

Annual Report
2004 / 2005
Strategic Intent



Best Experience



Best Education

The Leader in Advancing Health through Applied Learning

Mission

The Michener Institute (Michener) enhances the health of individuals and communities in Ontario and beyond through the advancement of applied health sciences and associated professionals.

Michener is a centre of excellence for the advancement of applied health sciences education.

Major Components of this Mission are:

1. The education of highly competent practitioners, members of the interdisciplinary health care team, who will:
 - possess the knowledge, skills, attitudes, and judgement to make them effective highly sought after, and qualified, for career entry and advancement.
 - be recognized for innovation, flexibility, scientific inquiry and the ongoing pursuit of learning.
2. The advancement of standards of practice
 - To advance, through research, knowledge in applied health sciences, where strategic opportunities exist.
 - To disseminate that knowledge through innovative curriculum, program development and program delivery for professionals in established and emerging applied health sciences disciplines.

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Corporate Profile

The Michener Institute for Applied Health Sciences is Canada's only post-secondary institution devoted to health-science education. It has graduated more than 85,000 health care professionals in such fields as radiation therapy, medical laboratory science, nuclear medicine technology, respiratory therapy and magnetic resonance imaging.

Michener combines theory, laboratory practice and clinical education. It has 900 full-time and 4,300 part-time and continuing education students in over 30 academic programs; 18 of these programs are unique to Ontario and nine are unique to Canada. These academic programs are further enriched through partnerships with various companies and health care organizations.

With small class sizes, dedicated faculty, state-of-the-art technology, and emphasis on hands-on clinical education, Michener produces graduates who are in demand. In the past five years, most of Michener's programs have maintained a graduate employment rate of almost 100%.

Founded in 1958 as the Toronto Institute of Medical Technology, Michener was created to respond to the educational requirements of health sciences professionals and to the continuing education needs of health care practitioners. In 1990 the name was changed to honour the late governor-general Roland Michener.

Formal classes began in 1966 with the financial support of the Ontario Ministry of Health. In 1972 Michener moved to 222 St. Patrick Street in downtown Toronto. Today more than 400 health professionals instruct on a part-time basis at Michener, offering students access to a unique resource of clinical teachers and teaching material.

As a post-secondary institution that grants diplomas and certificates, Michener also conducts labour market research studies that are invaluable to the health care community.

Applied Health Sciences Academic Programs

Anaesthesia Assistant	Lamaze Certified Childbirth Educator
Anaesthesia Technology	Magnetic Resonance Imaging (MRI)
Asthma Educator	Medical Laboratory Science
Cardiovascular Perfusion Technology	Nuclear Medicine
Chiroprody	Picture Archiving Communication Systems (PACS) Administrator
Chronic Obstructive Pulmonary Disease (COPD) Educator	Radiation Therapy
Clinical Laboratory Quality Manager	Radiological Technology
Clinical Research Associate	Respiratory Therapy
Diabetes Educator	Respiratory Patient Educator (Asthma and COPD)
Diagnostic Cytology	Sleep Medicine Technology
Genetics Technology	Ultrasound

Message from the Board Chair

As I end my term as Chair and my time as a member of Michener's Board of Governors, I know that I am leaving an organization that has a clear sense of purpose, is proud of its past accomplishments, and is excited and enthusiastic about what the future holds. The Board, through its own journey, has worked diligently over the past year to contribute to that sense of purpose by continuing to build a robust governance structure and provide effective strategic leadership.

The Board has made tangible strides in implementing a governance model that not only clarifies the future direction for Michener, but also fosters a strong, productive partnership between the Board and the President and CEO. This partnership is vital to the success of policy governance and it has been our privilege to work with Dr. Gamble, who has shared our journey and contributed so much to our efforts.

In the past year, the Board devoted itself to articulating the achievements we all desire for Michener. We defined the value set within which the organization should work and put in place processes to monitor adherence to those values and progress toward results. We developed strategies for dialogue and consultation with the community so that their voices can contribute to our strategic discussions and help shape our future goals.

