



**PGME enables and supports our partners and programs to establish, meet and exceed best practices in the education of physicians as emerging leaders.**

# **PGME Strategic Plan 2012-2017**



**PGME STRATEGIC PLAN  
2012 - 2017**

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## Introduction

On behalf of Postgraduate Medical Education, it gives me great pleasure to introduce the Strategic Plan for 2012 - 2017. The plan has been prepared to support the Faculty of Medicine's Strategic Academic Plan (2011-2016) and the recommendations of the Future of Medical Education in Canada - A Vision for Postgraduate Medical Education, and will guide the direction of postgraduate medical education at the University of Toronto for the next five years.

Many individuals have contributed to the development of this Plan through individual interviews, focus groups, surveys and a Town Hall meeting. The participation has provided useful input and suggestions about the work of postgraduate medical education which are reflected in the strategic directions and actions contained in this document.

These are exciting times for the Faculty of Medicine at the University of Toronto and PGME intends to play a key role in assisting with the overall strategic direction of the Faculty in the coming years. This strategic plan is our way of ensuring this outcome.

The experience, dedication and enthusiasm of our program directors, clinical teaching faculty, residents, fellows and our PGME staff, position us well to continue to be a partner and leader in advancing medical education.

Respectfully submitted,

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# 1. Setting the Context

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Postgraduate Medical Education at the University of Toronto has experienced considerable growth, innovation and transformation in recent years. In 2005, PGME developed its *inaugural Strategic Plan* which focused on four goals: Enhance Excellence; Build Capacity; Maximize Accountability and Build Support Services. In 2011 PGME embarked on a process of renewing our strategic focus in light of a new environment for medical education at the University of Toronto.

## Rationale for Updating the PGME Strategic Plan

There are four main reasons why PGME embarked on a strategic planning process:

- **Current PGME Strategic Plan has been implemented successfully.** PGME's Strategic Plan covering the 2005 - 2010 period has been implemented. The plan with its four main goals provided overall direction to the ongoing work of PGME during this period. (*See Appendix 1*)
- **The Faculty of Medicine recently approved a new Strategic Plan.** Focused around the three key themes - integration, innovation and impact, the Faculty of Medicine has adopted a Strategic Plan to guide its direction for the five year period from 2011-2016. It is important that the work of PGME is aligned with the strategies contained in the Faculty's Strategic Academic Plan.
- **Postgraduate Medical Executive is committed to continuing the agenda of transformational change in postgraduate medical education.** The Vice Dean and Associate Dean supported by four directors and their staff work to ensure that PGME at the University of Toronto supports postgraduate learners, program directors, teachers and administrators in their professional and personal needs, and continues to be the leading contributor to new graduate physicians entering practice in Canada and Ontario each year.
- **The Final Report for the Future of Medical Education in Canada Postgraduate project was released in Spring 2012.** The report is the product of a consortium of four organizations: the Association of Faculties of Medicine of Canada (AFMC); the Royal College of Physicians and Surgeons of Canada (RCPSC); the College of Family Physicians of Canada (CFPC) and le Collège des Médecins du Québec (CMQ). It contains 10 recommendations and associated transformative actions intended to build a foundation for all Canadian trained physicians to possess the clinical expertise necessary to practice medicine based on the principles of quality, safety, professionalism, and patient-centred, team-based care.

## PGME Strategic Planning Process

Broad consultation was a key component of the PGME's strategic planning process. Work began in the late fall of 2011 following the adoption of the Faculty of Medicine's Strategic Plan and continued to June 2012. The work was completed by the PGME Office Executive (PG Executive) under the overall direction of the Vice Dean. An external resource was used to conduct the facilitation and consultation with various stakeholders.

