

## **Dean's Report, Annual Faculty Meeting**

### **June 3, 2025**

This has been another impactful year for the Faculty of Medicine, as we completed the full accreditation process of the undergraduate medical education program. While we won't receive feedback on individual standards at this stage, the team highlighted several of Dalhousie's strengths and was complementary of certain aspects of the medical school. Our accreditation status will be formally reviewed at the September 2025 CACMS meeting, with official results to follow.

We have also made significant progress with our partners at Cape Breton University in preparation to welcome the first cohort of students to the Cape Breton Medical Campus in August 2025. I am proud to share some of the many highlights and achievements realized by our talented and dedicated faculty, students, and staff. In this report you will find highlights and updates from the Faculty of Medicine.

I would also like to congratulate our faculty and staff on another year of success in national awards competitions, recognizing their important and unique contributions to the Faculty of Medicine. Most notably, the Faculty of Medicine received four awards from the Association of Faculties of Medicine of Canada. I encourage you to [read more](#) about the achievements and impact Jordin Fletcher, Dr. Brent Young, Dr. Anu Mishra, and Promoting Leadership in health for African Nova Scotians.

This past year, Dalhousie University faced a significant budget shortfall for the first time in over a decade, creating notable financial pressures across the institution. I want to sincerely thank everyone in the Faculty of Medicine for their tremendous efforts to manage this shortfall while continuing to deliver high-quality academic programming.

Looking ahead, we know these budget pressures will continue to be an issue over the next two years. I will be working closely with the decanal team and department heads to navigate this period carefully. Thank you all for your continued collaboration and understanding as we work through this period of change together.

For more details, I refer you to the reports from our Assistant and Associate Deans on our Faculty Council [webpage](#).

### **Undergraduate Medical Education (UGME)**

Under the leadership of Dr. Evelyn Sutton, UGME completed a year marked by progress, innovation, and accreditation readiness. The UGME team successfully hosted the Committee on Accreditation of Canadian Medical Schools (CACMS) site visit, and while final results are pending, preliminary feedback was, for the most part positive, with recognition there will be work to be done to achieve our full accreditation status.

Curriculum innovation was a major focus this year. A full revision of the professional competencies curriculum in Med 1 was completed, laying the foundation for a new two-year longitudinal structure with eight evolving themes. This redesign aims to better support student development in key areas such

as communication, professionalism, and leadership. Additionally, the curriculum continues to integrate longitudinal themes related to Indigenous and Black health to ensure cultural relevance and inclusivity.

Drs. Wendy Stewart and Osama Loubani led improvements to the case-based learning curriculum, incorporating hybrid case/problem-based designs that emphasize clinical reasoning. Their leadership also supported the ongoing rollout of AI-related curriculum content, improved student engagement mechanisms, and ensured smooth preparation for the new Cape Breton Medical Campus (CBMC) launch in August 2025.

Dr. Anuradha Mishra's portfolio in Skilled Clinician and Interprofessional Education (IPE) made notable strides. A new IPE mini-course focused on caring for patients with vision loss was launched in collaboration with CNIB. Interprofessional initiatives included simulation-based learning and innovative formats like an "escape room" with MD and PA students. A new 360-feedback tool was piloted to enhance leadership development within the Skilled Clinician unit. Procedural skills assessment and airway management curriculum enhancements were also explored through scholarly projects.

With the creation of the Distributed Medical Education (DME) office, Dr. Abir Hussein was appointed Assistant Dean, Distributed Education. She led efforts to expand LIC sites across rural Nova Scotia, conducted site visits and infrastructure assessments, and began mapping readiness for CBMC's 2027 LIC launch. These initiatives ensure UGME continues to grow access to community-based medical education while aligning with accreditation and health system needs.

In Clerkship, significant work was completed with support of Assistant Dean for Clerkship DMNB, Dr. Dan Smythe in advance of accreditation. Planning is underway to expand clerkship capacity in anticipation of CBMC's growth, and there is renewed focus on developing AI-enhanced, objective-aligned content for distributed learners. Regular site visits and retreats have helped support faculty engagement and development across all training sites.

Finally, in response to evolving needs, the Preclerkship and Clerkship teams, under the guidance of Assistant Deans across campuses, strengthened coordination, feedback loops, and orientation processes for faculty and students. New appointments, including Dr. Joffre Munro as Assistant Dean, Clerkship, have helped support these transitions.