My experience with Michener has been both challenging and rewarding. It has offered a unique opportunity for personal growth and has left me with a deep appreciation of the value of good governance and the struggle of each individual governor to contribute effectively to the governance process.



“I know that I am leaving an organization that has a clear sense of purpose, is proud of its past accomplishments, and is excited and enthusiastic about what the future holds.”

As I leave and pass on the challenge to others, I am pleased to announce the creation of a Board Development Fund. The purpose of this Fund is to provide skills enhancement for every board member as they carry out their governing duties on

behalf of Michener. My hope for this fund is that it encourages board members to strive for even higher levels of performance in support of this remarkable organization.

As an important and valued stakeholder, you can rest assured that the stewardship functions of Michener are in capable hands and that the governing approach of the Board will continue to emphasize an outward focus, strategic leadership, the encouragement of diversity, a clear distinction between Board and CEO roles, and a proactive philosophy and approach to how the organization operates.

A handwritten signature in black ink that reads "Lindsay Campbell". The signature is written in a cursive, flowing style.

Lindsay Campbell, MHSc
Chair, Board of Governors

President's Message

This is truly an exciting time for Michener. As President and CEO, I am full of appreciation for what we have accomplished in the past year and I thank all our supporters, faculty, staff, students and community stakeholders who worked so hard to get us where we are. As Canada's only post-secondary institution that exclusively provides training for careers in the applied health sciences, we definitely made our presence felt, and intend to do so in the future.

Beyond delivering high-calibre academic programs in the allied health professions, Michener developed new partnerships that brought, and will continue to bring, added value to our mandate. We invigorated academic partnerships with university partners, namely the Radiation Therapy, Radiological Technology, and Nuclear Medicine programs with the University of Toronto, and the Radiation Therapy program with Laurentian University. Also, we agreed in principle to a new, joint diploma program in respiratory therapy with Dalhousie University. Pending approval from the Dalhousie Senate, we look forward to this program launch in 2006.

Programs like these are win-win scenarios since the respective institutions derive tangible benefits from working together and, of course, the big winner is the student/learner and ultimately, the healthcare community itself.

Michener is now at the forefront in furthering a new model of education for allied health professionals. This new learner-centred educational model emphasizes Simulated Learning through an Inter-Professional Educational approach, developed in response to the critical role played by the allied health professionals in hospitals, labs and clinics throughout the country.

As well, new offerings like the anaesthesia assistant program coming in 2005/2006 demonstrate academic responsiveness in developing programs that are in demand today and will be into the future.

Michener continues to receive support from the Ontario Ministry of Health and Long Term Care. This support has enabled us to



“Michener is working comprehensively to remain aligned with the wants and needs of the healthcare community in the 21st century.”

install a heart and lung machine for our Cardiovascular Perfusion Program, a Gamma camera for our Nuclear Medicine Program, and Canada's very first MRI simulator. We are grateful for the Ministry's support and for recognizing Michener's contribution.

Our business is about students and lifelong learning, and we are doing a spectacular job for graduates, especially in terms of certification and job placement. Our placement record is as high, or higher, than any post-secondary institution in Canada. Michener graduates are well-regarded and known in the medical field as capable, prepared, and motivated to meet clinical challenges. This is something we are most proud of. Their academic success translates into tangible benefits for patients and positions them to contribute to the healthcare community at large.

As for the future, we remain fully committed to our strategic intent in all facets of our mission and will pay vigorous attention to the five strategies identified as central to our success – People, Academic Innovation, Knowledge Transfer, Quality and Resource Innovation. Through these strategies, we look forward to delivering the **Best Experience, Best Education** that our stakeholders expect and deserve from Michener.

A handwritten signature in black ink, reading "Paul A. W. Gamble".

Paul A. W. Gamble, DrPH
President and CEO

Inspiring The Best

An Accomplished Humanitarian

Edona Çaku '06

Medical Radiation Science
Grant recipient: Samuel Lunenfeld
Summer Research Program /
Hospital for Sick Children

Edona Çaku is now in her second year of studies in Michener's Medical Radiation Sciences Program. The 20-year-old is the recipient of a host of awards and scholarships: \$1,500 Entrance Scholarship to Michener for her academic excellence and community involvement; the Millennium Excellence Award, the Canadian Merit Scholarship and the Miller Thomson National Scholarship. Edona is also recognized as a Top 20 Under 20 Award recipient and has been bestowed with the 2005 New Pioneers Youth Award.



