



FACULTY OF MEDICINE

ANNUAL PERFORMANCE REPORT 2024



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DEAN'S MESSAGE

At a time when health care in Newfoundland and Labrador, and across Canada, is facing increased demands, the Faculty of Medicine has an essential role in advancing medical education, research and service to our communities.

Our strategic plan, *Grounded in Excellence 2024-2027*, builds on the foundation of *Destination Excellence 2018-2023*. It allows us to look at what we have achieved, while setting new priorities and objectives that look to the future and support our aspirations as a faculty.

This Annual Performance Report 2024 highlights our progress towards these commitments. It presents key metrics that help us measure success, establish benchmarks and set realistic goals in alignment with our vision and strategy.

As a faculty, we hold a deep responsibility to support the people and communities we serve. This report is an important tool in helping us ensure we are meeting the goals and objectives we have set. It also provides accountability and oversight, so we can remain focused on the work that still lies ahead.

Sincerely,

Dolores M. McKeen, MD, FRCPC, MSc, CCPE
Dean, Faculty of Medicine
Professor of Anesthesia

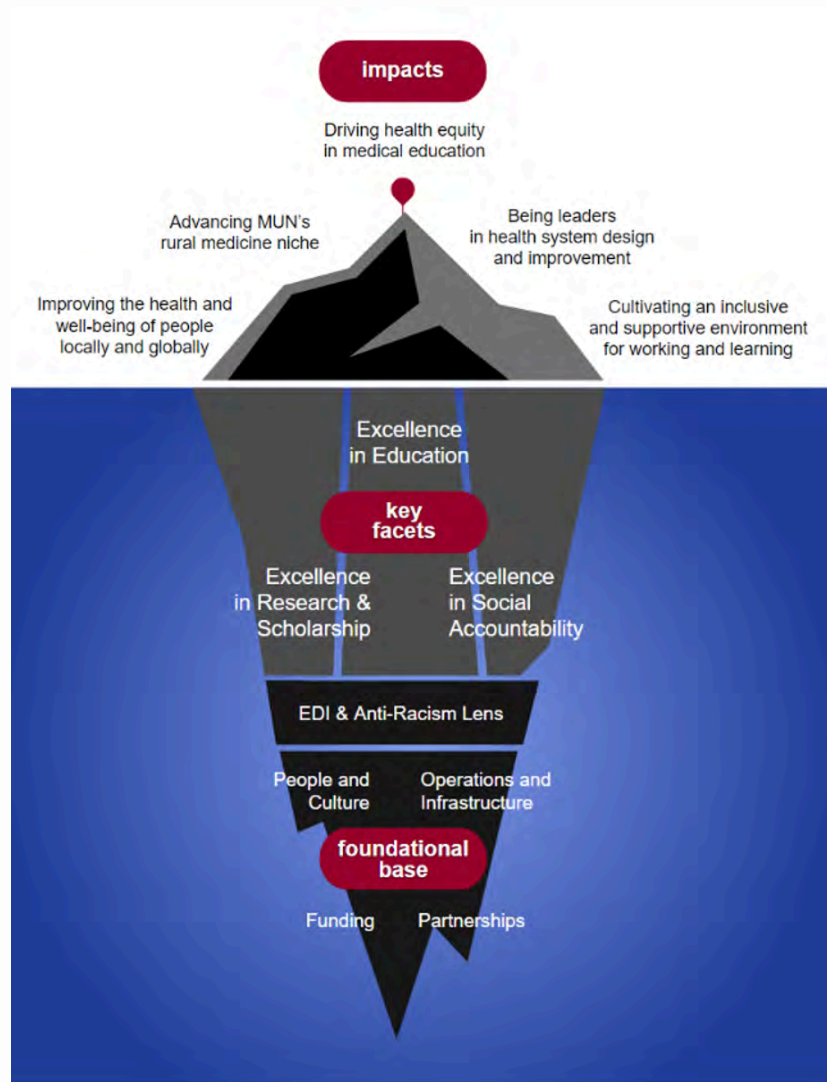


GROUNDING IN EXCELLENCE

The Faculty of Medicine's strategic plan, *Grounded in Excellence 2024-2027*, takes a retrospective and prospective look at what we have accomplished and where we are in relation to Destination Excellence, our 2018-2023 strategic plan.

In *Grounded in Excellence*, we focus on our achievements and define new future-looking objectives that underpin the aspirations articulated in Destination Excellence. We unpack "improving lives" as an ultimate desired outcome, to more tangibly define the various discernible impacts that the Faculty of Medicine wishes to bring about. We also identify specific capabilities and capacities that ground us and give rise to these ultimate benefits.

We chose the image of an iceberg to organize and communicate our aims for the upcoming three years. An iceberg is a symbol of our geography and our connection to land and sea. It is a majestic structure that is stabilized and underpinned by tremendous strength and resilience beneath the surface. Similarly, at the Faculty of Medicine, what lies beneath the surface – the talent and dedication of our people, our unwavering commitment to excellence in everything that we do and intentional investments in our infrastructure and operations – has and will continue to lead to impressive results and tangible benefits for our communities and the world.



1

DISTRIBUTED MEDICAL EDUCATION

Distributed Medical Education (DME) is a cornerstone of Memorial University's Faculty of Medicine, reflecting our deep commitment to serving communities across Newfoundland and Labrador. Through strong partnerships with clinical teaching sites throughout the province, DME enables learners to train in diverse, community-based settings—many of which are rural or remote—while gaining the skills and experience necessary to meet the unique health needs of these populations.

This model not only enhances the quality and relevance of medical education but also strengthens relationships between the faculty and the communities we serve, reinforcing our mission to improve health outcomes across the province.

The Faculty of Medicine is dedicated to advancing the health of the people of Newfoundland and Labrador through excellence in education, research and service. This mission underscores our commitment to improving health outcomes and strengthening healthcare systems at the local, national and global levels.

For the third consecutive year, the faculty has received the Rural Medical Education Award from the Society of Rural Physicians of Canada. This annual award recognizes the program with the highest number of graduates entering rural family medicine residencies. It marks the fifth time the university has earned this distinction.

Additionally, Memorial University alumna Dr. Lyn Power was presented with the Rural Long Service Award, honoring her enduring commitment to providing care for rural communities across Canada. Dr. Power was also named to the society's Fellowship of Rural and Remote Medicine. The fellowship recognizes expertise in the practice of rural medicine in Canada.

This past year marked the return of the Annual Preceptors Symposium after an eight-year hiatus. This important event, brings together preceptors to share knowledge, celebrate contributions and strengthen the community of clinical educators. Organized by the Office of Distributed Medical Education and the Office of Professional and Educational Development (OPED), this annual event celebrates the critical role of community-based physicians in medical education, providing a platform for professional development, peer connection and curriculum dialogue.



In collaboration with OPED, the Faculty of Medicine delivered a series of accredited faculty development sessions throughout 2024. Offered via web conferencing and accompanied by recorded sessions for on-demand access, this flexible format ensured broad participation from faculty across all regions of Newfoundland and Labrador.

These development activities not only supported ongoing professional growth but also helped strengthen relationships between the faculty, clinical teaching sites, and the wider community. To further align educational offerings with local needs, a comprehensive Community Needs Assessment was integrated into engagement strategies. This approach ensures that programming remains responsive, relevant, and grounded in the priorities of the communities we serve.

Additionally, PGME has introduced a Learning Environment Framework and established a Learning Environment Working Group to lead and support comprehensive site reviews. In 2024, Health Sciences Information and Media Services (HSIMS) conducted three site visits to DME locations to support, maintain, and optimize educational technology systems. These visits ensure that edutech tools remain fully functional and responsive to the evolving needs of faculty and learners across distributed teaching sites.

Monthly meetings are held with all DME APAs across Newfoundland and Labrador to coordinate clinical rotations and update preceptor availability for a total of 12 per year. In addition, DME is actively partnering with Newfoundland and Labrador Health Services (NLHS) to integrate appointment processes, a strategic goal currently in progress and targeted for implementation in 2025.

BY THE NUMBERS...

1 New longitudinal clerkship site (LIC) has been created. Two new community-based LIC training opportunities were created within the LIC program for undergraduate students.

7 Learner workshops at rotating community sites and five site visits to strengthen communication and collaboration amongst learners, faculty, staff, community partners and clinical sites.

\$908,950

Allocated to fund educational infrastructure and equipment for DME sites to increase access to educational infrastructure and equipment for clinical faculty in distributed sites.

34 Public engagement/outreach sessions, one at each site, coordinated by OPED & DME to create public engagement opportunities and enhance collaboration among learners, faculty, staff and community partners, focusing on shared challenges and opportunities.



2

CURRICULUM OPTIMIZATION

Providing a world-class medical education program is a primary focus of the Faculty of Medicine. Intertwined with the medicine part of the curriculum, attention is given to other competencies that help create well-rounded learners. Concepts including planetary health, artificial intelligence, indigenous health and cultural safety are imbedded into all aspects of the medical education.