Interviews (telephone and in person) were held with the following:

- PG Executive comprised of the Vice Dean, PGME, Associate Dean, Admissions and Evaluation, PGME and 4 Directors (Operations; Research and Education; Resident Wellness; and Policy and Analysis).
- Faculty of Medicine Dean, Deputy Dean, Vice Deans and Associate Deans
- Other stakeholders from the Ministry of Health and Long Term Care (MOHLTC), Council of Ontario Universities (COU), Professional Association of Internes and Residents of Ontario (PAIRO).

Three focus groups were held as follows:

- Hospital University Education Committee (HUEC)
- PGME staff (2 focus groups)

The Postgraduate Medical Education Advisory Committee (PGMEAC) was offered a focus group but preferred to participate through one of their scheduled meetings.

In addition, an on-line survey was provided and the following responses received:

- 38 Program and Site Directors
- 2 Ontario Postgraduate Medical Education Deans and Administrators
- 61 Residents and Fellows

The consultation culminated in a June 2012 Town Hall session involving approximately 50 individuals representing Department Chairs, Program Directors and PGME staff. They participated in small group discussions and provided comments on the overall draft Strategic Plan as well as the four key strategic directions.

Overall, there was excellent participation in the PGME strategic planning process by all stakeholders. The comments and feedback indicate strong support for PGME Office and the development of a new Strategic Plan. A number of similar themes emerged regarding the strengths, weaknesses, opportunities, threats and key issues facing postgraduate medical education. This information provided valuable input into the development of the PGME strategic directions and actions.

## 2. Faculty of Medicine Strategic Academic Plan: 2011-2016

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Important to the development of the PGME Strategic Plan was its need to align to the overall Faculty of Medicine's Strategic Academic Plan. The vision, mission and values in the Faculty's Strategic Plan are shown following:

### **Vision**

International **leadership in improving health** through **innovation** in research and education

### **Mission**

We fulfill our **social responsibility** by developing leaders, contributing to our communities, and improving the health of individuals and populations through the discovery, application and communication of knowledge

### **Values**

- Integrity in all of our endeavours
- Commitment to innovation and excellence
- Life-long learning and critical inquiry
- Promotion of social justice, equity, diversity, and professionalism
- Effective partnership with all our stakeholders
- Multi-professional and interdisciplinary collaboration
- Supportive and respectful relationships
- Accountability and transparency
- Responsiveness to local, national, and international health needs

The core concepts and goals found in the Faculty's Strategic Academic Plan provided context for the PGME Strategic Plan.

#### Faculty of Medicine Strategic Plan Core Concepts:

**Integration** with our partners to promote new collaborative thinking and to address our strategic directions

**Innovation** that creates value by applying the full scope of our inter-disciplinary capability to answer complex health and biomedical questions

**Impact** of our education and research outcomes that reflects return on investment as we make meaningful contributions to improving health and prosperity



#### Faculty of Medicine Strategic Plan Goals

1. Prepare tomorrow's leading scientists and scholars, clinical professionals, and administrators who will contribute to fulfilling the goals of *Medicine at U of T*.
2. Lead research innovation that answers questions of societal relevance.
3. Translate discoveries to improve health, equity and prosperity in our community and around the world.
4. Share our innovations and expertise globally through strategic partnering to advance global health and international relations.
5. Create a collective vision for a shared academic future with TAHSN, University of Toronto Faculties, especially Health Sciences, and community partners.
6. Invest strategically in academic priorities in support of our learners, faculty, and staff to provide for their success.

**Appendix 2** indicates how the PGME's strategic directions and actions support the goals and actions of the Faculty's Strategic Academic Plan.

Key concepts from the Faculty of Medicine Strategic Plan such as leadership, innovation and social responsibility have been adopted and used in the PGME Strategic Plan.