"The Michener/UofT Program got my attention because it allowed me to gain a profession and earn a degree at the same time."

Edona's personal experiences, however, have shaped her strong humanitarian spirit: She witnessed the devastating destruction of her hometown in Shkroder, Albania, including the only library, due to the country's 1997 civil war. Later, in Canada, Edona entered the University of Toronto (UofT) to study Mathematical and Physical Science, but then switched to Michener's Medical Radiation Sciences Program.

"Joining this great program was a strategic move. I gained more exposure to the medical field and added to my credentials for medical school."

Edona was a founder of the Friends of Albania Student Association at the UofT which undertakes humanitarian projects in Albania. Working with the Herbert H. Carnegie Future Aces Foundation and the Friends of Toronto Reference Library, she inspired a program that has donated 4,000 books to her hometown library in Albania.

In the summer of 2005 Edona volunteered at a hospice in South Africa where she was involved in delivering palliative care for patients suffering from HIV/AIDS.

From Student to Teacher Extraordinaire

Debbie Coutts '76

Respiratory Technology

Debbie Coutts was honoured this past year as the first ever recipient of Michener's Clinical Teaching Award of Excellence. As Clinical Educator, Respiratory Therapy at Credit Valley Hospital in Mississauga, Ontario, she has come full circle; she graduated from Michener's Respiratory Technology Program in 1976 and is now teaching for Michener.

Debbie was a respiratory therapist at St. Boniface General Hospital (Winnipeg), Kitchener-Waterloo Hospital (Southern Ontario) and at Montreal General Hospital. After her return to St. Boniface in Winnipeg, she became a clinical instructor. In 1986 she joined Credit Valley Hospital in Mississauga and two years later, when that hospital became a clinical site for Michener, she applied for the position of clinical educator, and has held this post ever since.



"Michener's faculty is really phenomenal."

Debbie says she owes a lot to Michener. "Michener gave me my career," she says. "I wouldn't be the therapist I am today without the training I got. My instructors were great teachers.

And Michener has changed a lot since those days. . . . it practices the principles of adult education, and it has kept pace with technological changes."

Debbie, who spent four years on the Advisory Committee for Respiratory Therapy at Michener with one year as Chair, says Michener has offered her the opportunity of lifelong learning.

For Debbie, learning from others and giving something back goes beyond work. In recent years she has often used her vacation for visits to Nicaragua. She has helped build churches and schools, helped organize the delivery of food and clothing for needy families, and facilitated donations of medical equipment from Canadian hospitals to a pediatric hospital in Nicaragua.



Advancing Applied Health Sciences Education

As Canada's only post-secondary educational institution in Canada devoted exclusively to the applied health science professions, Michener is at the forefront of changes taking place in both education and healthcare.

Best Experience, Best Education is our strategic intent. It's the road map for our future success that is coming to fruition.

Michener has identified five strategies which we believe will achieve our strategic intent. These five strategies—each one representing a commitment to those whom we serve—are:



People
Academic Innovation
Knowledge Transfer
Quality
Resource Innovation

Each strategy is resulting in concrete, tangible benefits to all our students and learners. We are focused whole-heartedly on ensuring that our strategic intent generates positive impacts on patient care, while delivering significant contributions to the healthcare community as a whole.

Best Experience, Best Education is Michener's commitment to the field of healthcare and to all our valued stakeholders.

People

Our most valuable resource is people

*Harnessing talent to exemplify **Best Experience, Best Education** is critical to our success*

Build an organizational development capability enabling Michener to manage change and cultural transformation nimbly and effectively

Develop a culture of trust and collaboration through improved communications and people processes that will enable Michener to build stronger relationships within and outside the organization

Establish Michener as the learning organization of choice

We are maximizing our people* potential by:

- understanding, promoting and living the newly created Mission and Vision;
- defining our organization-wide values in a way that captures their hearts and minds;
- building a culture of trust and collaboration;
- effectively managing change and transition; and finally
- building leadership at all levels.