In 2024, the Faculty of Medicine implemented the first of two planned increases to its Doctor of Medicine (MD) program class size. This expansion was made possible through funding from the Government of Newfoundland and Labrador, announced in Budget 2024, supporting the addition of 10 new seats.

As of September 2024, the incoming class size increased from 80 to 85 students. Of these, 74 seats were allocated to residents of Newfoundland and Labrador, while the remaining 11 were offered to students from other provinces. The second phase of the expansion—an additional five seats—is set to take effect in fall 2025. In the admission process, focus remained on increasing diversity and inclusion. The Faculty of Medicine's new Vision Program will support applicants from low socio-economic backgrounds by covering key medical school application expenses. This includes fees for the MCAT, Casper, prep materials (up to \$300), Memorial's application fee and a \$1,000 seat deposit. Funded through forfeited seat deposits, the program aims to improve equity and access to medical education. Overall, in 2024, we received 611 applications with 112 offers made and 86 accepted.

The Faculty of Medicine received 13 applications from Indigenous learners and has accepted five of these applicants into the 2024 program. Progress has been made in incorporating indigenous health principals, cultural safety and equitable access in the MD education program. With the appointment of an Indigenous health undergraduate content lead, curriculum content has increased content to provide 15 hours of teaching in anti-oppressive health care as per Medical Council of Canada's objectives. Indigenous health topics have been incorporated into postgraduate academic half day sessions and all content relating to the curriculum has been mapped by the HSIMS eLearning team.

Both undergraduate and postgraduate learners have engaged in opportunities to develop new research and deepen their expertise in climate change, as well as the social and environmental determinants of health. Graduate students have produced thesis and non-thesis projects focused on these areas as part of their research initiatives, contributing valuable insights to these critical fields.





The planetary health undergraduate content lead ensures the successful integration of planetary health objectives into the MD program with eight hours of dedicated planetary health curriculum content. The MD program offers a range of teaching sessions with curriculum content focused on artificial intelligence, data sciences and NLHS health informatics training in technology services such as EntryPoint, MediTech, and Electronic Registration and Scheduling.

Continued professional development sessions were offered to faculty on planetary health principals, AI in medical education, and health equity and social determinates of health, including cultural safety through in-person events and on-line modules.

Graduate program offerings were reviewed and revised in alignment with Academic Unit Planning recommendations. In 2024, five special topic graduate courses were approved to enhance academic flexibility and relevance. Additionally, the Applied Health Services graduate program officially launched in fall 2024, expanding opportunities for advanced study in this growing field.

The eLearning team plays a vital role in advancing the academic mission of the Faculty of Medicine by managing all curriculum-related requests across Undergraduate Medical Education (UGME), Postgraduate Medical Education (PGME), and Research and Graduate Studies (RGS). These requests are handled through a structured, ticket-based tracking system, which ensures timely, transparent and efficient support for the day-to-day needs of faculty, staff and learners.

From course site development and content updates to troubleshooting and technical support, the eLearning team processes thousands of tickets annually, each representing a critical touchpoint in the delivery of digitally supported, high-quality medical education. This ongoing support enables the faculty to adapt to a rapidly evolving educational environment and ensures that teaching, learning and collaboration can occur seamlessly across all programs.



BY THE NUMBERS...

CURRICULUM

ENHANCEMENT (HRS):

8 Dedicated planetary health curriculum

9.5 Artificial intelligence/data sciences

8 NLHS orientation training

15 Anti-oppressive health care content

SOCIAL ACCOUNTABILITY TRAINING SESSIONS (HRS):

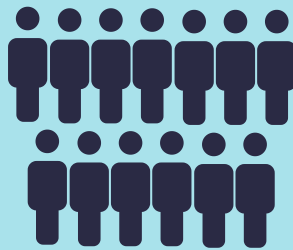
8 Cultural safety
Community engaged teaching **15**

5 Unconscious bias and wellness
(enhancing learners' understanding of health equity and inclusion)

Dedicated indigenous seats



Indigenous applicants



Indigenous applicants accepted



(Two additional in the NL pool)

Undergraduate research projects related to climate change (per cohort)

10

Graduate research (thesis) projects focused on climate change

2



5

Graduate research (non-thesis) projects focused on climate change/social determinates of health

33

Graduate research (thesis) projects focused on social determinants of health

3

FACULTY DEVELOPMENT

The Office of Professional and Educational Development (OPED) within the Faculty of Medicine at Memorial University is an accredited provider of continuing professional development and faculty development that targets the needs and competency development of our faculty and health professionals within Newfoundland and Labrador and beyond. OPED has a full team of research associates and education specialists responsible for advancing medical education research and scholarship and for ensuring continuous improvement through assessment and evaluation of all programs across the continuum of education in the health sciences.

Through collaboration and partnership, OPED provides accessible competency development for faculty, healthcare professionals, and learners, and works to advance education scholarship along the continuum of health sciences education. OPED's full team of professionals offers services in accreditation, program design and delivery via live and distance/online learning modalities, web/app development, webinar services, multimedia design, research, scholarship, assessment and evaluation.

The Dean's Office oversees the policies, personnel matters and governance of the Faculty of Medicine and its faculty members, both clinical and the bargaining unit. The faculty consists of approximately 265 full-time faculty members consisting of 190 clinical Geographic Full-Time (GFT) members and 75 bargaining unit members. In addition, there are over 1,300 clinical part-time faculty members located throughout Newfoundland and Labrador, New Brunswick, Prince Edward Island, Ontario and Nunavut.

Faculty Affairs works closely with the discipline chairs, vice deans, associate and assistant deans, as well as with various committees, to support key academic processes including faculty recruitment, appointments, promotions, tenure and leave management. The unit also oversees Faculty Council operations and serves as a liaison with the Office of Faculty Relations, the Office of the Provost and Vice-President (Academic), the Department of Human Resources and other senior administrative offices of the university.

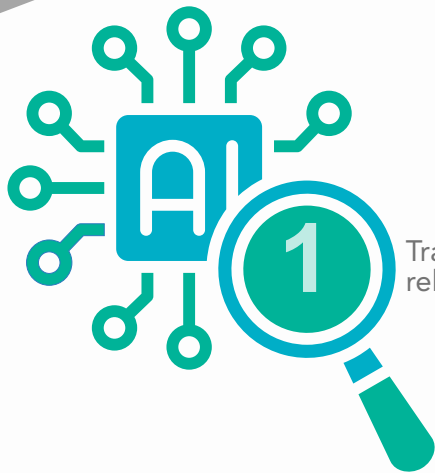
The total faculty complement includes all full-time faculty positions for which a position number has been assigned. The operating grant for the 2024-2025 fiscal year included new funding for 31 new faculty positions: 12 related to budget stabilization funding, 18 related to Care of Elderly and one related to the undergraduate medical education expansion. By the end of 2024, 16 position numbers had been established for these growth positions (meaning searches had commenced) and nine were filled.



In 2024, the Faculty of Medicine onboarded 19 new full-time faculty members; 10 of the positions filled were vacant due to faculty turnover (retirements, resignations, etc.) and nine were growth positions. The total full-time faculty complement, including both the vacancies and filled positions, grew by 31 Full-Time Equivalent positions (FTEs).

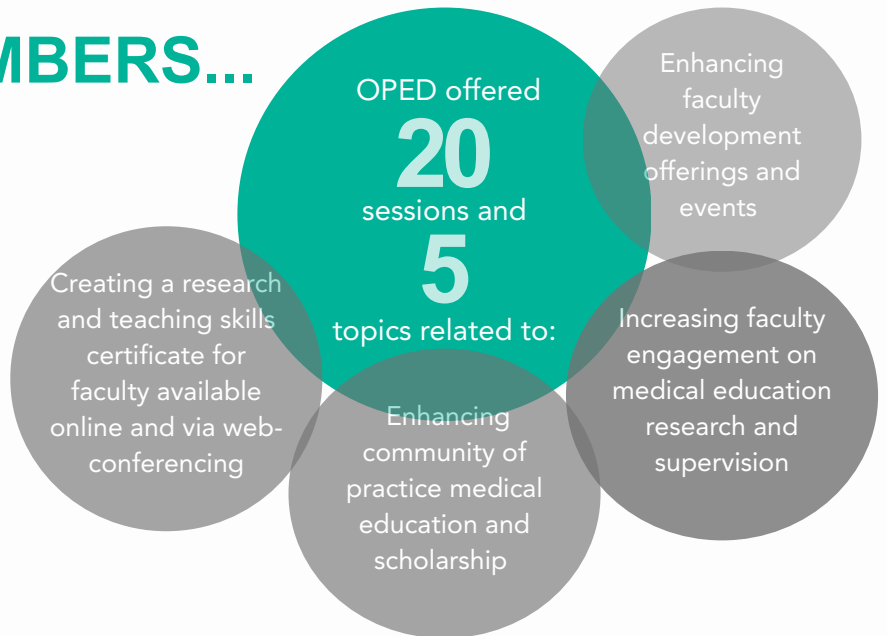
A new manager of Faculty Affairs was hired to provide additional oversight and enhance capacity for process improvement and faculty accountability initiatives. This role also focuses on streamlining faculty appointment and remuneration processes to reduce delays and improve overall operational efficiency.