Together, these efforts reflect UGME's strong commitment to innovation, inclusivity, and high-quality education, ensuring Dalhousie medical students are prepared to meet the challenges of a dynamic healthcare system.

## **Admissions**

The Undergraduate Medical Admissions Office, led by Assistant Dean Dr. Andrea Rideout, managed admissions for 165 domestic seats across Dalhousie's three campuses in 2024–25, including the inaugural intake of 30 students at the Cape Breton Medical Campus (CBMC). The office also oversaw supernumerary and advanced standing positions for international, military, and IMG candidates.

This cycle marked the first full implementation of all three priority admissions pathways: Indigenous (IAP), Black Learners (BLAP), and Rural Applicants (RAP). All 30 CBMC seats were successfully filled

through RAP, reflecting strong interest in rural medical training. In total, 1,224 applications were received and 431 candidates were interviewed.

A revised definition of Place of Residence was approved to better align with regional retention goals. The office also supported Dalhousie's CACMS accreditation process and will respond to final recommendations as needed.

### **Postgraduate Medical Education (PGME)**

Dalhousie's Postgraduate Medical Education (PGME) team, under the leadership of Dr. Babar Haroon, Associate Dean, and Dr. David Bowes, Assistant Dean, oversaw another year of meaningful progress and strategic development across our 54 accredited residency and fellowship programs. With over 700 trainees currently enrolled, the PGME office continues to lead in fostering academic excellence, enhancing learner wellness, and expanding training opportunities across the Maritimes.

This year saw significant steps taken in preparation for Dalhousie's next external accreditation review in 2026. Eight internal program reviews were completed, and 34 interim quality reviews were conducted under the Continuous Quality Improvement in PGME Committee. A targeted education series has been launched to help programs prepare. The PGME team also introduced a new collaborative approach to setting R-1 quotas for 2026, informed by feedback from departments and health authorities.

Professional development for program leadership remained a focus, with new sessions integrated into Postgraduate Medical Education Committee meetings and additional workshops supporting Program Directors and Administrators. The PGME Leadership Elective welcomed 12 residents for an intensive leadership experience in fall 2024.

Dr. Carolyn Thomson, Assistant Dean, Resident Affairs at DMNS, and Dr. Lisa Sutherland, Assistant Dean, Student and Resident Affairs at DMNB, continued to lead efforts that prioritize learner well-being and academic success. The offices collectively supported hundreds of residents through academic and personal challenges, with an increase in accommodations reflecting a more diverse resident population. A streamlined accommodations process and the activation of the Accommodations Advisory Committee have enabled faster, more responsive support.

Financial wellness emerged as a key theme this year, with new virtual education sessions offered in collaboration with Maritime Resident Doctors (Mardocs), addressing budgeting, debt management, and incorporation planning. These sessions were well-received and will continue quarterly.

Resident wellness initiatives included support through transitions, fatigue risk management strategies, and increased collaboration with equity-seeking groups. Research projects in these areas—including a study on transitions to residency and a fatigue management pilot with Neurosurgery—demonstrate Dalhousie's leadership in learner support.

On the equity front, PGME aligned its admissions processes with UGME's pathways for Indigenous and Black learners, while continuing to refine policies and support systems. The development of Indigenous and humanitarian electives, along with planning for a planetary health elective, reflects PGME's commitment to serving and engaging society. These efforts are complemented by growing support structures for residents at distributed training sites, including the Cape Breton Medical Campus.

Finally, PGME's annual Research Day, to be held in June 2025, will celebrate excellence in resident-led research in clinical, basic science, and education domains. The introduction of a new award for work in quality improvement and leadership underscores our commitment to academic and professional development.

From accreditation readiness to program expansion, equity pathways to resident wellness, PGME continues to advance the strategic goals of the Faculty of Medicine by supporting high-quality, inclusive, and responsive medical education.

### **Continuing Professional Development/Division of Medical Education (CPDME)**

This year marked the beginning of Dr. Lori Connors' term as Associate Dean of CPDME, joining Managing Director Ms. Mary Ann Robinson in a co-leadership model. Under their guidance, the CPDME unit has continued to advance a wide range of dynamic and inclusive educational programs that support faculty development, clinical education, and medical education scholarship across the Faculty of Medicine.