* The definition of 'our people' has been expanded to inclusively refer to all our most vested stakeholders: staff, faculty, students, alumni, clinical co-ordinators and volunteers.



Managing Change Successfully

In the short term, our change-management approach is enabling us to achieve effective transition during times of organizational change. Michener will also develop strategies and interventions to improve the function, development and contributions at the team level, and create an environment where coaching and mentoring are truly cherished. For the longer term, this strategy calls for building leadership quality at all levels, and identifying and auditing the organizational capabilities key to Michener's future success.

Building a Trust Culture

To build a culture of trust and collaboration, we are involved in reviewing human resource and student policies, procedures, processes and systems for four things: consistency, fairness, equity and transparency. The implementation of a biennial Employment Engagement Survey to evaluate engagement, commitment and satisfaction around our new strategic intent, is an important component to engendering people's trust.

Celebrating Successes and Rewarding Accomplishments

At Michener we're celebrating successes, both big and small. By pausing to recognize achievements at the individual, departmental,

program and organizational level, we can encourage further innovation. Ultimately, we believe that this helps foster engagement and commitment to student success, and to producing health care providers who contribute to improved patient care in our health system.

The Learning Organization of Choice

In the short term Michener is promoting its strong learning culture through enhanced corporate education programs and professional development. This includes a Recognition Program to celebrate our shared values and accomplishments, a Compensation Strategy to attract, recruit and retain the best people, and a Performance Support System to support people at all levels and to align performance with Michener's strategies and strategic intent. In the longer term, this strategy will bear fruit by providing opportunities for making positive contributions to Michener by creating an environment where personal and professional growth and life-long learning, are supported and encouraged.

Finally, we will develop a culture of diversity through education and inclusiveness, create a Succession Management Program to develop future leaders from within, and create a healthy workplace.

“An engaged staff embracing our vision will provide the optimal learning experience for students. Down the road this produces the best professional in the healthcare industry, which is of enormous benefit to the patient.”

Joanne Milligan, VP, Human Resources and Organizational Development

Academic Innovation

Optimizing the learning experience for every student

“Pushing the Envelope” in state-of-the-art curriculum design, development and delivery

Committed to the scholarship of teaching and learning

Curriculum Integrity

The Provision of Career Progression

Ongoing Professional Development and Recognition

Sound Academic Policies

Outstanding Use of Academic Resources and Pedagogical Practices

Institutional Research – Evidence-Based Practice

Academic/Educational Research

Applied Research

Our objective for students is simple. We want our graduates to be the leaders of tomorrow in their chosen allied healthcare profession.

Michener's Academic Innovation Strategy optimizes the learning experience by achieving state-of-the-art design, development and delivery of curriculum. To realize the strategic intent of **Best Experience**, **Best Education**, we are:

- building on our established success as educators of health technologists;
- integrating the principles of inter-professionalism (effective teamwork with other healthcare professionals, communications, etc.) into everything we do;
- advancing the use of simulation to teach and assess discipline-specific and inter-professional skills, attitudes and behaviours critical to safe patient care.

As the leader in designing and delivering healthcare education for technologists, the hallmarks of our strategy are innovation, curriculum integrity, respect for individual rights and professional standards, and a culture that fosters personal and professional growth and recognizes outstanding performance.

Simulated Learning and Inter-professional Perspective

The three pillars of our programs are discipline expertise, inter-professionalism and clinical education. Before proceeding into real clinical practice, our learners consolidate their learning with



other healthcare students to address simulated medical scenarios in a safe learning environment. Once assessed to be ready to deal with real rather than virtual or simulated patients and situations, learners proceed into one of our partner clinical sites to complete the final stage of their professional preparation. This contributes to the **Best Experience, Best Education** for our students and, ultimately, to the best and safest experience for their patients.

