



Program Director for Postgraduate Medical Education (Enhanced Skills, Family Medicine, Internal Medicine, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Surgery, Surgical Foundations) and Clinical Assistant, Clinical Associate or Clinical Full Professor (8 Positions)
School of Medicine

The School of Medicine at York University invites highly qualified applicants for eight (8) Clinical Assistant, Clinical Associate or Clinical Full Professor positions to commence August 1, 2026. The successful candidates will be appointed as Program Director for Postgraduate Medical Education (PGME) in either Enhanced Skills, Family Medicine, Internal Medicine, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Surgery or Surgical Foundations, with an initial 5-year term, with the possibility of renewal. The School's immediate recruitment priority is Program Directors for Family Medicine and Internal Medicine, with additional Program Director appointments anticipated to follow as the program advances. The roles are expected to require 3 days per week, with flexible scheduling intended to complement active clinical practice. These are open clinical faculty appointments in the Clinical Professorial Stream, as described in the [University's Clinical Faculty Appointments Policy](#). The successful candidates will identify a home department to be appointed (i.e., Family Medicine, Medicine, Paediatrics, Psychiatry, Obstetrics & Gynecology, Surgery, Community & Population Health & Health Systems Transformation, Anesthesia, Medical Imaging, or Pathology, Diagnostics and Laboratory Medicine) in the School of Medicine or a joint appointment across two departments.

Reporting to the Department Head, the Program Director (PD) is the academic and administrative leader responsible for the overall integrity, quality, and accreditation compliance of a Postgraduate Medical Education (PGME) residency or Area of Focused Competence (AFC) program. Reporting jointly to the Associate Dean, PGME (or designate) and the Department Head, the PD provides strategic leadership for curriculum, assessment, trainee selection and progression, faculty engagement, and continuous program improvement in alignment with Royal College of Physicians and Surgeons of Canada (RCPSC) and/or College of Family Physicians of Canada (CFPC) standards, as applicable. Reporting jointly to the Associate Dean, PGME (or designate) and the Department Head, the PD will work closely with Program Director(s), Program Assistant, Department Head, Residency Program Committee (RPC), Competence Committee (CC), Vice-Dean, Integrated Community-based Learning Network (ICLN), and PGME Office, and affiliated clinical training sites.

The role provides overall leadership and direction for the Postgraduate Medical Education (PGME) residency program, ensuring a high-quality educational experience across all training sites. The incumbent chairs the Residency Program Committee (RPC), ensures effective governance, documentation, and follow-up, and establishes strong working relationships with departmental leadership, training sites, and affiliated hospitals. The role fosters a respectful, inclusive, and psychologically safe learning environment and ensures full compliance with RCPSC/CFPC accreditation standards, institutional policies, and provincial regulatory requirements, including leading accreditation preparation, reviews, action planning, and reporting.

The role oversees the design, implementation, and evaluation of the residency curriculum, including competency-based medical education (CBME) where applicable, ensuring alignment with national

standards and specialty-specific requirements. This includes promoting the integration of CanMEDS/CFPC competencies, patient safety, quality improvement, equity, diversity, inclusion, Indigenous health, and physician wellness. The incumbent ensures robust systems for learner assessment and progression, participates in the Competence Committee (or equivalent), supports trainees in difficulty in collaboration with PGME, and promotes resident wellness, professionalism, and due process.

In addition, the role leads resident recruitment and selection in accordance with national matching processes such as CaRMS and institutional policy, ensuring fairness, equity, and transparency. The incumbent supports and engages faculty preceptors through faculty development related to teaching, assessment, and learner support; leads continuous quality improvement using program evaluation data and accreditation outcomes; and works closely with the Program Administrator and Department to manage program operations, resources, reporting, and quality improvement initiatives.

Candidate Qualifications:

- **Degree:**

- MD or equivalent medical degree, with eligibility to hold a licence to practice medicine in Ontario is required.
- Certification in the discipline of the program by the appropriate national certifying body, as applicable:
 - College of Family Physicians of Canada (CFPC) for Family Medicine programs; or
 - Royal College of Physicians and Surgeons of Canada (RCPSC) as appropriate to the specialty program, or a recognized equivalent.
- Maintain an active appointment to the medical staff of an affiliated hospital or healthcare organization.
- Clinical faculty are hired in their professional capacity as a member of the medical profession because they are required to apply their medical training, medical knowledge, and medical skills in connection with the performance of their duties and responsibilities.

- **Scholarship:**

- A program of research, quality improvement, or evidence-based practice in their clinical specialty area, medical education or capacity-building.

- **Teaching:**

- A record of contributions to medical education program design and implementation.
- A record of excellence in teaching and supervising medical undergraduate or graduate learners, such as through recognitions or teaching evaluations.

