online community.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Northern Ontario School of Medicine's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Northern Ontario School of Medicine** actively engaged in recruitment activities in 2010-2011:

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Northern Ontario School of Medicine** had in 2010-2011:

- Outbound students* = 0
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 0
*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Northern Ontario School of Medicine** in 2010-2011 = **\$0**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Northern Ontario School of Medicine** had outside of Canada in 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Northern Ontario School of Medicine** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

*The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives

In 2010/11 there 25 international learners participating in a total of 32.5 training months. The visiting students placement are in rural and remote clinics in Northern Ontario (not on campus).



7.2 Enrolment

In 2010-2011, **Northern Ontario School of Medicine** reported to TCU the following top 5 source countries for international students:

Northern Ontario School of Medicine reported to TCU that International Enrolment* in 2010-2011 = 0

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Elective requests of visiting students are reviewed, approved and overseen by the Electives Unit. On-line application process: visiting students are asked to submit up to 3 placement choices (in priority sequence), as well as a list of placement learning objectives for their chosen rotations. Elective placements are accepted on a "first-come, first-served" basis, pending submission of appropriate documentation. Limitations are placed on the annual number of International student applications accepted. Documentation requirements include: Letter of Good Standing on official letterhead from the home campus dean complete with specified training level, up-to-date immunization records, a recent photo, liability and health insurance, mask-fitting and WHMIS training for environmental hazards. Additional documentation required for International learners (e.g. visa, etc.) All must be reviewed and verified before the student is permitted to begin the clinical placement. All visiting students are required to complete a faculty or service group evaluation at the end of the placement. Home institutions must provide the learner's assessment document (tool) to be completed by our faculty at the end of the placement. The Northern Ontario Electives Program requires all prospective students to have prior written approval from the Associate Dean for Undergraduate Medical Education at the student's home institution. Please see the following URL for more information (<http://www.nosm.ca/education/general.aspx?id=526>)

Please provide **Northern Ontario School of Medicine's** 2010-2011 Part-Time International Student Enrolment = 25



7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Northern Ontario School of Medicine** in 2010-2011 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Northern Ontario School of Medicine** used in 2010-2011 to create pathways for *International students* from **Northern Ontario School of Medicine's** ESL programming to postsecondary studies.

N/A - Not applicable to NOSM.

*The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL

N/A - Not applicable to NOSM.

Please provide one or more highlights, in the space provided below, of an activity that **Northern Ontario School of Medicine** used during 2010-2011, which contributed to maintaining or improving **Northern Ontario School of Medicine's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In the fall of 2012, plans call for the Northern Ontario School of Medicine to host a joint world health professional education conference at the West Campus, in the city of Thunder Bay, Ontario. The conference will take place primarily in Thunder Bay however, there will be opportunities for a number of northern communities to host pre and post workshops in conjunction to the conference.

This conference brings together the working relationship and involvement of 5 international medical and health professional organizations:

- The Network: Towards Unity for Health (TUFH),
- Wonca (World Organization of Family Doctors)World Conference on RuralHealth,
- CLIC (Consortium for Longitudinal Integrated Clerkships),
- International Community-Engaged Medical Education Network (ICEMEN) and
- Training for Health Equity Network (THEnet)

Building on a theme of community participation in education, research, and service, this conference will focus on the key elements and diverse related topics of distributed and community-engaged medical and health professional topics, including, but not limited to:

- rural health, rural practice and rural medical education
- integration of the individual and population health approaches to education and service
- longitudinal integrated curricula
- community-engaged medical education
- social accountability in the health professions education

Project Objective and Scope

The overall goal of the 2012 conference is to convene world educators, health professionals, students, and researchers to explore the celebrations, the nuances, and the prospects of community participation in education, service, and research.



Attracting an anticipated 500 to 600 medical and health care professional faculty, researchers, educators, and learners, and policy makers from around the world, a variety of education forums and participants' involvement will include engaged and thought provoking discussions and collaborative learning related to their perspectives of, insights in, and innovative strategies for community participation in the three areas of : health professional education, research and service.

8) Supply Chain Compliance / Broader Public Sector Accountability Act**SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Northern Ontario School of Medicine confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Northern Ontario School of Medicine** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Northern Ontario School of Medicine confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Northern Ontario School of Medicine** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Northern Ontario School of Medicine confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Northern Ontario School of Medicine** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Northern Ontario School of Medicine's** OECM purchases in 2010-2011: 102,000

Please provide one or more highlights, in the space provided below, of an activity that **Northern Ontario School of Medicine** used during 2010-2011, which contributed to maintaining or improving **Northern Ontario School of Medicine's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

NOSM has reviewed the competitive procurement process and implemented improvements. As per BPS directives preferred suppliers we established through a competitive process ensuring competitive pricing and streamlined processes. NOSM has established preferred supplier agreements for shredding services, coffee services, maintenance agreements and hotel rates.