BY THE NUMBERS...



1 Training session related to AI

5 DME Indigenous health sessions presented and 1 session on cultural safety modules



31 new faculty positions reviewed with an EDI-AR lens



52 Communications sent regarding awards and grants to ensure timely communications around awards and funding available for teaching and research and to provide opportunities to showcase scholarship.

4

INTERPROFESSIONAL EDUCATION

The Centre for Collaborative Health Professional Education (CCHPE) coordinates interprofessional learning programming (IPE) that bring together health sciences students from across various faculties and schools at Memorial University for connection, collaboration, and real-world learning that reflects the team-based nature of today's health care. These initiatives are designed to foster collaboration by enabling students to learn with, from and about one another's professions, ultimately enhancing interprofessional teamwork and patient care. Each academic year, CCHPE delivers 11 major IPE events. Students participate in small, interprofessional groups, each guided by a volunteer facilitator. Facilitators come from diverse backgrounds, including faculty, staff, residents, graduate students and practicing clinicians, all contributing to the development of collaborative competencies in future health professionals.

CCHPE's mission is to provide leadership in interprofessional education and research that will improve the access, quality, safety and efficiency of health and social care provided to the public by:

- Partnering with health and social care institutions, agencies and practitioners to improve the delivery of collaborative care
- Preparing students, faculty and health and social care professionals with knowledge and skills in collaborative care
- Generating knowledge and producing valuable evidence through research related to collaborative health and social care



BY THE NUMBERS...

2 new IPE partnerships with schools and institutions developed for IPE delivery.

2 new IPE opportunities generated from outreach efforts to explore, identify and implement learning opportunities for interprofessional and interdisciplinary collaboration.

Creating opportunities for faculty, staff and learners from across health professions to network and collaborate:

IPE orientation sessions delivered	11
Applications for the Faculty Travel Award	1
Diverse faculty associates and scholars (i.e gender)	41
Participants in the Health Professional Educators (HPES) forum	34
Speakers in the HPES forum	12
Sessions or discussions held in the HPES forum	9
Family Care Team Project webinars offered	7
Family Care Team Project workshops offered	1

Enhancing and refreshing existing interprofessional education offerings to further address the challenges and opportunities of team-based care:

Students currently enrolled in interprofessional education	1157
Interactions with students enrolled in interprofessional education (in-person or online)	2802
New facilitators recruited each year for interprofessional education	33
Annual Meetings held by Governing Council	3
Annual meetings conducted by the curriculum team	9

5

LEARNER EXPERIENCE

The Learner Well-Being and Success (LWS) team supports both undergraduate and postgraduate medical education learners in prioritizing and integrating well-being into their personal and professional lives. Through initiatives that foster healthy behaviors, encourage positive mindset shifts and promote sustainable lifestyle adjustments, LWS empowers learners to build resilience, maintain balance and achieve personal fulfillment throughout their medical education journey.

Two dedicated Learner Well-Being positions provide guidance and support to medical learners as they navigate academic and personal challenges. The well-being program aims to:

- Proactively enhance learner well-being through education, meaningful conversations and facilitation of targeted initiatives.
- Support learners experiencing challenges that impact their academic performance or personal well-being, including referrals to appropriate professional services.
- Leverage resources from Memorial University and the broader community to ensure learners are supported throughout their medical education journey.

The LWS continues to enhance its services by focusing on building individual and collective resilience, adaptability and agility to thrive in a constantly changing environment, including managing stress and adversity. This is achieved through strength-based personal coaching and workshops aligned with the Medical Council of Canada Objectives and the CanMEDS roles.

The cornerstone of these offerings is the CliftonStrengths for Students Top Five assessment, a tool that identifies each learner's unique character strengths and provides a personalized report. With a deeper understanding of their strengths, learners engage in tailored coaching to achieve their full potential. This process emphasizes adaptive career choices and effective collaboration within diverse and interdisciplinary healthcare teams.

The learner success consultant offers financial guidance to learners in both undergraduate and postgraduate medical education programs. Consultations are personalized and may address a range of topics, including financial needs and goals, available resources, student aid, personal lines of credit, scholarships, bursaries, awards, and various types of insurance (health, dental, home, etc.). This support helps learners make informed financial decisions throughout their academic journey.



The Mentoring Program is committed to fostering meaningful and supportive relationships with learners to support their success in clinical medicine, research and academic leadership. To enhance these relationships, the program provides access to a dedicated mentorship website featuring evidence-based resources and tools designed to guide both mentors and mentees throughout their mentoring journey.

The Faculty of Medicine is committed to providing a learning environment that is free from all forms of mistreatment including intimidation, discrimination, bullying, harassment and racism. The Policy for the Prevention and Resolution of Medical Learner Mistreatment in the Faculty of Medicine, the Procedure for the Prevention and Resolution of Medical Learner Mistreatment in the Faculty of Medicine and the Procedure for Addressing Anonymous Disclosures of Learner Mistreatment were approved and became effective in December 2021. A non-identifying account of mistreatment concerns and outcomes will be retained for identifying professional development needs among faculty, staff and learners as well as for statistical purposes.

Recognizing learners' need for accessible wellness content and meaningful connection, the co-led podcast: The Mug Up, guided by a vision to bring more heart and humanity to medicine, serves as a powerful platform. Through its interview-format, the podcast promotes finding strength in vulnerability and authenticity, making well-being resources relatable and engaging.

Simulated Training for Resilience in Various Environments (STRIVE) is a course designed to teach mindfulness-based stress management techniques to medical professionals, equipping them to effectively manage acute stress and cope with traumatic events. The course was developed by Dr. Stephanie Smith and Dr. Joan Horton from the Cumming School of Medicine, with support from the Canadian Medical Association, Resident Doctors of Canada, the Canadian Federation of Medical Students and the Cumming School of Medicine's Undergraduate Medical Education Program and Student Affairs and Wellness Office. At Memorial University, LWS staff collaborate with first- and second-year learners to identify the most suitable timing and format for introductory STRIVE sessions, ensuring high attendance and engagement.

PGME distributes exit surveys annually to graduating residents. In 2024, a total of 70 exit surveys were distributed, with 18 completed responses received. Survey data was reviewed to identify recurring themes, with key strengths and areas of concern shared directly with the relevant program directors for further action and program improvement.

In addition, PGME has recently developed a Learning Environment Framework and established a Learning Environment Working Group to support the advancement of learning site reviews. This initiative focuses on enhancing the overall educational experience for residents.

To keep learners informed of new research opportunities, the Office of Research and Graduate Studies prepares and distributes a weekly digest. This communication ensures that learners stay up to date on available research initiatives, events, and resources relevant to their academic and professional development



BY THE NUMBERS...

Programs in alignment with the Okanagan Charter that continue to embed health and sustainability into all aspects:

1 Wellness and well-being continuing professional development events

100%

Disability accommodations supported

74 One-on-one coaching

100%

Leave/withdrawal requests supported

3 Mental Health First Aid training sessions (15 ppl per session)

4 Interdisciplinary learning (IPL) sessions

4 Student led podcast

26 One-on-one well-being sessions

101 One-on-one pulse checks

289 Individual mentoring sessions (undergraduate and postgraduate)

161 One-on-one financial guidance

Well-being services with quality improvement mechanisms to address the needs of all learners:

Combined events	8
New Research and Graduate Studies initiatives	1
Events open to all learners	95
Mistreatment complaints	0
Mistreatment concerns	3
Anonymous reporting/e-alerts	2



Developing enhanced mechanisms for learner participation in Faculty of Medicine decision making:

65 Students on Faculty of Medicine committees

3 Medical Students' Society (MedSoc) meetings

49 Participants in MedSoc meetings (29 learners, 20 staff)

22 Students participating in Medical Graduate Students' Society (MGSS)

2 learners on admissions committee

10 Learners involved with admissions interviews

22 Graduate student representatives on Faculty of Medicine/BioMedical Sciences/Population Health and Applied Health Sciences Divisional Committees



Harmonizing PGME learner offerings to ensure a coherent and streamlined service interface for residents:

PGME well-being meetings with faculty well-being representatives	4
PGME well-being meetings with APAs and resident well-being representatives	6
PGME well-being meetings with faculty and resident well-being representatives	2
PGME presentations	20
PGME support services provided	26
Streamlined accommodation processes using updated technology	9

Infrastructure and programs directed at improving graduate student and research trainee wellness and experience:

Professional development offerings for students (RGS/School of Graduate Studies)	112
MGSS events (in-house or external)	35

Programs and initiatives to enhance recruitment and retention of graduate students and postdoctoral trainees:

100 Applicants who started a graduate degree prior to applying to medical school

77 Applicants who completed a graduate degree before starting medical school

2 Deferrals for graduate studies

3 Hosted webinars to advertise graduate programs

36 website and marketing upgrades



6

RESEARCH AND SCHOLARSHIP PROGRAM DEVELOPMENT

Research drives innovation and plays a critical role in advancing health care. To strengthen institutional research partnerships, the Faculty of Medicine maintains active representation on key university governance bodies, including three research representatives on the Memorial University Senate and two representatives on the Academic Council of the School of Graduate Studies responsible for reviewing academic program changes.