Innovative Programs and Curriculum Design

Short-term strategies will involve the renovation and innovation of program design and delivery to reflect current research and

literature and to anticipate future healthcare needs. As well, emphasis is placed on the process of learning and on assessing its outcomes. Our commitment to advancing the professions we represent naturally leads to developing academic partnerships with universities. These associations provide learners with opportunities to pursue degrees that will further prepare them for their future leadership roles. We continue to be committed to curricular rigour, relevancy and the internationalization of our programming and activities to ensure state-of-the-art content and global appeal.

Applied Learning

The practical application of learning is fundamental for our applied programs. Giving learners the opportunity to apply their knowledge and skills in a safe environment where they can learn from mistakes underpins our plans to extend simulation education. That, in turn, will impact the length of our external clinical rotations. We will share the responsibility for the clinical proficiency

“We are committed to providing a leading-edge, relevant education for learners. This leads to their ultimate success and advancement in their professions. We prepare students so they will optimize the quality of patient care by ensuring patient safety.”

Mary Preece, Vice President,
Academic Affairs

of our graduates with our clinical partners and optimize the experience of learners assigned to clinical practice. This will help reduce the load that clinical education imposes on our clinical partners in a time of human-resource shortages and enable us to conduct research to determine time-to-competency parameters for our programs.

Michener’s intent is to provide a comprehensive array of learning opportunities for students and graduates; programming will be available, where appropriate, for technicians, technologists and practising professionals to meet domestic and international healthcare needs. An example of programming progression is the opportunity for graduate Respiratory Therapists to become Anaesthesia Technologists and then Anaesthesia Assistants. By implementing a variety of delivery models (i.e., full-time, part-time, distance, clinical laboratory, virtual laboratory), our domestic and international learners will be able to access the learning they need.

Knowledge Transfer

From know to know-how

Multi-Knowledge Transfer

Establish Knowledge Transfer targets as Professional Development goals and objectives

Develop formalized Public Relations and Government Relations Plans

Establish short and long-term strategies for recorded evidence of Knowledge Transfer

Build a culture for developing Knowledge Transfer – recognition, support and incentive

Building our Body of Knowledge

As a unique and specialized education institution, Michener is continuously building its body of knowledge. The intention of Michener's Knowledge Transfer Strategy is to develop, capture, share and apply knowledge in order to energize the organization and build our presence as a leader in education and research in the applied health sciences. It may sound ambitious, but we have already achieved several milestones and this is just one more step on our journey to **Best Experience, Best Education**.

Transferring knowledge starts with seeking opportunities for Michener to publicly share and celebrate its contributions to the advancement of the allied health professions and the improvement of patient care. Opportunities include participation at professional conferences and trade shows, publishing articles in professional and health trade journals, creating media awareness, and securing funding to enable research projects. These activities will serve to raise the profile of the healthcare professions taught at Michener.



Appetite for Sharing our Knowledge

To fulfill this mandate, Michener is developing collaborative initiatives among staff, faculty – internally - to ensure that all possible opportunities for knowledge transfer are considered and leveraged to the best of our abilities. Building a culture for developing knowledge transfer requires recognition, support and incentives. Our strategy involves all these things, beginning with an incentive program that rewards imaginative knowledge transfer initiatives.

Building Relationships

Because we are funded by the Ontario Ministry of Health and Long-Term Care, we must maintain a government relations program that keeps us front and centre. This involves establishing a set of expectations, meeting with external agents to identify priorities and objectives, and setting up an internal team that will define a critical path and recommendations for our senior management. In addition, we will continue to invite key government officials to visit Michener and join us for events that celebrate our collaborative relationship in the applied health sciences. We will ensure that Michener continues to be trusted and respected as an educator and innovator, and as the chosen advisor when issues arise that affect the professions we represent. Such issues may involve not only the ministry, but other healthcare organizations associated with the allied health professions.

“Knowledge Transfer means getting our people out there in the community. It means communicating with government and various bodies, and making Michener and its people visible. The entire healthcare community is strengthened with an organization like ours.”