- **Additional:**

- Demonstrated experience in postgraduate medical education, including resident teaching, supervision, assessment, and program administration.
- Demonstrated knowledge of CFPC or RCPSC PGME accreditation standards, as applicable to the specialty, including requirements related to:
 - program governance and committee structures,
 - curriculum design and delivery,

- assessment and progression, and
- continuous quality improvement.
- Demonstrated ability to lead, organize, and sustain a residency program that meets accreditation standards and supports high-quality educational experiences across multiple training sites.
- Prior formal leadership experience in postgraduate medical education (e.g., Associate Program Director, Site Director, Education Lead, Competence Committee member or equivalent) is strongly preferred.

Hiring Policies:

- The anticipated starting salary for this position, commensurate with qualifications and experience, is \$70,000–\$90,000 for a 2 day per week commitment, \$105,000–\$135,000 for a 3 day per week commitment, and \$140,000–\$180,000 for a 4 day per week commitment.
- All York University positions are subject to budgetary approval.
- York welcomes and employs scholars from all over the world. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.
- Clinical faculty are hired in their professional capacity as a member of the medical profession because they are required to apply their medical training, medical knowledge, and medical skills in connection with the performance of their duties and responsibilities.
- York has a policy on [Accommodation in Employment for Persons with Disabilities](#) and is committed to working towards a barrier-free workplace and expanding the accessibility of the workplace to persons with disabilities. Applicants who require accommodation are invited to contact Nicole Lewis, Manager, Office of the Dean, School of Medicine at lewisn22@yorku.ca.

Application Process:

- Applications for all positions will continue to be accepted until positions are filled.
- Required materials: 1) current CV; 2) Cover letter with statement of leadership experience, vision, and strategies or initiatives to develop and lead a PGME program; 3) Name and full contact details for three referees at the time of application. Only referees of short-listed candidates will be contacted.
- Provide required information regarding your Canadian work status and optional self-identification for Affirmative Action purposes as part of the online application at this link: [YUWorkAA](#).
- Direct questions about the position to Anne-Marie Roze, HR Project Manager, at rozeam@yorku.ca.
- **Submit materials at:** somadmin@yorku.ca.
 - Applicants must clearly state the specific Program Director role(s) for which they are applying in the subject line of the application email (e.g., Application – Program Director, Family Medicine).
 - Applications are welcomed for all Program Director positions. The School’s initial recruitment focus will be on Family Medicine and Internal Medicine, with additional Program Director roles to be filled in subsequent phases as the program advances.

Learn More About the Faculty of Health and the School of Medicine:

- The Faculty of Health is one of Canada's most comprehensive, with innovative programs across four schools (Global Health, Kinesiology and Health Science, Nursing, and Health Policy & Management) and a Department (Psychology). The [Faculty of Health Strategic Plan](#) outlines its ambitions to contribute to a healthy and just 21st century world.
- The Faculty of Health (FOH) is dedicated to promoting truth and reconciliation, accessibility, equity, and inclusivity throughout its academic and research programs, campus spaces, operations, and overall institutional culture. This commitment is a key strategic focus, with particular emphasis on integrating the Truth and Reconciliation Commission's Calls to Action.
- York University is launching a transformative [School of Medicine](#) (SOM) within its Faculty of Health, with a mission to educate clinically excellent, person-centred physicians to deliver high-quality, community-based primary and generalist care, grounded in social accountability, interprofessional collaboration, and immersive learning. In parallel, the School advances research and discovery that improves lives and strengthens health systems. As we establish the SOM and grow relationships with local communities, Indigenous Peoples & communities, clinical organizations and providers to help meet the health needs of the communities we serve, we seek to advance reconciliation by embedding Indigenous ways of knowing, being, and doing in our curriculum, research, and practice.

Learn More About York:

- York University generates and shares knowledge through our research, teaching and engagement with communities around the world. The [2023-2028 Strategic Research Plan](#) showcases the depth, breadth and ambition of research at York.
- York's commitments to social justice are laid out in our [Decolonizing, Equity, Diversity and Inclusion Strategy](#), the [Framework & Action Plan on Black Inclusion](#) and the [Indigenous Framework for York University](#).
- Follow the activities and accomplishments of York's faculty, students and staff on [YFile](#).

First Nations peoples have lived on this part of Turtle Island for millennia, stewarding the land, the water and all that contributes to life in this region. Today, the culture and presence of First Nations, Inuit and Métis peoples enrich the lands and people of this territory. More than two centuries ago, the Mississauga people welcomed settlers to this territory, providing sustenance and engaging in trade and commerce. Today, York University campuses are located on the Toronto Purchase Treaty No. 13 lands and territory of the Mississaugas of the Credit First Nation and the lands of the Anishinabek of the Williams Treaties First Nations. Our campuses are also situated on the traditional territories of the Huron-Wendat and the Haudenosaunee. Treaty history is foundational, and it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here and those who have yet to come. We are grateful for the opportunity to be learning, working and thriving on this land, and we commit to learn the truth and be active in the process of reconciliation.