CPDME's flagship programs—Faculty Development, Academic Detailing, Medical Education Research, Accreditation, and Conferences—remain central to the unit's mission to improve clinical care through education. In 2024–25, the Faculty Development team delivered high-demand programs in academic leadership, anti-oppressive practice, AI in medical education, and core teaching competencies. The Dalhousie Medicine Certificate in Clinical Teaching completed its first cycle, and preparations are underway to bring the Royal College Diploma in Clinical Education to Dalhousie.

The Medical Education Research Unit continues to achieve national and international recognition, with presentations at ICAM 2025 and ongoing scholarship in areas such as physician grief, death and dying in the curriculum, and program evaluation. Additionally, the Academic Detailing Service partnered with the Drug Evaluation Alliance of Nova Scotia (DEANS) on research focused on education interventions for alcohol misuse disorder.

CPDME continues to engage learners, faculty, and the public in accessible education. The 12th Annual Thomas and Alice Morgans Fear Memorial Conference addressed gender equity and shared care, while planning for the 13th Annual conference—co-hosted with Serving and Engaging Society—highlights CPDME's role in interdisciplinary and socially accountable education. Public-facing events such as the Mini-Medical School and humanities initiatives like the Creating Spaces conference reflect a growing focus on narrative medicine and community connection.

As CPDME prepares for full unit accreditation through the Committee on Accreditation of Continuing Medical Education (CACME) in 2026, each team has contributed to the preparatory work. A comprehensive retreat in March 2025 reviewed accreditation standards and timelines to ensure alignment with expectations. Simultaneously, work is underway to implement a new virtual platform that will streamline accreditation processes, improve access to certificates, and support the delivery of high-quality hybrid education.

Valuing team members remains a priority. CPDME continues to support professional development, social connection, and performance feedback across the unit. A new Faculty Development Director has

been appointed for the Cape Breton Medical Campus to help support the launch of educational activities as the new site comes online in 2025.

Looking ahead, CPDME is developing an Endowed Professorship in Medical Education and exploring new opportunities in continuous quality improvement and interprofessional learning. These initiatives further position CPDME as a leader in faculty support and educational innovation across the Faculty of Medicine.

### **Dalhousie Medicine New Brunswick (DMNB)**

Dalhousie Medicine New Brunswick (DMNB) marked a year of steady growth and impactful contributions across education, research, and community engagement. Under the leadership of Senior Associate Dean, Julie Copeland DMNB is now home to 40 students in each of Med 1 and Med 2. The expanded UGME class reflects increasing demand for medical training in New Brunswick. DMNB continues to deliver a full undergraduate curriculum, postgraduate training across eight residency programs, and a robust research agenda—all supported by over 650 distributed faculty and regional partnerships with Horizon Health Network and UNB.

Accreditation efforts were a major focus this year, with DMNB faculty and staff playing key roles in UGME accreditation preparation and site visits. Postgraduate education also expanded, with new Family Medicine and Integrated Family Medicine-Emergency Medicine (IFMEM) training sites launched in Miramichi and Sussex in July 2024, bringing the total number of PG seats in New Brunswick to 33. DMNB also participated in early planning for the next PGME accreditation cycle.

Significant leadership appointments included Dr. Wendy Stewart as Director of Faculty Development, Dr. Todd Lambert as Director of the Skilled Clinician Program, and Dr. Arupava Chowdhury as Upper River Valley LIC Director. Dr. Paul Atkinson continued to lead DMNB Research, supporting faculty and learner success through a restructured Research Council, an expanded internal grants program, and key partnerships with ResearchNB, Horizon Health, and UNB. Highlights included completion of major lab renovations funded by the Canada Foundation for Innovation and a new CIHR grant awarded to Dr. Thomas Pulinilkunnil's cardiovascular research team.

Student and Resident Affairs at DMNB, led by Dr. Lisa Sutherland, continued to provide high-touch academic, wellness, and career advising. The team logged over 450 learner encounters this year and played a central role in accommodation planning, CaRMS preparation, and orientation initiatives. Faculty development sessions on inclusive teaching, learner wellness, and accommodations were delivered both regionally and nationally.