Paul Gamble, President & CEO

Michener Ambassadors

In the past year, Michener representatives including staff, faculty and Board members participated in professional conferences across Canada and abroad. A few examples include:

- two Board member presentations at the 2005 International Policy Governance Association Conference in Scottsdale, Arizona to share Michener’s experience as the Board implemented an initiative that would change how it governs;
- seven poster presentations developed by Michener staff and/or faculty at the 2004 Research Day of the Wilson Centre for Research in Education;
- appointments of Michener staff or faculty to the boards of the Ontario Association of Medical Radiation Technologists, the Library Board of Advisors for Doody Enterprises, the College of Medical Laboratory Technologists of Ontario, and the PowerCAMPUS Users Group.

Many of our faculty and teaching staff as well as administrative and corporate employees are published researchers and academics, who also hold appointments to professional boards and committees. Collectively our faculty and staff bring a diverse and rich body of knowledge to Michener. In turn, that knowledge, applied acumen and professionalism are delivered back to our students, stakeholders and the communities we serve when we represent Michener in the classroom, the conference room, or at the podium. Through knowledge transfer, each one of us strives to offer the best of ourselves, our knowledge in the allied health sciences and the experiences we’ve gained in these professions to present and ensure Michener’s **Best Experience, Best Education** intent.

Quality

*Commitment to quality in every aspect of our allied health professional education programs
Every structure, process and outcome is delivered in an accountable manner*

Establish a formalized process for the development, implementation and review of Michener's Quality Plan

Create Quality Plan baseline indicators and targets

Institute Accountability for Quality Plan by department or team

Developing a Plan for Exceptional Quality

Michener is establishing a formalized process to develop, implement and review all aspects of our Quality Strategy. In the short term, this calls for setting up a Quality Council to provide monitoring and assistance and to develop organizational capability; it will be supported by a Quality Resource Team. In the future, the Quality Council will establish and support growth initiatives, review Michener's Quality Plan twice a year, and publish a report of findings.

Improving services and resources for our students allows them realize their learning potential. This is vital to our Quality

"We are accountable to the patients and must be responsible for graduating healthcare practitioners who will provide the best care possible for each and every patient they encounter."

Cecil Canteenwalla, Acting Director,
Policy Development and External Relations

Strategy because students are the centre of the organization, the very reason for our existence.

As Michener graduates become part of the healthcare community, they will have seen how quality improvements can enhance medical services and outcomes. They will be able to draw on this experience and continue with the quality focus throughout their career. This is of great benefit to any healthcare organization that employs them. Indeed, they will use this foundation of quality to become change agents for continuous improvement in the healthcare community.



Quality Baselines

Our Quality Strategy also involves establishing best practices, outcome baseline indicators and targets. All departments and teams at Michener are involved in the process—identifying key initiatives and setting annual targets—and the Quality Council ensures that everything is aligned with our mission, vision and strategic direction. As well, those same departments and teams will set out long-term targets for identified initiatives and establish the baseline for any new initiatives. Throughout the process, the Quality Council will report to Michener’s Executive Leadership Team.

“By injecting a strong sense of quality into our students and, ultimately, our graduates and the healthcare professionals they go on to become, we will ensure that the patients of tomorrow will receive the absolute best in quality care.”

Cecil Canteenwalla, Acting Director,
Policy Development and External Relations

An Accountability Framework

Initially, departments and teams at Michener will develop action plans based on their targets, and senior management will establish the reporting timeframes. In the longer term, individual departments will assess the effectiveness of their quality improvement plans, while the Quality Council and Resource Team will identify trends and use them to recommend improvements. As part of the open culture at Michener, the results and improvements will be communicated throughout the entire organization.

Michener’s Quality Strategy will be readily apparent to patients - the end users of everything we do at Michener.

Resource Innovation

Leveraging every opportunity to maximize the effective utilization of our resources: financial, human, physical, and time
Bringing greater efficiencies in the delivery of allied health education

Opportunities for the Multi-funding of Short and Long-term Initiatives

Establish Targets for Revenue Generation / Resource Innovation

Health Care Competency Assessment Centre

Build an “innovation culture” that rewards and recognizes new ideas for revenue generation

Chart institutional portfolio – an analysis of resources

“With the introduction and redesign of curriculum, using an inter-professional education framework aided by technology-enhanced simulation, there will be enormous benefit to our students and, ultimately, their patients.”