The Canada Research Chairs program further supports the enhancement of research culture, infrastructure and reputation by enabling the retention of outstanding researchers and the recruitment of new faculty with exceptional research records. The Faculty of Medicine currently holds six Canada Research Chair positions—five active and one sponsored.

Securing funding for large scale institutional research programs is a vital priority within the Faculty of Medicine research areas. To support that effort, bridge funding from the Dean's Office, valued at \$5,000 each, was awarded to two of the three submitted applications. In the 2023/24 fiscal year, 27 Tri-Council grant applications were submitted, with seven successfully funded. Overall, 84 individual researchers within the faculty were awarded a combined total of \$15.68 million in external research funding, reflecting continued success in advancing high-impact research initiatives.

In 2024, Memorial University was awarded nearly \$5 million in federal funding to advance health-related research. The Canadian Institutes of Health Research (CIHR) has granted \$4,915,125 to support five projects led by researchers in the faculties of Medicine and Nursing. In June, 45 Memorial University researchers across 16 disciplines were awarded more than \$9.1 million in federal funding to support both new and ongoing research initiatives. The investment comes through several national funding programs, including the Natural Sciences and Engineering Research Council of Canada's (NSERC) Discovery Grants, Discovery Launch Supplements, and Research Tools and Instruments programs, as well as the Canada Research Chairs program.



To strengthen research administration and support the success of research programs within the Faculty of Medicine, three additional research assistant positions have been established. These roles enhance service capabilities and provide critical support for 33 new projects within the Office of Professional and Educational Development (OPED), as well as 177 additional projects across other research units, including Research and Graduate Studies, BioMedical Sciences, and Population Health and Applied Health Sciences.

The Medical Research Foundation (MRF) assists the Faculty of Medicine in achieving excellence in its programs of health research and provides funds to support local health research programs. In 2024, MRF funded 10 research applications, while eight additional projects received support through the Dean's Clinical/Non-Clinical Collaborative Grant. Additionally, six applications benefited from competitions that offered scientific internal review, supporting infrastructure development and access to essential research tool and instrument grants.

The School of Graduate Studies Dean's Award for Service Excellence recognizes the work and contributions of graduate staff members that exceed the expectations for those positions. In 2024, one of the two yearly awards were presented to an academic program administrator in the Faculty of Medicine's Research and Graduate Studies. Additionally, the President's Award for Public Engagement Partnerships was awarded to the Public Interest Group on Cancer Research, a collaborative initiative involving Faculty of Medicine researchers, NLHS and community partners. This award highlights the value of meaningful partnerships that advance public engagement and health research impact.

In 2024, the Faculty of Medicine launched a new post-doctoral training program in clinical biochemistry—the first and only program of its kind in Atlantic Canada. Clinical biochemistry, a vital division of laboratory medicine, focuses on analyzing chemicals in body fluids to support disease diagnosis and treatment decisions. It integrates medicine, biology, data analysis and technology. Accredited by the Canadian Academy of Clinical Biochemistry, this full-time, three-year program is designed to provide both breadth and depth of training.

Internally, the Discipline of Medicine allocates \$10,000 annually to pilot programs and new research projects. This funding mechanism enables faculty and learners to explore innovative ideas, develop preliminary data and position their work for larger external grants. By investing in pilot initiatives, we cultivate a culture of innovation that responds to both local needs and global health challenges.

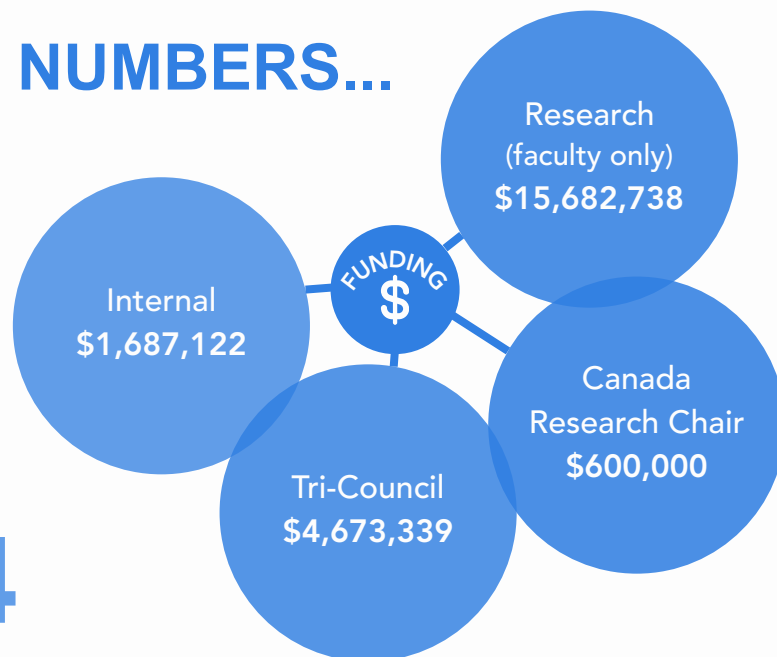


The Government of Newfoundland and Labrador's Department of Industry, Energy and Technology invested \$1.19 million to support the Atlantic Cancer Consortium (ACC) as a designated member of the Marathon of Hope Cancer Centres Network. This national network, led by the Terry Fox Research Institute and the Terry Fox Foundation, is advancing collaborative cancer research across the country.

The ACC brings together 31 researchers and clinicians from Newfoundland and Labrador, New Brunswick, Nova Scotia and Prince Edward Island. At Memorial University, researchers are leading critical scientific studies in precision medicine, with expertise spanning immunology, oncology, genetics and bioinformatics. Working closely with national collaborators, the team is advancing efforts to improve cancer diagnoses, predict patient responses to treatments and deliver more personalized and effective therapies with fewer side effects.

In addition, Memorial's Centre for Analytics, Informatics and Research is supporting the ACC by securely storing regional research data. Graduate students and post-doctoral researchers are contributing to this work, gaining valuable hands-on experience, while a patient advisory group ensures research priorities remain aligned with patient needs.

BY THE NUMBERS...



Researchers who secured funding in 2024 **84**

33 Research projects supported by OPED

79 Community activities that help evolve curricular and research

Research projects supported by RGS / BMS / PHAHS **177**



7

RESEARCH AND SCHOLARSHIP IDENTITY AND CULTURE

To support our commitment to excellence and inclusion, the Faculty of Medicine continues to work towards recruiting a more diverse tenure-track and non-tenure-track research faculty to enrich the faculty's research and scholarly contributions. Recruitment and retention, however, remain ongoing challenges due to a range of factors. Attracting and retaining skilled employees is increasingly complex in the context of competitive job markets, evolving work arrangements and the growing need for diverse and inclusive talent. Retention has become especially critical, as high turnover rates can be costly and may adversely affect organizational stability, performance and reputation. Addressing these challenges requires strategic workforce planning, proactive engagement and sustained investment in employee development and workplace culture.

At the Faculty of Medicine, recruitment efforts are guided by a commitment to diversity and the strategic goal of strengthening our research and scholarly impact. As we continue to expand our workforce, we remain focused on attracting individuals who bring both academic excellence and varied perspectives to our community.

Currently, the faculty includes 249 tenure-track and 46 non-tenure-track faculty members. We are also proud participants in the Canada Research Chairs (CRC) Program, which invests up to \$311 million annually to attract and retain some of the world's most accomplished and promising researchers. The CRCs within our faculty play a vital role in advancing research excellence, with six Chairholders contributing to innovation and leadership across a range of health-related disciplines.

Recognizing and celebrating the achievements of our researchers is a key priority within the Faculty of Medicine. We are committed to sharing discoveries, awards and scholarly accomplishments through both internal and external communications to highlight the impact of our research community.

In 2024, the faculty hosted or participated in five events dedicated to celebrating research success, including the Office of Research and Graduate Studies annual Awards and Achievements Luncheon, the Faculty of Medicine Scholarships, Bursaries and Awards Ceremony and the School of Graduate Studies Graduate Awards Ceremony. Graduate students from the Faculty of Medicine were also featured in the Gazette for their outstanding research contributions.





Ongoing recognition efforts include monthly communications from the divisions of Biomedical Sciences and Population Health and Applied Health Sciences, which showcase faculty and student achievements in research and awards. These initiatives reinforce our commitment to fostering a culture of excellence and celebrating the people driving innovation within our institution.

The Faculty of Medicine has established regular faculty-wide events to celebrate and recognize the contributions of our researchers. Key annual events include the Health Professionals Education Scholarship Forum, the Annual Research Symposium and the BioMedicine Research Symposium, all of which provide platforms to showcase scholarly achievements and foster interdisciplinary dialogue.

As part of Research Week 2024, the Office of Research and Graduate Studies hosted a networking event titled Brewing Research, designed to promote informal engagement among researchers. In addition, a dedicated event was held to foster collaboration between the faculties of Medicine and Science, further strengthening cross-faculty research partnerships and innovation.