DMNB deepened its social accountability mandate through community engagement. A standout example was the hands-on outreach visit with high school students from Miramichi, which offered immersive exposure to medical education and sparked career inspiration. The Student and Resident Affairs team also collaborated closely with Serving and Engaging Society, PLANS, and KW to advance anti-oppression and equity education.

Internally, DMNB prioritized team well-being and operational efficiency through monthly meetings, hybrid work flexibility, and micro-recognition initiatives. Space planning was also undertaken in

partnership with UNB to assess capacity and future needs tied to potential provincial expansion of medical education in New Brunswick.

Looking ahead, DMNB is preparing for PGME accreditation in 2026, exploring additional training site expansion, and developing succession plans in key leadership roles. The DMNB Research Office is also exploring a Horizon Research Institute model aligned with Horizon's University Health Network strategy.

With its integrated focus on education, research, service, and people, DMNB continues to be a cornerstone of medical education and health system impact in the province of New Brunswick.

### **Cape Breton Medical Campus (CBMC)**

In collaboration with Cape Breton University, the Cape Breton Medical Campus (CBMC) in Sydney, Nova Scotia, is set to welcome its first class of 30 medical students in August 2025. This milestone marks a significant expansion of Dalhousie's distributed medical education model and a major step in addressing physician shortages in rural and underserved communities.

Under the leadership of Senior Associate Dean, Dr. Jennifer Hall, a number of Assistant Deans have been appointed in preparation of the campus opening. These include:

- Dr. Sarah Mader, Assistant Dean, Clerkship
- Dr. Steven MacDougall, Assistant Dean, Professional Affairs
- Dr. Annalee Coakley, Assistant Dean of Student and Resident Affairs
- Dr. Arlene Kelly Wiggins, Assistant Dean Pre-Clerkship

In the past year, CBMC secured Stage 1 approval from the Maritime Provinces Higher Education Commission (MPHEC), completed a successful institutional accreditation submission, and confirmed operational funding for its first two years. Construction of the new Medical Science Building at Cape Breton University is underway, with completion expected in fall 2025. Contingency learning spaces have been secured to ensure smooth delivery of the MED 1 curriculum starting in August.

Recruitment of faculty and staff has been highly successful. A qualified, diverse teaching team has been assembled to deliver first-year curriculum, and outreach to local physicians has fostered strong interest in teaching, mentorship, and academic leadership roles. Significant upgrades to educational infrastructure at Cape Breton Regional Hospital, supported by Nova Scotia Health, further strengthen the learning environment for both undergraduate and postgraduate learners.

CBMC has made important investments in research, with plans to recruit five physician-researchers who will balance clinical responsibilities with leadership in student research through the RIM program. The campus has also initiated collaborations with CBU's Centre of Excellence for Healthy Aging and Mount Sinai's Centre for Mature Women's Health.

Community engagement remains central to CBMC's mission. The campus has partnered with local organizations and Indigenous-serving physicians to support healthcare education across Cape Breton. It also co-hosted the Healthcare Awards of Distinction with CBU to recognize outstanding contributions to health in the region.

CBMC represents a bold and collaborative investment in regional medical education and stands as a testament to the Faculty of Medicine's commitment to health system transformation through community-rooted training.

### **BSc Medical Sciences Program**

The BSc Medical Sciences Program, offered through the Faculty of Science in partnership with the Faculty of Medicine and the Faculty of Arts and Social Sciences, entered its 10th year in September 2024. With over 500 students enrolled, this interdisciplinary degree continues to serve as a launchpad for careers in health professions and graduate studies. The program is led by Assistant Dean Dr. Sarah Wells, with operational support from newly appointed Program Manager Alison Crepinsek.

This year saw several major milestones. The program received Maritime Provinces Higher Education Commission (MPHEC) approval for a new 90-credit hour BSc Medical Sciences (General) degree, offering an exit credential for students leaving the program after three years. Enrollment expansion is also underway, with 35 additional seats approved for Fall 2025 and another 25 planned for 2026. Admissions criteria were updated to better align incoming students with program expectations, with a focus on improved preparedness, retention, and degree completion.

The Inclusive Pathways to the Medical Professions (IPMP) initiative—supporting African Nova Scotian and Indigenous students—continues to grow in reach and impact. Highlights this year included mentorship programming, participation in PLANS and KW summer camps, and the IPMP team receiving the Faculty of Medicine's 2024 Ryan Clow Team Leadership Award. Outreach also extended to community events, including the 2025 Maritime Mawiomi.