### 3. Future of Medical Education in Canada - A Vision for Postgraduate Medical Education, March 2012

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The FMEC-PG project was the first comprehensive and national examination of postgraduate medical education in Canada for over a decade. The resulting ten recommendations and transformative actions are founded on a vision shared by the FMEC-MD project:

*Medical education in Canada must ensure that key competencies are attained by every physician while simultaneously providing a variety of learning paths and technologies that prepare students for diverse roles in their future careers.*(FMEC PG Project Report 2012, page 10)

#### **FMEC-PG Recommendations:**

1. Ensure the Right Mix, Distribution, and Number of Physicians to Meet Societal Needs
2. Cultivate Social Accountability through Experience in Diverse Learning and Work Environments
3. Create Positive and Supportive Learning and Work Environments
4. Integrate Competency-Based Curricula in Postgraduate Programs
5. Ensure Effective Integration and Transitions along the Educational Continuum
6. Implement Effective Assessment Systems
7. Develop, Support, and Recognize Clinical Teachers
8. Foster Leadership Development
9. Establish Effective Collaborative Governance in PGME
10. Align Accreditation Standards

**Appendix 2** illustrates how the PGME's strategic directions and actions align with both the goals and actions of the Faculty's Strategic Academic Plan and the recommendations of the FMEC-PG Project.

## 4. PGME's Strategic Plan Components: 2012-2017

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The PGME Strategic Plan is comprised of four high-level directions, supported by a series of strategic actions outlining tangible initiatives to be undertaken to realize the overall plan. These components are shown following:

### PGME Strategic Planning Context

**In service to the Faculty of Medicine Strategic Plan and in alignment with the Future of Medical Education in Canada-PG, PGME enables and supports our partners and programs to establish, meet and exceed best practices in the education of physicians as emerging leaders.**

The strategic planning context is supported by four high level strategic directions:

### PGME Strategic Directions

1. Strengthen each learner's experience across the medical education continuum
2. Support and develop local, national and international leadership in evidence-based curricular innovation
3. Recognize and support clinical teachers in the delivery of learner- and health-system focused education
4. Foster leadership in social accountability among PGME learners and faculty

## Strategic Directions and Actions

### 1. Strengthen each learner's experience across the medical education continuum.

The overall learner experience during residency and fellowship is dependent on educational quality including curriculum and faculty, integration of information and registration systems, consistent policies and procedures across teaching sites and the availability of suitable technology. The sheer size and complexity of postgraduate medical education at the University of Toronto has, in the past, presented challenges in many of the components of the learner experience. In an effort to enhance the learner experience, we will:

- 1.1 Implement a centralized and seamless learner orientation and registration system
- 1.2 Increase opportunities for learners to explore tailored training in areas including health systems leadership and all areas of medical scholarship and research.
- 1.3 Advance and apply knowledge that optimizes performance, learning, safety and well-being
- 1.4 Monitor the learning experience with a view to continuous quality improvement
- 1.5 Effectively communicate and disseminate PGME educational innovation and other work to all local, national and international audiences.

#### The results of successfully implementing these actions will be:

- Satisfied learners and hospital/program staff
- Ability to report on learner and faculty use of resources and technology
- Strategic analytical and program planning advice to support faculty-wide initiatives

## 2. Support and develop local, national and international leadership in evidence-based curricular innovation.

PGME at U of T is committed to ongoing innovation in curriculum using new techniques and educational tools to inspire learning and foster leadership in the community as well as on the national and international stage. We will act as a facilitator, and provide necessary resources and research, where viable, to create leaders and leadership networks among our partner faculty, learners and organizations. In particular we will:

- 2.1 Assist programs to continually adapt and adjust to evidence-based education practices
- 2.2 Establish a systematic approach for delivery of educational information
- 2.3 Identify gaps in best practices and develop strategies to address them
- 2.4 Share and disseminate results of our PGME experience with local, national and international stakeholders and audiences

### The results of successfully implementing these actions will be:

- Improved, coordinated decision-making in the Faculty - across departments and divisions
- Increase in volume of publication and dissemination of scholarly work
- Increase in inter-departmental and interprofessional collaboration