To strengthen research capacity among clinical faculty, the Faculty of Medicine has expanded its formal course offerings and skill development opportunities. In 2024, six research-oriented programs—including Fundamentals of Clinical Research and the Certificate in Medical Teaching—were delivered, attracting a total of 135 participants. These initiatives support faculty in developing the knowledge and competencies needed to actively engage in clinical research and academic scholarship.

The research curriculum for undergraduate medical learners is enhanced through structured opportunities that promote active participation and scholarly development. Each year, three dedicated Research Days are held, during which learners present and promote their research in small groups facilitated by a faculty member (with approximately eight to 10 learners per group). These sessions provide valuable experience in research communication and peer engagement.



In 2024, 36 medical learners participated in the Summer Undergraduate Research Awards (SURA) program, which offers the opportunity to engage in a supervised research project. This experience supports the development of research skills and fosters early interest in academic inquiry.

BY THE NUMBERS...

Number of participants in forums to celebrate research and scholarship:

34 OPED

140 Biomedical Sciences

55 Population Health and Applied Health Sciences



12

Presentations at the above forums



9

Poster presentations at above forums



8

SOCIAL ACCOUNTABILITY

Social accountability is a core responsibility of the Faculty of Medicine, reflected in our commitment to working collaboratively to advance the health and well-being of the diverse communities we serve. This commitment is embedded in all aspects of our work—including partnerships, leadership, education, research and clinical care.

In 2024, the faculty implemented a broad range of social accountability initiatives spanning distributed medical education, curriculum development, faculty development, community engagement and learner support. These efforts ensure that our programs remain responsive to community needs and grounded in principles of equity, inclusion and meaningful collaboration.

We remain committed to aligning our education, research and service activities with the evolving priorities of the communities we serve. Our focus continues to be on meaningful collaboration with community members, health organizations and government partners to ensure our work has a lasting and positive impact. Through these partnerships, we strive to best support the health and well-being of the people of Newfoundland and Labrador.

The Office of Social Accountability tracked over 128 distinct initiatives across the Faculty of Medicine, the Indigenous Health Office, and the Global Health Office in 2024. These activities engaged more than 500 learners and over 100 faculty and staff, involving partnerships with more than 20 local, Indigenous and global community organizations.

KEY HIGHLIGHTS INCLUDE:

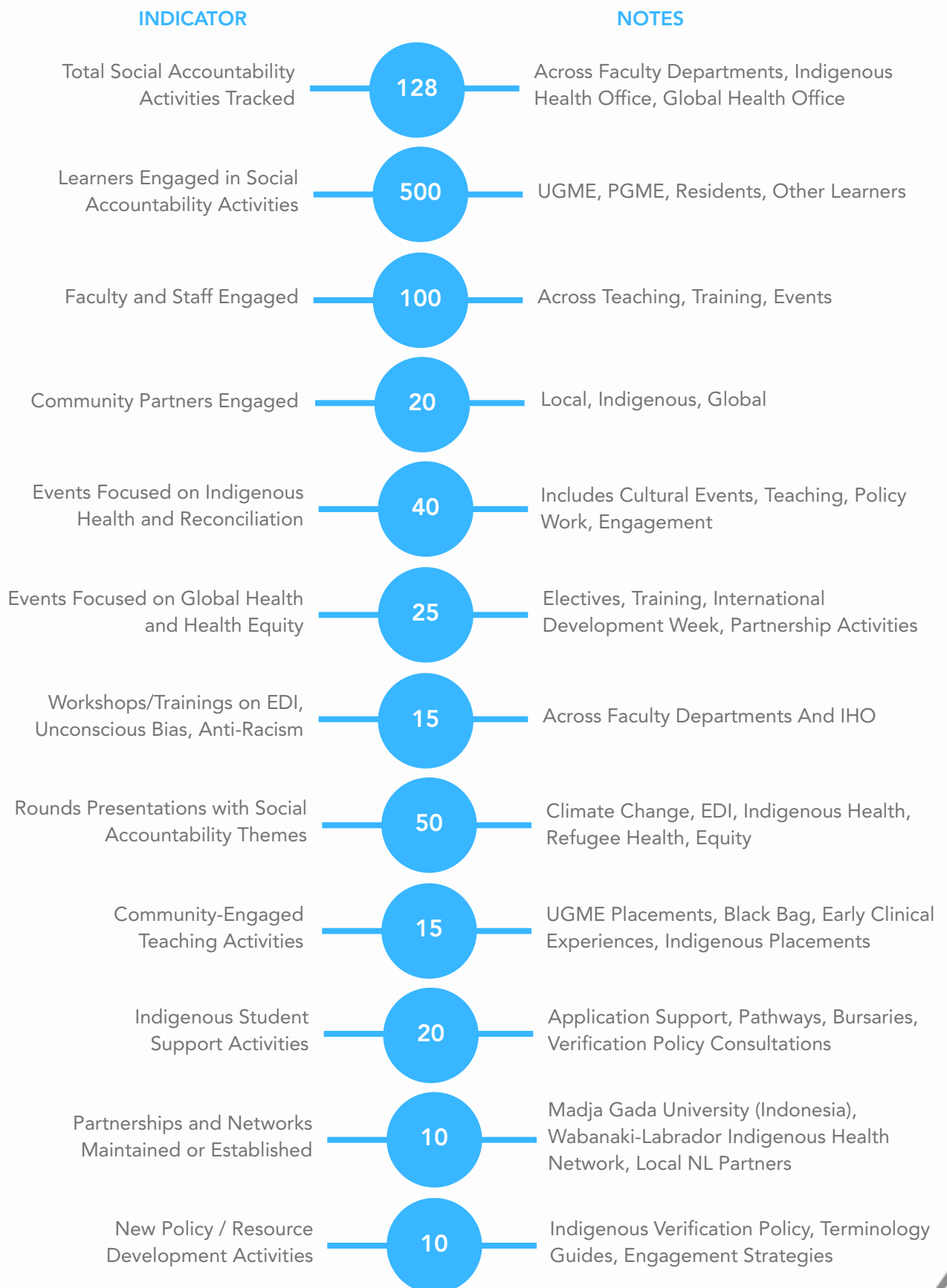
- ▶ Events focused on Indigenous Health and Reconciliation **40**
- ▶ Events centered on Global Health Issues and Health Equity **25**
- ▶ Sessions delivered to faculty, staff and learners focusing on Equity, Diversity and Inclusion (EDI) **15**
- ▶ Indigenous Student Initiatives: Support for Indigenous student-led projects and programs **20**
- ▶ Socially Accountable Rounds: Presentations showcasing socially accountable practices in education and clinical care **50**
- ▶ Policy and Resource Development: Creation of new policies and resources that advance social accountability in education, research and community engagement **10**
- ▶ Community Partnerships: Maintenance of partnerships with community organizations **50**

These efforts reflect a comprehensive and multi-faceted approach to embedding social accountability across all areas of the faculty’s mission—education, research, clinical practice and community engagement. They underscore our continued commitment to advancing equity, responsiveness and meaningful partnerships in service of the communities we serve.

In addition to the initiatives highlighted, numerous other activities aligned with social accountability are embedded throughout the Faculty of Medicine. Social accountability plays a collaborative role in advancing health and well-being across key areas, including Distributed Medical Education, Curriculum Optimization, Faculty Development, Community Engagement and Outreach and Admissions and Learner Support. The initiatives and impacts in the noted areas, illustrate the integrated and cross-functional nature of our social accountability efforts.



BY THE NUMBERS...



9

HEALTH EQUITY AND INDIGENOUS HEALTH

The Faculty of Medicine is deeply committed to advancing health equity and Indigenous health by addressing systemic disparities in healthcare and promoting culturally responsive care. This commitment is woven throughout our curriculum, research initiatives and community partnerships, ensuring that our work is grounded in inclusivity, respect and responsiveness to the diverse populations we serve.

The IHO also organized and supported culturally significant events such as tipi/tent raisings, sweet grass planting ceremonies, and Indigenous Health Day. In addition, the office facilitated Indigenous learner participation in both national conferences and local engagement opportunities.

The IHO's contributions extended to curriculum development, faculty education and the integration of Indigenous perspectives into research, teaching and service. These efforts reflect the faculty's deepening commitment to reconciliation and culturally responsive medical education.

The multi-year Heart and Stroke Foundation Personnel Awards for Indigenous Scholars are designed to reduce financial barriers and enable outstanding Indigenous scholars to pursue their studies, advance research programs, and engage with mentors as part of their academic development. In the Faculty of Medicine, one recipient has been awarded nearly \$42,000 to continue research examining the role of omega-3 fatty acids in reducing inflammation and neurodegeneration following stroke, using human neurons derived from stem cells.

The Indigenous Health Office (IHO) played a central role in advancing reconciliation, promoting cultural safety, supporting Indigenous learners and fostering meaningful community engagement.

Key initiatives in 2024 included:

- Indigenous Terminology Development Consultation
- Development of a Community Engagement Strategy
- Mentorship and Support for Indigenous Students
- Policy Development to Guide Indigenous Admissions Processes

In 2024, several prestigious awards were granted to Indigenous students, recognizing their academic excellence and supporting their continued research engagement.