Educational innovation continues with the trial of a longitudinal curriculum focused on professionalism, EDIA, and accessibility. A full program self-study and curriculum map are underway in preparation for the 2026 program review. Capstone offerings were enhanced with an expanded case study bank, and over 70 students participated in Honours, Directed Projects, and Experiential Learning across four faculties.

Efforts to value and support staff and students included public recognition at IPMP events, co-curricular certificates for tutors, and award nominations. Looking ahead, the first IPMP graduates will cross the stage in Spring 2026. A media campaign is being developed to showcase their success and the broader impact of the program.

With its strong academic foundation and clear commitment to inclusive excellence, the Medical Sciences Program continues to contribute meaningfully to the Faculty of Medicine's education and equity missions.

### **Office of Professional Affairs**

The Office of Professional Affairs, launched in 2022, continues to support a respectful and safe learning environment across Dalhousie Medicine. Led by Dr. Ian Epstein (DMNS) and Dr. Samantha Gray (DMNB), the OPA resolved over 100 learner mistreatment cases this year through a restorative, learner-centered approach. The office responds quickly to new concerns and works closely with faculty, learners, and leadership.

OPA also launched a national Network for Colleges of Medicine Learner Mistreatment, connecting all Canadian medical schools to share strategies. The office was recognized during UGME accreditation for improving the learning environment and has seen increased referrals through word-of-mouth.

OPA developed new guidance for faculty leaders and is partnering with CPDME to deliver training on professionalism and managing sensitive issues. The office also continues to analyze mistreatment trends and supports equity work through collaborations with Black and Indigenous Health.

Upcoming priorities include expanding faculty development, supporting new leadership at the Cape Breton Medical Campus, and becoming the central hub for mistreatment data tracking.

## Research

Under the leadership of Dr. Eileen Denovan-Wright, the Faculty of Medicine continues to build strength and momentum in research excellence across basic science, clinical, population health, and medical education domains. In 2024–25, researchers across the faculty secured competitive funding, advanced high-impact studies, and expanded cross-sectoral collaborations that support health innovation and system transformation across the Maritimes.

Faculty researchers received funding from major national agencies including the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Canada Foundation for Innovation (CFI), in addition to provincial and foundation partners. Of particular note, DMNB researcher Dr. Thomas Pulinilkunnil was awarded a five-year CIHR Project Grant to study heart metabolism and function, and CFI-supported lab renovations were completed in Saint John to support this work. These investments strengthen cardiovascular research capacity and infrastructure across both Halifax and DMNB campuses.

The work of Faculty of Medicine researchers was also recognized in several prestigious international publications. This list includes, but is not limited to, Dr. Andrew Roger in *Nature* for his work using advanced computer models to analyze vast genetic datasets, Dr. Manuel Mattheisen in *Nature Genetics* for his genome analysis which identified 30 loci associated with OCD, and Dr. John Sapp in *The New England Journal of Medicine* for his work using catheter ablation to treat ventricular tachycardia.

Research integration in education also remains a focus. Under the guidance of UGME leadership and supported by Dr. Anna MacLeod and colleagues in the Medical Education Research Unit, students continue to engage in scholarly projects in quantitative, qualitative, and quality improvement domains. A recent publication, “*It Takes a Village to Raise a Resident*” (*Medical Science Educator*, 2024), co-authored by UGME faculty, highlights the Faculty’s commitment to research-informed teaching and collaborative practice.

At Dalhousie Medicine New Brunswick, the Research Office led by Dr. Paul Atkinson facilitated internal grants competitions, mentorship for RIM students, and the continued restructuring of the DMNB Research Council to align with strategic research priorities. The Fall Research Celebration showcased the breadth of faculty and learner research, with strong participation from local partners including ResearchNB and Horizon Health Network.

The Faculty also supports undergraduate research through the Medical Sciences program, with over 70 students participating in Honours, Directed Projects, and experiential learning placements spanning four faculties. Research training is embedded in capstone and core coursework, ensuring students graduate with strong research literacy and inquiry skills.