*The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OECM purchases

During the fiscal year 2011, NOSM has entered OECM agreements with the following suppliers:

1. Grand & Toy (office supplies)
2. Fischer Scientific (lab supplies)
3. Xerox (multi-purpose digital printers and copiers)

NOSM has entered into agreements with Thomas Cook Travel and Grand & Toy for bond paper through the Lakehead Purchasing Consortium.

NOSM continues to explore opportunities for cost savings through the OECM.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Northern Ontario School of Medicine** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Northern Ontario School of Medicine** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Northern Ontario School of Medicine** adopted in 2010-2011 to prepare for compliance.

NOSM has formally adopted the BPS mandatory procurement practices by revising purchasing policies and procedures which have been approved by the Board of Directors in May 2011. Additional tools have been developed to ensure that the competitive procurement process is followed.



BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Northern Ontario School of Medicine** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Northern Ontario School of Medicine** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Northern Ontario School of Medicine** adopted in 2010-2011 to prepare for compliance.

NOSM has formally adopted the BPS Expense Directive by revising protocols, policies and procedures, which have been approved by the Board of Directors in May 2011. Information sessions have been provided to the NOSM's senior leadership group to advise of the changes in the expense policy that were required to be compliant with the BPS Expense Directive.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Northern Ontario School of Medicine** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Northern Ontario School of Medicine** to attest that it is in compliance with this Directive.



9) Space Utilization

Northern Ontario School of Medicine indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **Northern Ontario School of Medicine** used during 2010-2011, which contributed to maintaining or improving **Northern Ontario School of Medicine's** space utilization. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. NOSM maintains an inventory of physical space, categorized in accordance with COU guidelines. This supports NOSMs need to obtain facilities renewal funding provided by MTCU annually to Ontario Universities/Institutions. This capital funding is necessary for facilities capital repairs/upgrades to its leased facilities.
2. NOSM is preparing to conduct a functional and technical space program review that will include, but will not be limited to the following terms of reference:
 - Review current space inventory and utilization at all campus locations.
 - Compare space allocations with NOSM Space Management Guidelines and COU space standards.
 - Identify and describe program accommodation and space issues.
 - Determine space resource requirements for future expansions of programs.
 - Identify projected surplus or deficit in space inventory, by campus location.
 - Prepare a summary of space requirements, by campus for a ten-year planning horizon.
 - Utilize learner-centred models, shifting away from traditional classrooms, in a distributed environment.
 - Develop capital facilities budget estimates for a ten-year planning horizon.
 - Review existing facility site locations and identify opportunities for space consolidation, growth and improvements.
 - Establish design guidelines and building planning options for future physical alterations, improvements, and new construction.
 - Identify opportunities to optimize building operational efficiencies and reduce operating costs.
 - Identify external issues affecting future space and technical projects.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Northern Ontario School of Medicine** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **0%** for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Northern Ontario School of Medicine** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **0%** for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Northern Ontario School of Medicine** uses to measure student satisfaction.

NOSM does not have access to NSSE data. However, the results of the Medical Council of Canada (MCC) Part II qualifying examinations indicate that NOSM's residents completing training this spring ranked first among Canada's 17 medical schools in overall performance, and achieved a 100 percent pass rate. Residents rated first in the category of legal, ethical and organizational aspects of the practice of medicine, with above-average standing in the categories of patient interaction and data acquisition.

Additionally, NOSM's Charter Class M.D. graduates who chose residency at the School or went on to pursue residency at other medical schools across Canada did remarkably well as an aggregated group. Ranking fourth nationwide compared to other medical schools, the group of NOSM M.D. graduates from 2009 also achieved a 100 percent pass rate.

These exceptional rankings underscore the high calibre of NOSM residents, the effectiveness of the School's undergraduate and postgraduate medical education programs, and the high quality of clinical training received from health-care professionals across Northern Ontario.

Please provide one or more highlights, in the space provided below, of an activity that **Northern Ontario School of Medicine** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **Northern Ontario School of Medicine**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Office of Learner Affairs is responsible for administering the Faculty Advisor Program. From the start of year 1, NOSM learners are matched with an individual faculty advisor to act as their physician mentor, guide and academic support over the four years of the program. They meet face-to face twice a year in an informal setting, discuss topics of concern to the learner and develop a relationship that is beneficial to both the experienced physician and the learner. The key to this program is its flexibility; the advisor is able to adapt his/her mentoring, guidance and academic support based on the needs of the learner at a particular time during his/her academic program.