These awards included:

- Two Natural Sciences and Engineering Research Council of Canada Undergraduate Student Research Awards (NSERC USRA) designated for Indigenous students
- The Indigenous Student Recruitment Fund
- The CIHR/Heart & Stroke Foundation of Canada/Brain Canada Personnel Award for Indigenous Scholars

These awards reflect ongoing efforts to support Indigenous learners in research and health sciences, while fostering equity, representation and opportunity within academic and research environments.

In 2024, the Global Health Office focused on expanding international learning opportunities, advancing global health equity and strengthening international partnerships.

Key activities included:

- Coordinating international electives for medical learners
- Delivering pre-departure training with a focus on health equity and cultural competency
- Hosting events such as International Development Week, featuring poster presentations, panel discussions and interactive learning experiences

A significant milestone was the signing of a Memorandum of Understanding (MOU) with Madja Gada University in Indonesia, paving the way for future academic exchange and international collaboration.

Throughout the year, the Global Health Office reached 262 learners through its programming, contributing to the development of globally competent and culturally responsive health professionals in preparation to address health challenges in both local and international contexts.

The Health Sciences Information and Media Service (HSIMS) eLearning team chronicles Indigenous health principles, cultural safety, access and equity across the Undergraduate Medical Education program for the 2024/2025 academic year. This work supports the integration of culturally responsive content and aligns with broader social accountability goals.

In collaboration with the Division of Population Health and Applied Health Sciences, HSIMS is also updating and mapping core content across multiple graduate programs, including the Master of Public Health. These efforts ensure that curricular content remains current, relevant and responsive to evolving health needs and educational standards.



BY THE NUMBERS...

Continue to support the Global Health and Health Equity Program and the Indigenous Health Initiative to ensure learners have the skills for culturally responsive research, scholarship and practice.

Continuing professional development opportunities available	1
Continuing faculty development opportunities available	1
Learners participating in the programs offered	262
Indigenous mentorship activities	4

Co-create systems with underserved communities including newcomer and immigrant populations to ensure they have the opportunity and resources to participate in teaching/precepting, research and scholarship, faculty development and the admissions process.

Admissions committee demographic make-up	12 F 6 M
Admissions interview committee demographic make-up	2 F 3 M
Systems co-created	68
Participants in PRA-NL assessment	19

Increase opportunities for Indigenous learner inclusion in all divisions of Faculty of Medicine and educational programs.

Conferences that Indigenous learners were invited to	1
Conferences that Indigenous learners attended	2
Indigenous student mentorship activities offered	4
Opportunities offered for Indigenous learner inclusion	4



10

EDI-AR

As per Memorial University website EDI-AR is defined as the following:

EQUITY	DIVERSITY	INCLUSION	ANTI-RACISM
<p>The principle of considering people's unique experiences and differing situations and ensuring they have access to the resources and opportunities that are necessary for them to attain just outcomes. Equity aims to eliminate disparities and disproportions that are rooted in historical and contemporary injustices and discrimination.</p>	<p>Includes ways in which people differ and it encompasses the different characteristics that make one individual or group different from another. It may be expressed through factors such as race, culture, ethnicity, religion, sex, gender, gender expression, sexual orientation, age, health status, region of birth, language, education, ability, place of residence, family status or socioeconomic status.</p>	<p>The practice of using proactive measures to create an environment where people feel welcomed, respected and valued, and to foster a sense of belonging and engagement. It involves transforming the environment by removing barriers so that groups and individuals have equitable access to opportunities and resources and can achieve their full potential.</p>	<p>The active process of identifying and eliminating racism by changing institutional systems, organizational structures, policies, practices and attitudes, so that power is redistributed and shared equitably.</p>

The Faculty of Medicine has revised its Recruitment of Full-Time Clinical Faculty Procedure and the Search and Review Committee Procedure for discipline chairs to reflect best practices in EDI-AR.

A drafting group was established to revise the Search and Review Committee Procedure for Discipline Chairs, with the goal of embedding EDI-AR best practices. By the end of 2024, the revised draft was completed and entered the approval process. Key updates to the procedure include:

- Inclusion of a Land Acknowledgment and Diversity Statement
- Mandatory Implicit Bias Training for committee members
- Clear information regarding accommodations for applicants and participants

The Dean's Office ensures that all employment advertisements explicitly highlight the faculty's EDI-AR hiring practices. We remain intentional and proactive in our efforts to create a more inclusive and representative academic environment.



This commitment ensures that faculty and staff reflect a broad range of backgrounds, perspectives, and lived experiences—strengthening our ability to deliver culturally competent medical education and fostering a sense of belonging within our academic community.

The Faculty of Medicine actively supports and sponsors events that celebrate diversity and promote inclusion. As part of Black History Month, the faculty hosted events such as a dedicated mixer for Black faculty, learners, and staff to foster community and connection.

In addition, several learner-led interest groups focus on equity-related topics, including:

- Culture and Traditions
- Disability Advocacy
- Gender and Sexual Advocacy
- Indigenous Health Equity

These groups provide important platforms for peer support, advocacy and education across a range of identity-based and cultural issues.

The Faculty of Medicine continues to collaborate with NLHS to identify appropriate spaces for a smudging site and a dedicated area for Indigenous learners—efforts that reflect our commitment to cultural safety, reconciliation, and inclusive learning environments.

Our transition to the Policy Repository in Fall 2023 presented an opportunity to conduct a comprehensive review of all policies and procedures. As part of this process, all gendered terminology was replaced with gender-neutral language, ensuring greater inclusivity and alignment with best practices. At the same time, the policy webpage was redesigned to enhance transparency, featuring a Policy Consultations section that invites stakeholder input on policy revisions.

Support for EDI-AR has been intentional and systematically integrated into the Faculty of Medicine's policy framework. In 2024, a policy development checklist was developed in consultation with the EDI-AR Committee to assess and mitigate potential adverse impacts on equity and inclusion during policy development and revision processes.

These updates reflect the faculty's ongoing commitment to ensuring that recruitment and governance practices are inclusive, equitable and aligned with institutional values.

In 2024, 36 medical learners participated in the Summer Undergraduate Research Awards (SURA) program, which offers the opportunity to engage in a supervised research project. This experience supports the development of research skills and fosters early interest in academic inquiry.



BY THE NUMBERS...

153 Faculty, staff and learners completed sexual harassment training

20 Faculty, staff and learners completed bystander training



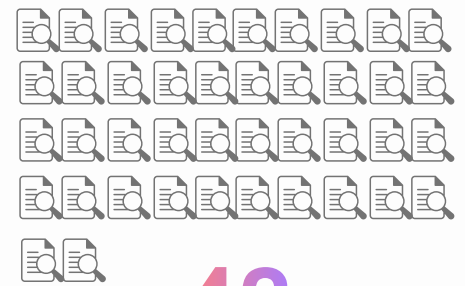
10

Full policy reviews conducted with an EDI-AR lens



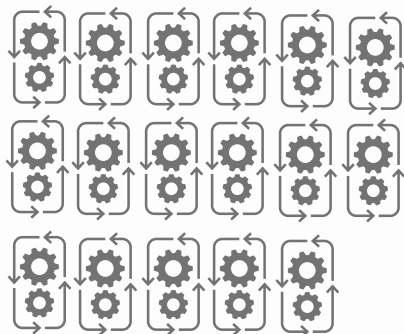
4

New documents developed related to EDI-AR policy (i.e. guidelines/assessment)



42

Policies to receive editorial reviews



17

Procedures reviewed, updated and approved with an EDI-AR lens



8

Guidelines reviewed and updated with an EDI-AR lens

11

FUNDING

Cultivating a healthy and diversified funding portfolio is a key strategic objective for the Faculty of Medicine and a critical enabler of our long-term success. To ensure financial sustainability and enhance our ability to deliver on our academic and research missions, focus is on:

- Diversifying philanthropic funding channels to broaden donor engagement and support
- Advocating for sustained government investment to fulfill our institutional mandate and community commitments
- Exploring external funding opportunities through partnerships with government and industry to advance scholarly activities and research impact

These efforts will strengthen our foundation, enhance institutional resilience and empower continued innovation in education, research and health system collaboration.

A new scholarship for MD students, the Lester and Viola Pottle Foundation Scholarship, will help address systemic challenges in healthcare by supporting academic excellence and increasing opportunities for learners from historically under-represented communities. The scholarship was established through the estate of Mr. and Ms. Pottle. Mr. Pottle, a former Royal Bank CEO from Otterbury, NL, had once dreamed of becoming a doctor but lacked the means.

In the 2024 fiscal year, total philanthropic donations to the faculty were lower than in 2023 fiscal year, primarily due to transitions within the Development Office. A new development officer was hired in October 2024, while the senior development officer position remained vacant. Despite these challenges, fundraising efforts have continued to align with the faculty's core strategic pillars, ensuring that donor engagement continued to support education, research and community impact.