### **3. Recognize and support clinical teachers in the delivery of learner- and health-system focused education.**

As the number of postgraduate learners expands, and the delivery of postgraduate medical education takes place across a variety of settings, well beyond the confines of Academic Health Science Centres, we must adapt our strategies to support and develop clinical teachers. Clinical teachers in both AHSC and community settings must be supported with customized programs and tools to deliver high quality instruction, role-modeling and helpful feedback and evaluation. Clinical teachers must be valued on the basis of their learner and patient focused education. In order to achieve this strategic direction, PGME will:

- 3.1 Develop an engagement strategy to better understand the needs of clinical teachers
- 3.2 Adapt standards for departments to provide feedback to clinical teachers
- 3.3 Support and develop residents as current and future clinical teachers
- 3.4 Engage and assist leaders and stakeholders in supporting clinical teachers
- 3.5 Optimize information technology for field-based education

#### **The results of successfully implementing these actions will be:**

- Reliable, efficient access to high quality teaching and learning materials
- Promotion of PGME Office as an Education Centre
- An increase in the number of residents who become clinical teachers
- Cost-savings to departments and Faculty via integration and consolidation of IT development

#### 4. Foster leadership in social accountability among PGME learners and faculty.

Postgraduate medical education lays the groundwork of experience, attitudes and responsibility prior to independent practice. As such, it is vital that learners are exposed to health service and health status disparities and understand their responsibility in facilitating equitable access to healthcare in Ontario, Canada and the rest of the world. It is our intention to transform individual responsibility to both individual and collective leadership in social accountability among our learners and our faculty. To this end, we will:

- 4.1 Lead in developing a national framework to meet the social accountability definition developed in the Future of Medical Education in Canada (FMEC)
- 4.2 Develop template reporting and key performance indicators (KPIs) for social accountability in PGME
- 4.3 Actively engage Program Directors in HHR (Health Human Resources) planning priorities as part of annual quotas allocation process and take a national leadership position on a Canadian HHR strategy
- 4.4 Support local and national initiatives to educate residents on their career options with an emphasis on population health needs including medical research and global health
- 4.5 Establish an award for recognition of PG faculty member and PG residents who demonstrate leadership in the development and implementation of socially accountable programming

#### The results of successfully implementing these actions will be:

- U of T graduate physicians who will:
  - Understand the Canadian health care system including the principles of continuous quality improvement in patient care
  - Develop a critical perspective on the socio-economic factors affecting individual and community health
  - Competently provide comprehensive care to a diverse patient population
  - Be knowledgeable about health care systems in other jurisdictions
  - Advocate socially and politically for socially responsible improvements to health care systems and operations based on evidence-based research
- The general population will have improved access to medical care

## 5. Implementing and Monitoring

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PGME is committed to implementing the strategic directions and actions to achieve the desired results listed in this Strategic Plan.

### Performance Measurement

The PG Executive and staff will use existing data to track their performance and measure how the actions are being implemented. Performance indicators to be measured annually for each of the four strategic directions include the following:

#### Strengthen Learner Experience

- Monitor PGME Surveys of Resident and Fellow Satisfaction and Engagement
- Monitor Rotation Evaluation Scores
- Increase in distribution of learners across all teaching sites
- Monitor CaRMS application and match data (to assess demand/quality)

#### Leadership in Curricular Innovation

- Monitor usage of PGME Repository of Resources (in development)
- Measure publications, citations and presentations on curricular innovation by U of T Faculty

#### Recognize and Support Clinical Teachers

- Monitor existing and new teaching awards by department
- Monitor Teacher Evaluation Scores
- Monitor availability and usage of faculty development resources and workshops

#### Leadership in Social Accountability

- Create and implement evidence informed quota allocation plans
- Monitor distribution of U of T graduates in practice
- Inventory existing and emerging global health initiatives

### Work Plans and Budgets

A number of the actions contained in the PGME Strategic Plan are part of ongoing initiatives. Others will require new work plans and funding. The PG Executive and their staff teams will include these actions in their work plans and budgets and they will be part of annual performance appraisals.