Learner Affairs (LA) is responsible for the provision of effective personal counselling for NOSM's learners. There are a range of LA services which span the continuum from proactive prevention (e.g. wellness and well-being initiatives) through to tertiary care and support for mental health issues. LA is configured to help support the academic success of our learners. What follows is a brief outline of how LA achieves these objectives.

Our Mission – Supporting Learners for Success

Learner Affairs works to enhance the experience of our learners, in all programs and at all stages of their time at NOSM, through our mission:

Fostering student learning and their personal and professional development as health professionals by providing the highest quality services

Our motto is "Learners First." We are committed to assisting students to reach their full potential emotionally, intellectually, spiritually and physically. We support learners by being accessible and responsive. Learner Affairs works with faculty and administration to facilitate a positive learner-centred environment based upon mutual respect. We will ensure that NOSM learners are engaged such that they have an exceptionally positive experience as part of their successful academic journey.

Learner Affairs acts in a consultative fashion to other units in the school and community on matters related to students. We are involved in the student site selection process, appeals for the Integrated Community Experiences and Clerkship, and drafting of

protocol. Extended leaves of Absence are processed through the Office with recommendations made to the Office of Undergraduate Medical Education, to accommodate both the student and the program.

Learners are encouraged to contact us at an early stage to discuss concerns or issues. Our Offices are situated on the first floor of the Medical School Building in room HSERC100 at the East campus and on the second floor of the Medical School Building in MS2001 at the West campus. However, our service delivery extends beyond our physical walls to all communities our learners are placed in.

Learner Affairs offices are typically open regular office hours but many of our initiatives occur after hours. Students rarely need to wait to be seen; the LA team works from a shared care perspective so any member of the LA team can help a student whenever help is needed. Additionally, students' email requests are given priority and rarely does it occur that emails are not answered the same day. Student/personal information is held in strict confidence within the LA team and on a need-to-know basis. A more detailed statement regarding confidentiality is currently under development.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **Northern Ontario School of Medicine** = N/A*

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **Northern Ontario School of Medicine** activity in 2010-2011, which contributed to maintaining or improving **Northern Ontario School of Medicine's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

NOSM's first students arrived in September 2005. Since then, NOSM has had three cohorts of graduating classes. Of 168 individuals comprising these three classes, there have been two students who dropped out and 166 who have graduated with the MD degree between 2009-2011 (98.8%). Not all graduated with the same group they began with, but 166 have graduated thus far.



12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **Northern Ontario School of Medicine = N/A**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **Northern Ontario School of Medicine = N/A**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **Northern Ontario School of Medicine** activity in 2010-2011, which contributed to maintaining or improving **Northern Ontario School of Medicine's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

NOSM undergraduate medical students in this year's graduating class successfully matched to Canadian residency programs on their first attempt. This is the second time in over ten years that NOSM is the only Canadian medical school to have all students matched in the first round of matches of the Canadian Residency Matching Service (CaRMS). All NOSM MD graduates were employed in residency programs of which 63% have chosen a career in family medicine (mostly rural), 33% are training to be general specialists and 4% have chosen sub-speciality training.

The Centre for Rural and Northern Health Research at Laurentian University and the Northern Ontario School of Medicine (NOSM) are collaborators in a multiyear tracking study of NOSM undergraduate and graduate students. The study objectives were to assess intended practice location, and interest in rural or northern medicine, etc., as respondents transition from students to residents to fully qualified physicians. To date, 139 NOSM students have completed both an entry and a midway survey, out of a pool of 224 students over 4 cohorts, representing a 62% response rate. Approximately 68% of respondents are female, which is representative of all students in the first four cohorts (2005, 2006, 2007 and 2008).

This paper examines the association between select demographic characteristics, intended medical discipline, intention to practice in Northern Ontario and practice location for those 139 students. The study also examines if the association between rural background and rural practice intent is consistent with current literature given that many NOSM students originate from Northern Ontario. Preliminary findings suggest that respondents who change their preferred location differ from those who stay with their first choice. For instance, all of those who stayed on the urban path had an urban background whereas only 80% of those who left had an urban background. There is a similar but weaker tendency in rural pathways. These and other differences in demographic characteristics may help in understanding the factors that affect medical students intended practice location.



13) Student Retention

Using data from **Northern Ontario School of Medicine's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **Northern Ontario School of Medicine's** achieved results for all years in the table below:

Entering Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	N/A	100%	100%	96.9%
1st to 3rd Year	N/A	94.8%	100%	100%

*The space below is provided for **Northern Ontario School of Medicine** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate

Overall, NOSM's retention rate is 344/346 retained thus far (99.4%).