Looking ahead, recruiting a senior development officer remains a key priority. Filling this role will significantly enhance our fundraising capacity, strengthen donor relations and increase both engagement and solicitation efforts—ultimately contributing to the growth of total philanthropic support for the Faculty of Medicine.



BY THE NUMBERS...

Donations:

Area of greatest need	\$16,070.00
Future designations	\$83,790.00
Research	\$42,462.45
Scholarships/bursaries/awards	\$226,759.48
Other	\$226,759.48
TOTAL	\$420,820.43



Gifts between \$10,000 and \$100,000 (major gift)

Educational Award Funding:

Undergraduate Awards



Graduate Awards



Postgraduate Awards



12

PARTNERSHIPS

We are privileged to engage in mutually beneficial relationships with communities, community organizations, the Government of Newfoundland and Labrador, Newfoundland and Labrador Health Services and, most recently, the University of Prince Edward Island. Each partner brings a unique perspective and plays a vital role in advancing health and well-being—both locally and globally.

As we move forward, we are committed to building and strengthening collaborations that enhance our collective contributions and amplify our shared impact. Through these partnerships, we aim to create meaningful change and support healthier futures for the populations we serve.



**NL Health
Services**

Newfoundland and Labrador Health Services (NLHS) and Memorial University's Faculty of Medicine are engaged in a strategic partnership focused on advancing clinical care—including complex and specialized services—while also training the next generation of health professionals and conducting innovative research. This collaboration aims to deepen our understanding of health and health care delivery. The Faculty of Medicine is committed to enhancing its teaching and research to benefit learners, faculty and the broader community.

In all its teaching and research programs, the Faculty of Medicine is committed to working collaboratively with NLHS, community teaching sites and other relevant public sector institutions. These partnerships support the pursuit of the highest academic standards, the provision of state-of-the-art facilities and electronic library resources and the recognition and promotion of excellence in teaching.

The Faculty of Medicine offers a broad range of educational programs and research opportunities in medicine at the undergraduate, graduate, postgraduate and postdoctoral levels. NLHS and the Faculty of Medicine recognize the value of collaboration in fulfilling their respective mandates. A strong partnership is essential to fostering an environment of high-quality clinical care, which is foundational to achieving excellence in both patient outcomes and medical education.





Memorial University and the University of Prince Edward Island (UPEI) have partnered to address barriers to accessing health care across Prince Edward Island (PEI). As part of this collaboration, Memorial will establish a regional medical campus on PEI, with the first cohort of students set to begin the Doctor of Medicine (MD) program in fall 2025. Twenty new MD seats will be designated for PEI residents, who will apply directly to Memorial University and attend the regional campus.

A new state-of-the-art facility, currently under construction by UPEI in Charlottetown, will serve as the home for these learners and will become a hub for interprofessional health education. The facility will feature a Clinical Learning and Simulation Centre, a patient medical home, and other critical resources designed to support both education and broader health system needs, including partnerships with first responders and other health professionals.

Numerous joint committees—comprised of members from both Memorial and UPEI—have been established to guide every aspect of planning and implementation. These efforts are laying the groundwork not only for the successful launch of Memorial’s regional campus, but also for the future development of a joint MD degree program for PEI.

The inaugural associate dean of the regional campus is Dr. Peter MacPherson, who is based in Charlottetown. While significant progress has already been made, much work remains as we prepare to welcome the first cohort in 2025. This initiative represents an important milestone for Memorial, and we are proud to contribute to the future of health care and medical education in Prince Edward Island.



New Interprofessional Health Centre which will house the Faculty of Medicine’s PEI Regional Campus in Charlottetown, Prince Edward Island



13

PEOPLE AND CULTURE



The Faculty of Medicine remains committed to fostering an innovative, inclusive and collaborative environment where staff and faculty can thrive. Guided by the principles of fairness, transparency and responsiveness, we aim to cultivate joy at work and support the well-being of everyone who contributes to our academic community.

Faculty leadership has demonstrated a strong and sustained commitment to people and culture, prioritizing well-being through the implementation of several key initiatives.

Looking ahead, continued investment in well-being strategies remains a priority, as we work to strengthen our organizational culture and enhance the overall health and satisfaction of the Faculty of Medicine community.

The year 2024 has been productive and impactful for the Well-Being Advisory Committee, marked by significant progress in advancing well-being initiatives across the Faculty of Medicine. Guided by the faculty's well-being themes and the foundational principles of the Okanagan Charter, the Committee has focused its efforts on fostering a healthier, more supportive and inclusive environment for faculty, staff and learners. These initiatives reflect a shared commitment to cultivating a culture of wellness that supports both individual and collective success within the faculty.

One of the key priorities in the Faculty of Medicine's policy framework is the well-being of faculty, staff, and learners. To support this commitment, the Policy Office, in consultation with the Well-Being Advisory Committee, has developed a Well-Being Checklist. This tool ensures that all new and revised relevant policies are reviewed through a well-being lens, reinforcing a culture that values and promotes health, inclusion and support.



As part of ongoing efforts to enhance accessibility and engagement, the faculty launched a new Well-Being website. This platform serves as a centralized resource, offering easy access to well-being initiatives, tools, and support services for the Faculty of Medicine community.

In response to concerns raised in the previous well-being survey—particularly regarding space limitations—the faculty implemented several targeted improvements in 2024. These include the establishment of a gym for faculty, staff and learners to support physical health, the creation of an infant feeding room to assist caregivers and enhancements to outdoor garden spaces to encourage relaxation and social connection.

To ensure continuous improvement, the Well-Being Survey has been relaunched and is now planned as a biennial initiative. The results from the 2024 survey are expected soon and will be used to guide the development of future strategies aimed at fostering a healthy and supportive environment across the faculty.

In alignment with the commitment to well-being and engagement, a recognition strategy is currently being drafted. This strategy will ensure that faculty, staff and learners are meaningfully acknowledged for their contributions, with a particular focus on optimizing recognition and engagement at distributed sites—reinforcing their integral role within the Faculty of Medicine community.

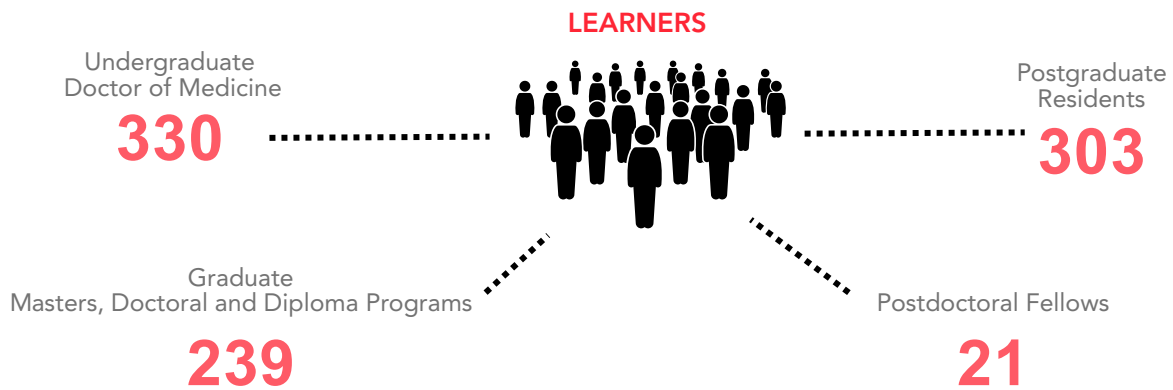
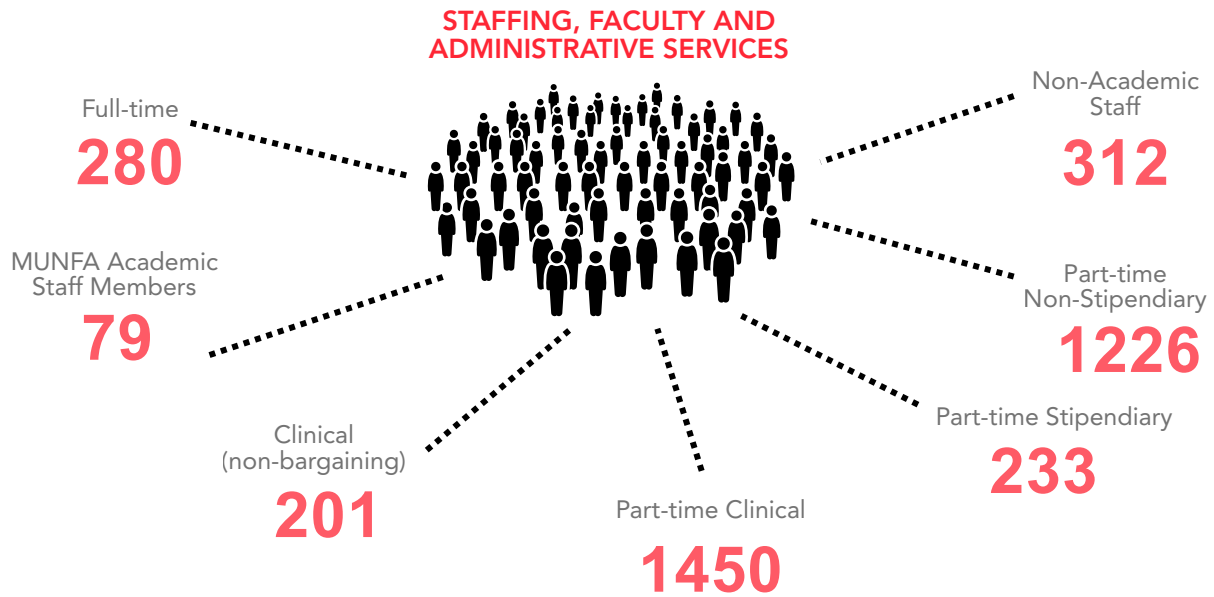
The Human Resources team has played a key role in supporting a positive and inclusive workplace culture through targeted initiatives and training programs. In 2024, Respectful Workplace presentations were delivered on a departmental, as-needed basis to promote civility and psychological safety across teams. In addition, recruitment and screening training sessions were provided to managers and department chairs to strengthen equitable and effective hiring practices.