It has been over two years since an extreme weather event caused the water pipes in the Sir Charles Tupper Medical building to rupture, which resulted in flooding and significant water damage throughout the building. The rebuild has been a slower process than anticipated, though we are excited that researchers have started to reoccupy the newly renovated lab spaces. I offer my sincere appreciation to the research community for their patience and collaboration as we have worked through this difficult time.

Looking ahead, the Faculty is preparing for the launch of an endowed professorship in medical education, expanding internal bridge and catalyst funding programs, and exploring new research opportunities in population health, Indigenous health, and planetary health. Continued collaboration with partners such as UNB, Horizon Health, and Research Nova Scotia will be central to these efforts.

The Faculty of Medicine remains committed to supporting a vibrant, collaborative research culture that advances discovery, informs education, and improves health outcomes for the communities we serve.

### **Master of Physician Assistant Studies Program**

The Master of Physician Assistant Studies (MPAS) program, launched in January 2024, has completed its first year of operation with remarkable progress. Led by Dr. Michael Clory, the program welcomed its inaugural class of 24 students following a competitive admissions process. Despite a tight launch timeline, faculty and staff successfully implemented curriculum, assessments, and student supports across all units.

The MPAS curriculum follows a two-year model, with the first year focused on case-based learning in foundational sciences, professional competencies, and clinical skills. The second year offers 48 weeks of clinical training in core rotations, similar to medical clerkship. A longitudinal Research in Medicine course spans both years, supporting capstone project completion.

Faculty recruitment has been a major success, with seasoned physician assistants and physicians leading core units. Notably, Erin Sephton was recognized nationally as the 2024 Canadian Physician Assistant of the Year. Community-based PAs and physicians are actively involved in teaching, and distributed sites in Kentville, New Glasgow, Bridgewater, and Hants Community Hospital are preparing to support clinical rotations. Efforts to support provisional licensing and clinical placements have been bolstered by collaboration with the College of Physicians and Surgeons of Nova Scotia (CPSNS).

The program's educational innovations include the launch of a competency-based assessment system and the expansion of interprofessional simulation events with UGME students. Additional support mechanisms were introduced, including access to professional lines of credit, scholarships, and clinical stipends. Curriculum on EDIA and anti-oppressive practice is now integrated into core teaching, and dedicated admissions pathways for Indigenous and African Nova Scotian applicants resulted in a diverse first class.

The MPAS program is also contributing to national research and education standards. It is actively involved in the Canadian Federation of Physician Assistant Educators and working with the AFMC to promote educational research and quality improvement. A curriculum map and applied pharmacology module are under development and will be key deliverables in 2025–26.

With strong interfaculty collaboration, national engagement, and a growing distributed network, the MPAS program is already shaping a new generation of clinician educators prepared to support healthcare delivery across the Maritimes.

### **Basic Science Education**

In February 2024, Dr. Sarah Wells began her term as the inaugural Associate Dean Academic, Basic Sciences, a role created to provide strategic oversight and coordination for non-UGME academic programs within the Faculty of Medicine. This includes undergraduate, graduate, and postdoctoral education, academic policy development, and quality assurance in alignment with institutional standards.

Key accomplishments this year include the successful proposal for a major expansion of the Medical Sciences Program, approved for Fall 2025 as one of the largest enrollment increases on campus. Dr. Wells also initiated the Faculty's first-ever teaching workload data collection, advancing transparency and planning.

The Basic Sciences Curriculum Committee's mandate was broadened to include graduate course oversight, with expanded membership now including student and institutional representatives. A Faculty of Medicine Teaching Community of Practice was launched to foster dialogue and excellence across both PhD and clinical faculty. Dr. Wells also drafted a new holistic evaluation of teaching policy to guide faculty development and support Promotion and Tenure processes.

In addition to the BSc Medical Sciences program, the Faculty of Medicine is proud to support other outstanding undergraduate basic science education programs, including the Biochemistry and Microbiology programs. These programs, delivered in close collaboration with the Faculty of Science, provide students with rigorous, research-informed training in foundational biomedical sciences. Faculty members from the Departments of Biochemistry and Molecular Biology and Microbiology and Immunology are deeply engaged in undergraduate teaching, ensuring that students benefit from a rich learning environment that integrates cutting-edge discoveries with high-quality instruction.