## Appendix 1

| <b>Postgraduate Medical Education - Strategic Plan 2005-2010</b> |  |
|--|--|
| <b>Goals</b>   | <b>Plans</b>   |
| <b>Enhance Excellence</b>  | <ul style="list-style-type: none"> <li>• Excellent accreditation profile</li> <li>• Enhance/stabilize/maintain excellence at this or higher level by internal reviews and at next accreditation site survey in 2007</li> <li>• Attract excellent candidates in CaRMS Match/IMG match and Visa Trainees</li> <li>• Develop core curriculum on cross competencies in CanMEDS; Four Principles and MCC II objectives</li> <li>• Create scholarship in PGE education and best practices in residency training</li> <li>• New programs (accelerated)</li> </ul>                 |
| <b>Build Capacity</b>  | <ul style="list-style-type: none"> <li>• Growth in designated specialties to be targeted</li> <li>• Strategic discussions with MOHLTC and PGM COFM</li> <li>• Enhance relationships with foreign governments</li> <li>• Distribute programs to community settings</li> <li>• Implement the recently established affiliation agreements across community sites</li> <li>• Build on the enthusiastic response from our community partners</li> <li>• Ensure program evaluations of these training sites have added value</li> <li>• HHR plan - quotas allocations</li> </ul> |
| <b>Maximize Accountability</b>                                   | <ul style="list-style-type: none"> <li>• Data management - POWER and IMG/FMG data</li> <li>• Exit Surveys and Resident satisfaction on exit polls</li> <li>• RCPSC/CFPC Site reviews</li> <li>• Demonstrate measures of accountability through social responsive programming in international and aboriginal programs</li> </ul>   |
| <b>Build Support Services</b>                                    | <ul style="list-style-type: none"> <li>• UGE match and Career Counseling</li> <li>• Resident Affairs/Wellness Services</li> <li>• Linkages for advocacy for Resident Issues - with PAIRO/CAIR</li> </ul>   |

## Appendix 2

### Alignment of Faculty of Medicine’s Strategic Plan with PGME Strategic Directions and Actions and the FMEC Recommendations

| FOM STRATEGIC DIRECTIONS<br>and AIMS  | PGME STRATEGIC<br>DIRECTIONS   | PGME ACTIONS  | FMEC RECOMMENDATIONS  |
|---|--|---|---|
| <p>#5 Create a collective vision for a shared academic future with TAHSN, University of Toronto Faculties, especially Health Sciences, and community partners</p> <ul style="list-style-type: none"> <li>• <i>Realign the Faculty of Medicine operating structures and processes to fast-track implementation of TAHSN-shared education, research and clinical care goals</i></li> <li>• <i>Collaborating with the TAHSN hospitals and Health Science Faculties, develop a shared vision for a renewed network with specific academic priorities to be pursued over the next three years</i></li> </ul> | <p><b>1. Strengthen each learner’s experience across the medical education continuum</b></p> | <p>1.1 Implement a centralized and seamless learner orientation and registration system</p> <p>1.2 Increase opportunities for learners to explore tailored training in areas including health systems leadership and all areas of medical scholarship and research</p> <p>1.3 Advance and apply knowledge that optimizes performance, learning and well-being</p> <p>1.4 Monitor the learning experience with a view to continuous quality improvement</p> <p>1.5 Effectively communicate and disseminate PGME educational innovation and other work to all local, national and international audiences</p> | <ul style="list-style-type: none"> <li>• Ensure effective integration and transitions along the educational continuum</li> <li>• Create positive and supportive learning and work environments</li> </ul> |