A highlight of the year was the Managers' Retreat, attended by approximately 45 participants, which launched a new series of Gallup Strengths Training. This series will continue into the new year, with three additional sessions already scheduled to further support leadership development.

To further promote wellness, yoga sessions remain available to staff, students and faculty. The Faculty of Medicine also recognizes the value of flexible work arrangements, and a formal work-from-home policy was implemented and is planned for expansion—supporting both employee well-being and institutional productivity.



BY THE NUMBERS...





Awards

As leaders in rural medical education, we have earned national and international recognition for our contributions. As Newfoundland and Labrador’s only medical school, we prioritize research that addresses the specific needs of our communities. Our innovative research has led to significant medical breakthroughs, enhancing both clinical interventions and patient care.

Dean’s Excellence Awards June 2024



Senior Faculty Research Award (Non-clinical)
DR. PETER WANG



Junior Faculty Research Award (Non-clinical)
DR. DESAI SHAN



Community Member Health Champion Award
BELLES WITH BALLS NL



Junior Faculty Teaching Award
DR. JANNA ANDRONOWSKI



Service Award (Managerial)
CARLA PEDDLE



Junior Faculty Research Award (Clinical)
DR. JOANNIE NEVEU



Service Award (Administrative)
BLAIR BRUSH

Faculty of Medicine learners recognized with top convocation awards



Dr. Christie Costello

Graduated with a PhD in medicine (human genetics and genomics) and received the Chancellor’s Graduate Award, the most prestigious leadership recognition awarded by Memorial University. It is given to a learner who has demonstrated the greatest leadership contribution to graduate student life and other areas of the community. The recipient also receives the Fry Family Foundation Leadership Award, recognizing their contribution to student life.

Dr. Lisa Fang

Graduated with her PhD in medicine (neuroscience) and received the Governor General’s Gold Medal, given to the graduate student who achieves the highest academic standing in their program.



Dr. Alison Haynes

Graduated with a master’s in public health and was awarded the University Medal for Excellence in an All-Course Master’s Program, awarded to a student who has demonstrated academic excellence in course work throughout their graduate program.



14

OPERATIONS AND INFRASTRUCTURE

At the Faculty of Medicine, we are committed to maximizing our operations and infrastructure by optimizing policies, processes, and communications to enhance both efficiency and impact. In 2024-25, the Faculty of Medicine reported \$89.9 million in operating revenue, including funding for the Care of Elderly and Geriatric program.

Capital funding is awarded to the Faculty of Medicine each year from the Department of Health and Community Services for repairs and replacement of aging infrastructure and equipment. The funding for 2024 remained consistent with previous years.

Major projects completed in 2024 include the following:

- Technology upgrades to rooms M101 and M102
- Computer lab upgrade
- Fitness room
- Indigenous sweet grass garden
- Renovations and equipment to Ross Clinic and Shea Heights Community Health Centre
- Wellness room for HSC Library
- Emergency eyewash station project
- Student scholarship display
- Paint and signage project
- CLSC and Medical Lab equipment purchases

In March 2024, the Faculty of Medicine at Memorial University (FoM) launched a comprehensive consultative process to inform the development of its new three-year strategic plan, Grounded in Excellence 2024-2027. This process included 26 one-on-one interviews and 18 focus groups, engaging over 90 participants from across the university and the Faculty of Medicine. Participants included faculty, staff and learners, as well as leaders and representatives from external organizations such as the Government of Newfoundland and Labrador, Newfoundland and Labrador Health Services, the College of Physicians and Surgeons of Newfoundland and Labrador, the Newfoundland and Labrador Medical Association, the University of Prince Edward Island and the Association of Faculties of Medicine of Canada.



To support ongoing policy optimization, several improvements were made to the Faculty of Medicine's Policy Repository throughout 2024. Enhancements included the ability for users to download procedures as Word documents, the addition of default search features for easier navigation and the integration of external server links to improve accessibility.

Recognizing the importance of transparency and engagement, a dedicated Policy Consultations tab was also added to the repository. This feature supports meaningful stakeholder input and reflects the faculty's commitment to inclusive, responsive policy development as part of its broader Policy Framework.

In 2024, a total of ten (10) full policy reviews were conducted within the Faculty of Medicine. Each review involved the establishment of working groups, broad consultation with stakeholders and formal approval by the appropriate governing body. These efforts reflect the faculty's commitment to maintaining clear, relevant and effective policies.

In addition to these reviews, four new policy documents were developed and added to the faculty's policy suite. These include:

**Professional
Feedback
Guidelines**



**PGME
Supervision
Policy**



**PGME
Assessment
Policy**



**PGME
Well-Being
Guidelines**



These new documents represent important steps in supporting a culture of accountability, quality education and learner well-being across the Faculty of Medicine.



With the support of the HSIMS website, graphics and photography team, the Communications Office played a pivotal role in 2024 in promoting the Faculty of Medicine's work and enhancing its visibility among both internal and external audiences. As part of this commitment, they developed a public engagement and external communications strategy that effectively conveys how they work across research, education, and social accountability delivers tangible benefits to the communities we serve.

Efforts included:

- Media relations sharing key accomplishments and research breakthroughs
- Social media content creation engaging a broad and diverse audience
- Event support ensuring consistent and effective messaging across faculty-hosted initiatives
- Strategic communications planning aligned with the faculty's mission, vision and strategic priorities
- Policy and messaging guidance supporting clear, consistent and inclusive communication

The Communications Office also actively showcased and supported the Faculty of Medicine's contributions through a broad range of strategic activities to elevate the faculty's profile and ensure alignment with its mission, vision and strategic goals.

Key accomplishments included:

- Publishing 22 Gazette stories highlighting faculty achievements, research breakthroughs and community engagement
- Managing 32 media requests, ensuring accurate and timely representation of faculty initiatives
- Pitching four proactive stories to media, positioning the faculty in key public conversations
- Issuing five public service announcements/news releases to share important updates
- Tracking extensive international, national and local media coverage across various platforms
- Providing comprehensive event support for internal and public-facing initiatives
- Participating on various committees to inform and shape institutional communications
- Delivering consistent and impactful internal and external communications
- Implementing targeted marketing and promotional campaigns
- Providing communication support for PGME Accreditation, ensuring clear, timely messaging throughout the process

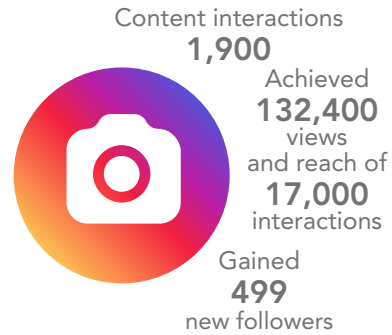
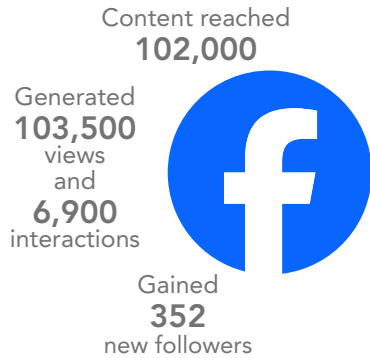
The Communications Office played a key role in reinforcing media readiness and promoting professional engagement across the Faculty of Medicine. Activities in 2024 included:

- Coordinating media training sessions for senior leadership to enhance confidence and clarity in public communication
- Providing specialized media training for a graduate-level class
- Delivering four media awareness sessions to MD students, graduate students and staff, focusing on best practices for engaging with media and using social media responsibly



BY THE NUMBERS...

The Faculty of Medicine's social media channels maintained steady engagement and growth throughout the year, continuing to serve as vital tools for information sharing, community connection and public outreach:



These results demonstrate steady growth in audience engagement and reflect the success of our communications strategy in strengthening the faculty's digital presence.



Views	103,500
Reach	102,000
Content interactions	6,900
Visits	19,000
Followers	352
Posts	125
Stories	54
Total followers	3,584



Views	132,400
Reach	17,000
Content interactions	1,900
Visits	13,000
Followers	499
Posts	84
Stories	105
Total followers	3,097





FACULTY OF MEDICINE

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