At the graduate level, the Faculty of Medicine offers excellent MSc, PhD, and postdoctoral programs across multiple departments, which attract talented trainees from across Canada and internationally.

Under the leadership of Dr. Kirill Rosen, Assistant Dean for Graduate Studies, the Faculty has made significant strides in enhancing graduate student funding opportunities, advocating for improved financial supports, and strengthening mentorship frameworks.

In academic governance, the Associate Dean now oversees academic appeals and final grade reassessments in all non-UGME/PA programs, addressing a longstanding gap. She continues to represent the Faculty on strategic university committees related to academic planning, educational excellence, and equity.

Upcoming priorities include implementation of new university policies on syllabus design, grade distribution, and accessibility, as well as support for curriculum mapping, course review, and new program development. A Faculty of Medicine Course Instructor Handbook will launch in Fall 2025 to support instructional quality and alignment.

Through this new leadership role, the Faculty of Medicine is strengthening the infrastructure for teaching, learning, and academic excellence in the foundational sciences.

### **Serving and Engaging Society**

In 2025, the Faculty of Medicine deepened its commitment to equity, community partnerships, and social accountability through the work of the Office of Community Engagement (formerly the Office of Serving and Engaging Society). Led by Associate Dean Dr. Gaynor Watson-Creed, the portfolio plays a key role in fostering trust, supporting marginalized communities, and integrating health equity into all aspects of the Faculty's work.

A major milestone this year was the approval and launch of the Faculty's first Social Accountability Statement. This was supported by new Guidelines for Community Compensation and Recognition, developed to ensure respectful and equitable partnerships with community members. Community-engaged learning continues to thrive, with 67 Med 2 students collaborating with 34 organizations across Nova Scotia and New Brunswick.

The anti-oppression subcommittee advanced implementation of the Faculty's Anti-Oppression Policy. Educational sessions, Grand Rounds, and student programming reached over half of departments, helping build a more inclusive and reflexive institutional culture.

Significant progress was also made in Indigenous and Black health. The Indigenous Health team expanded admissions, programming, and cultural supports, hosted national gatherings, and added a new Academic Director. The PLANS program celebrated its 10th anniversary and received the AFMC Charles Boelen International Social Accountability Award. Eighteen students entered UGME through the Black Learners Admissions Pathway, supported by mentorship, scholarships, and academic advising.

Planetary and global health efforts included the annual Dr. Tarunendu Ghose Lecture, policy development for international electives, and the adoption of institutional Global Engagement Principles. These initiatives ensure that Dalhousie's global work is ethical, reciprocal, and aligned with strategic values.

Looking ahead, the Office of Community Engagement will support the development of a new Social Innovation and Health initiative, implement rigorous impact evaluation tools, and contribute to the Cape Breton Medical Campus's community integration efforts. A Community Engagement Task Force has also been launched to guide future partnership frameworks and toolkits.

Through these initiatives, the Faculty continues to serve and engage society in ways that are inclusive, accountable, and transformative.

### **Dean's Office**

The Dean's Office provides administrative support and resources to enable the Faculty of Medicine's academic, teaching, and research missions.

This year, the Dean's Office continued to oversee the implementation of key components of the strategic plan, including active engagement with stakeholders and partners to support the launch of the Cape Breton Medical Campus.

The team supported the negotiation and development of a new Clinical/Academic Funding Plan for the Faculty of Medicine, securing vital support for faculty operations, research, and clinical education. The team has worked tirelessly to minimize the impact of budget cutbacks from Dalhousie on the education and research programs of the Faculty of Medicine. Much of this work is supported by the dedicated efforts behind the scenes in Finance, Communications, Human Resources, Advancement, Building Services, and Planning. Under the leadership of Ms. Linda Penny, Chief Operating Officer; Mr. Shane LeBlanc, Executive Director of Operations; and Ms. Susan Layton-Crossman, Chief Operating Officer for Dalhousie Medicine New Brunswick, these units play a critical role in the smooth and successful operation of the Faculty. I am sincerely grateful for their leadership and the tireless work of their teams.

In closing, I wish everyone a well-deserved break and hope everyone takes the summer to enjoy everything the Maritimes has to offer. As always, I welcome any feedback about what we can do to improve our activities within the Faculty of Medicine.

Kindest regards,

Dr. David Anderson  
Dean, Faculty of Medicine