**Alignment of Faculty of Medicine’s Strategic Plan with  
PGME Strategic Directions and Actions  
and the FMEC Recommendations**

| FOM STRATEGIC DIRECTIONS<br>and AIMS  | PGME STRATEGIC<br>DIRECTIONS  | PGME ACTIONS  | FMEC RECOMMENDATIONS   |
|---|---|---|--|
| <p><b>#1 Prepare tomorrow’s leading scientists and scholars, clinical professionals, and administrators who will contribute to fulfilling the goals of <i>Medicine at U of T</i></b></p> <ul style="list-style-type: none"> <li>• <i>U of T Medicine will be recognized for top-ranked, innovative education programs that apply leading-edge teaching and learning models and new knowledge relevant to all health professional and graduate students</i></li> <li>• <i>Integrate research experience and scholarship development into all education programs</i></li> <li>• <i>Build capacity to address local and global health-related system gaps</i></li> </ul> | <p><b>2. Support and develop local, national and international leadership in evidence-based curricular innovation</b></p> | <p>2.1 Assist programs to continually adapt and adjust to evidence-based education practices</p> <p>2.2 Establish a systematic approach for delivery of educational information</p> <p>2.3 Identify gaps in best practices and develop strategies to address them</p> <p>2.4 Share and disseminate results of our PGME experience with local, national and international stakeholders and audiences</p> | <ul style="list-style-type: none"> <li>• Foster leadership development</li> <li>• Implement effective assessment systems</li> <li>• Integrate competency-based curricula in postgraduate programs</li> </ul> |

**Alignment of Faculty of Medicine's Strategic Plan with  
PGME Strategic Directions and Actions  
and the FMEC Recommendations**

| <b>FOM STRATEGIC DIRECTIONS<br/>and AIMS</b>  | <b>PGME STRATEGIC<br/>DIRECTIONS</b>   | <b>PGME ACTIONS</b>   | <b>FMEC RECOMMENDATIONS</b>  |
|---|--|---|--|
| <p><b>#3 Translate discoveries to improve health, equity and prosperity in our community and around the world</b></p> <ul style="list-style-type: none"> <li>• <i>Align collaborative education and research outcome-based objectives with identified societal needs</i></li> <li>• <i>Understand the impact of knowledge mobilization, translation and application and adjust strategic investment to optimize impact</i></li> </ul> | <p><b>3. Recognize and support clinical teachers in the delivery of learner- and health-system focused education</b></p> | <p>3.1 Develop an engagement strategy to better understand the needs of clinical teachers</p> <p>3.2 Adapt standards for departments to provide feedback to clinical teachers</p> <p>3.3 Support and develop residents as current and future clinical teachers</p> <p>3.4 Engage and assist leaders and stakeholders in supporting clinical teachers</p> <p>3.5 Optimize information technology for field-based education</p> | <ul style="list-style-type: none"> <li>• Develop, support and recognize clinical teachers</li> </ul> |

**Alignment of Faculty of Medicine's Strategic Plan with  
PGME Strategic Directions and Actions  
and the FMEC Recommendations**

| FOM STRATEGIC DIRECTIONS and AIMS   | PGME STRATEGIC DIRECTIONS   | PGME ACTIONS   | FMEC RECOMMENDATIONS   |
|---|---|--|--|
| <p><b># 2 Lead research innovation which answers questions of societal relevance.</b></p> <ul style="list-style-type: none"> <li>• <i>Establish and promote overarching research themes and methodologies that address major societal challenges.</i></li> <li>• <i>Support research innovation.</i></li> </ul> <p><b>#4 Share our innovations and expertise globally through strategic partnering to advance global health and international relations.</b></p> <ul style="list-style-type: none"> <li>• <i>Create a strategic and coordinated global health program.</i></li> <li>• <i>Create a strategic and coordinated international relations agenda</i></li> </ul> | <p><b>4. Foster leadership in social accountability among PGME learners and faculty</b></p> | <p>4.1 Lead in developing a national framework to meet the social accountability definition developed in the Future of Medical Education in Canada (FMEC)</p> <p>4.2 Develop template reporting and key performance indicators (KPIs) for social accountability in PGME</p> <p>4.3 Actively engage Program Directors in HHR (Health Human Resources) planning priorities as part of annual quotas allocation process and take a national leadership position on a Canadian HHR strategy</p> <p>4.4 Support local and national initiatives to educate residents on their career options with an emphasis on population health needs including medical research and global health</p> <p>4.5 Establish an award for recognition of PG faculty member and PG residents who demonstrate leadership in the development and implementation of socially accountable programming</p> | <ul style="list-style-type: none"> <li>• Cultivate social accountability through experience in diverse learning and work environments</li> </ul> |