Please provide one or more highlights, in the space provided below, of a **Northern Ontario School of Medicine** activity in 2010-2011, which contributed to maintaining or improving **Northern Ontario School of Medicine's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

This year NOSM initiated the dip and decline process. Students with marginal pass received an early warning. Early analysis of this program has demonstrated a 10-15% average increase in marks in the subsequent exam.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Northern Ontario School of Medicine** used during 2010-2011, which contributed to enhancing **Northern Ontario School of Medicine's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

NOSM's 2010 Orientation Week included the participation of/visitation at several communities which have not been involved to date with NOSM's incoming students (e.g. Geraldton, Constance Lake First Nation, Hurst). NOSM also implemented a research study to improve our understanding of how best to orient medical learners ("Critical Analysis of NOSM's Orientation Effectiveness" - CANOE). Preliminary results from CANOE have already influenced the design of O-Week 2011.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

NOSM has also endeavoured to encourage learner engagement through its annual Learner Awards of Excellence Program (consisting of the Peer Recognition Awards of Excellence and the Faculty/Preceptor Learner Recognition Awards of Excellence). Through this program, learners nominate peers and faculty/preceptors who they feel have provided leadership and contributions towards the wellbeing of all NOSM learners. The popularity of this program has grown with each year. Last year's Awards Program had a higher participation rate than previous year's with 12 faculty/preceptors being nominated by 13 distinct learners and 9 learners (PGE and UME) being nominated by 15 distinct learners. The 2011 Awards (covering the 2010-11 academic period) are the most successful yet: 14 faculty/preceptors were nominated by 28 distinct learners and 15 learners (PGE and UME) were nominated by 19 distinct learners.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

NOSM piloted a new program of support for its distributed Phase 2 students in 2010-11. This program, in partnership with the Centre for Addiction and Mental Health (CAMH) seeks to expedite psychiatric care to those students in need. A second program also intended for Phase 2 students complements such: NOSM has extended its Employee Assistance Program (EAP) to Phase 2 students.

Plans are underway to extend this latter program to all NOSM undergraduate medical education students in 2011-12.

Personal Issues/Crisis: In cooperation with counsellors at Lakehead University, Laurentian University and our community partners, Learner Affairs takes a preventative and proactive approach in assessment and referral for personal issues. Through an effective system of culturally competent counselling by professionally trained counsellors and advisors, students may access services through Learner Affairs or, where appropriate, referrals may be suggested to external agencies or services.

Information Referral and Resources: We welcome learners, faculty, staff and communities to contact us for information on how to access services and information within the School, host universities and in our communities.

Financial Assistance: Our Financial Aid Officer provides information and support on provincial student assistance programs (such as OSAP), financial planning, debt reduction, and information on bursaries, awards and scholarships.

Advisor Program: We administer the Advisor Program where medical students are paired with an advisor from the faculty, or a

medical resident for their first two years until their clerkship to offer mentorship, support, guidance on where to go for help, answer questions about the different career choices in medicine, etc.

Professional/Personal/Career Development: We provide “LA Rounds”, educational lunch hour sessions of a variety of topics of interest to medical students including, OMA, CPSO, infectious hazards for students, academic supports, understanding yourself and exploring career options, professionalism, electives, and wellness. Learner Affairs provides administrative support to the Learner Wellness Committee and Student Conference/Travel Allocation Committees.

Support for Students: Learner Affairs is a formal liaison for the Student Society on a wide range of issues that support their initiatives. We provide administrative support for all students, such as arranging for student society meeting space, mailboxes, meetings, planning, teleconferences, faxes, unit newsletters that support their initiatives. We provide administrative support for all students, such as arranging for student society meeting space, mailboxes, meetings, planning, teleconferences, faxes, unit newsletters, etc.

Health Services: All learners will be able to access the health services at both universities for their services and health care needs. Learner Affairs will also assist with other specialist crisis response services in the communities.

Program/Policy Development: Learner Affairs representatives participate on multiple committees, offering opinion on group issues, representing confidential individual needs, student support, or learner centred policy issues.

Code of Conduct/Professionalism: The Office of Learner Affairs has responsibility for certain aspects under the Student Code of Conduct and professionalism. Learner Affairs offers supplementary education sessions on professionalism. The Associate Dean of Learner Affairs is contacted when there may be a breach of the code of conduct and/or professional behaviour to respond as necessary.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Northern Ontario School of Medicine's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Northern Ontario School of Medicine's** 2010-2011 budget for their executive offices.



Northern Ontario School of Medicine confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



Northern Ontario School of Medicine confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Northern Ontario School of Medicine's** Executive Head.

Contact:

Please provide the contact information for the representative at **Northern Ontario School of Medicine** to whom public inquiries can be directed regarding **Northern Ontario School of Medicine's** 2010-2011 MYAA Report Back:

- Name:Ken Adams
- Telephone:807-766-7333
- Email:kadams@nosm.ca

Please indicate the address on **Northern Ontario School of Medicine's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://nosm.ca>