**Alignment of Faculty of Medicine’s Strategic Plan with  
PGME Strategic Directions and Actions  
and the FMEC Recommendations**

| FOM STRATEGIC DIRECTIONS<br>and AIMS   | PGME STRATEGIC<br>DIRECTIONS | PGME ACTIONS | FMEC RECOMMENDATIONS |
|--|------------------------------|--------------|----------------------|
| <p>The Faculty of Medicine’s Strategic Direction #6 <b><i>“Invest strategically in academic priorities in support of our learners, faculty, and staff to provide for their success”</i></b> will serve as a platform for all actions emanating from the strategic directions which will include the PGME Office’s involvement in the Faculty of Medicine’s plans to:</p> <ul style="list-style-type: none"> <li>- Align committees, leadership and staff roles with the strategic directions to achieve more integration</li> <li>- Engage in alumni programming and advancement initiatives</li> <li>- Enhance the Faculty’s strategic communications tools and engagement in the UofT Medicine brand exercise</li> <li>- Collaborate, partner and invest in inter-and intra-organizational e-platforms according to the FOM Information Technology Plan</li> <li>- Maximize space and facility development to support academic priorities according to accreditation standards</li> <li>- Optimize the Faculty’s resource base and collaborate with TAHSN partners to seek economies and reduce duplication</li> </ul> |                              |              |                      |

## Appendix 3

### Town Hall Meeting: June 8, 2012 Small Group Discussion Summary

#### Strategic Planning Framework

- Need to use language in the document that has more energy - be bold
- Include “safety” in 1.3 to reflect “safety and well being”
- Increase emphasis on quality - only reference is in 1.4 “... continuous quality improvement”
- Try to reduce the silos between the hospitals and the residents, the hospitals and the university - balance the educational needs of the residents and the clinical needs of the hospital
- Address the need to practice cost-effective medicine
- Be clear on PGME’s role as a leader in education (relative to patient care)
- Communicate that the actions will be supported by detailed activities with information on “how” they will be implemented

#### PGME’s Role

- Strong support for the PGME Office to continue to develop its role as a coordinator, facilitator, mentor with all partners and stakeholders - a bridge across the silos
- Support for the PGME Office to be a leader locally, provincially and nationally
- A number of specific initiatives suggested for the PGME Office including:
  - Career guidance options
  - Tracking graduates
  - Best practices with respect to hiring and retaining administrative staff (role definition, training, etc.)
  - Support for pre and post surveys of trainees and program directors
  - Maintain an inventory of departmental innovations
  - Increase support to clinical teachers
  - Identify a leader of social accountability in the PGME Office to facilitate moving across programs within a social accountability framework

**Town Hall Meeting: June 8, 2012**  
**Small Group Discussion Summary**

- Suggestions for PGME Office to coordinate group initiatives such as:
  - Task force to examine the balance between educational experience and clinical service
  - A resource hub
  - Some type of department or division for education, leadership planning and mentoring
  - An incubator for pilot projects
  - A forum to support curricular innovation - e.g. an Innovation Fair
  - Partnerships with hospitals for technological advancement and innovation

**Other Common Themes**

- Recognize, support and reward areas and functions that are felt to be important - e.g. leadership development, clinical teachers, social accountability
  - Review best practices
  - Provide funding
  - Establish groups with common interests
  - Develop measures
  - Create meaningful recognition and celebration
- Encourage innovation
  - Define it
  - Address issues of attitude and inertia
  - Make innovation a key differentiating variable to attract people to U of T
- Continue to strengthen partnerships
  - Create vehicles and opportunities for sharing information
  - Work to reduce silos between/among various stakeholders