James Robertson, VP, Corporate Services & Strategic Advancement





Michener's Resource Innovation strategy calls for implementing multi-funding strategies; setting targets for revenue and resource innovation; building a culture for developing innovative ideas for revenue generation through incentives, recognition and strategic communication; and, crafting a three- to five-year plan for a Healthcare Competency Assessment Centre.

Accessing Capital to Enhance a Student-centred Experience

In the short term, Michener is working to secure a future-oriented funding plan and to acquire planning funds for capital and infrastructure renewal. We anticipate entering into a major, capital fund-raising campaign involving partners, alumni, the Board, staff and our students. In addition, strategies for the creation of more student bursary and financial-aid programs to enhance student access will be given high priority.

Capital Renewal and Ongoing Regeneration

Revenue and resource innovation strategies include maximizing revenue-generation activities, engaging in market analysis, initiating activities based on best practices, and consolidating resources where appropriate for organizational effectiveness. Michener has prepared a capital-replacement plan for academic resources, information technology and capital infrastructure

“Learning spaces go beyond the classroom and the laboratory. We’re creating multiple common areas where students, faculty and staff are able to interact in a collegial and appealing environment.”

James Robertson, VP, Corporate Services & Strategic Advancement

renewal that extends three to five years and that incorporates operating and environmental efficiencies.

Healthcare Competency Assessment Centre

Michener's Resource Innovation Strategy includes a three- to five-year plan for a Healthcare Competency Assessment Centre. As Michener leads the way in allied healthcare education, we are expanding and enhancing inter-professional education using simulation for all program areas. Long-term partnership opportunities, key donors, research grants and new vendor opportunities will make the Centre a viable

and integral factor in enhancing the skill sets of Canada's future allied health professionals.

The Centre will advance student learning and better prepare students for working in the hospital and clinical sites. It will subject students to a variety of medical case scenarios, heightening their response time, improve their patient assessment skills, and enable them to readily identify treatment options efficiently. The simulated learning environment provided by the Centre and hands-on practice will, in turn, enable Michener allied health professionals to contribute to patient care and safety as an integral member of a healthcare team.

Clinical Partners

Clinical education is an integral component to Michener programs. Our affiliated clinical sites are valued partners and range from major teaching healthcare centres to private clinics right across Canada. In the clinical phase of their programs, students have the opportunity to apply the knowledge and skills acquired at Michener. Using the latest diagnostic and patient care equipment and technology, they work under the supervision of clinical coordinators, clinical instructors, clinical education directors and departmental staff.

Michener is proud to be affiliated with the following clinical sites:

Advanced Foot Care and Orthotics	Hawkesbury & District General Hospital Inc.	P.A.C.E. Foot Clinic	Sudbury Regional Hospital
Ajax Foot Clinic and Orthotic Centre	Headwaters Health Care Centre	Perth and Smiths Falls District Hospital	Sunnybrook & Women's College Health Sciences Centre
Alberta Children's Hospital	Health Care Corporation of St. John's	Peterborough Regional Health Centre	The Anne Johnston Health Station
Arsenault Foot Services	Health Sciences Centre	Proactive	The Credit Valley Hospital
Baycrest Centre for Geriatric Care	Hopital Laval	Professional Respiratory	The Hospital for Sick Children
Bloorview MacMillan Centre	Hotel Dieu Hospital, Kingston	Providence Centre	The Ottawa Hospital-General Division
Bramalea Diagnostic Services Inc.	Hotel Dieu-Grace Hospital	Queen Elizabeth II Health Sciences Centre	The Ottawa Hospital-Civic Division
Brampton Sleep Clinic	Humber River Regional Hospital	(Capital District Health Authority, Queen Elizabeth II Health Sciences Centre and Nova Scotia Hospital)	The Rehabilitation Centre
Calgary Health Region	Humber Valley X-Ray and Ultrasound	Queensway Carleton Hospital	The Royal Ottawa Hospital
Campbellford Memorial Hospital	Institut de Cardiologie de Montreal	Quinte Healthcare Corporation	The Scarborough Hospital
Canadian Blood Services - Toronto Centre	IVF Canada	Randy Moore Foot Clinic	The Thunder Bay Regional Health Sciences Centre
Capital Health Authority	J.B.V. Management Services Ltd.	RDS Diagnostics Ltd.	Thunder Bay Medical Centre Diagnostics
Caroline Medical Group	James Fitzpatrick, Chiropodist	Regent Park Community Health Centre	Timmins and District Regional Hospital
Centre for Addiction and Mental Health	Kingston General Hospital	Regie regionale de la sante	Toronto East General Hospital
Centre Hospitalier de L'Université de Montréal	KMH Cardiology and Diagnostic Services	Rexdale Community Health	Toronto Medical Laboratories
Chatham-Kent Health Alliance	Lakeridge Health Corporation	Rouge Valley Cardiology	Toronto Rehabilitation Institute
Children's Hospital of Eastern Ontario	Lakeshore Area Multiservice Project	Rouge Valley Health System	Trillium Health Centre
CML Healthcare Imaging Inc.	Lawrence Heights Community Health Centre	Royal University Hospital	UHN Molecular Diagnostics Lab, Banting Site
Collingwood General and Marine Hospital	Listowel Memorial Hospital	Royal Victoria Hospital	University Health Network
Complete Foot Care	London Health Sciences Centre	Sandwich Community Centre Inc.	University Health Network, Princess Margaret Site
Cornwall Community Hospital	Malvern Sleep Clinic	Sandy Hill Community Health Centre	University of Alberta Hospital
Credit Valley Diagnostics Centre X-Ray/Ultrasound	Manitoulin Health Centre	Saskatoon Health Region	University of Ottawa Heart Institute
Bill Dedes Foot Clinic	Markham Stouffville Hospital	Simcoe Foot Clinic	VitalAire
Elisabeth Hibbert, Chiropodist	McGill University Health Centre	South Riverdale Community Health Centre	West Elgin Community Health Centre
Flemingdon Health Centre	MDS Inc	Southlake Regional Health Centre	West Nipissing General Hospital
Foothills Medical Centre	Med-Health Laboratories Ltd.	St. Boniface General Hospital	West Park Healthcare Centre
Gam X-Ray Ltd.	Medigas Inc.	St. John's Rehabilitation Hospital	West Parry Sound Health Centre
Gamma-Dynacare Medical Laboratories	Metro Central Ultrasound	St. Joseph's General Hospital	William Osler Health Centre
Glazier Medical Centre	Mount Sinai Hospital	St. Joseph's Health Centre, Toronto	Windsor Regional Hospital
Grand River Hospital	Newfoundland Cancer Treatment & Research Foundation	St. Joseph's Healthcare, Hamilton	Winnipeg Regional Health Authority
Grey Bruce Health Services	Niagara Health System	St. Joseph's Healthcare, London	Women's Health in Women's Hands Community Health Centre
Halton Healthcare Services Corporation	North Bay General Hospital	St. Mary's General Hospital (A Division of the St. Joseph's Health System)	Woodstock General Hospital
Hamilton Health Sciences	North Hamilton Community Health Centre	St. Michael's Hospital	Woolwich Community Health Centre
Hamilton Regional Laboratory Medicine Program	North Simcoe Hospital Alliance	St. Peter's Hospital	York Central Hospital
Hamilton Urban Core Community Health Centre	North York General Hospital	Stollery Children's Healthcare	York Community Services Centre
	Orillia Soldiers' Memorial Hospital	Stratford General Hospital	
	Oshawa Clinic Centre for Sleep Medicine		

Supporters

As a not-for-profit organization, Michener can continue to attract the best students and contribute to the building of the best applied health sciences education system with the generous support of corporations, individuals and foundations. Such contributions enable Michener to achieve its new strategic intent of **Best Experience, Best Education**.

We wish to thank the following organizations and individuals for their contributions of cash and in-kind support during the fiscal year from April 1, 2004 to March 31, 2005.

Major Supporters (\$10,000 or more)

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Anthea Hurtubise
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Maureen Johnstone
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Dr. Angela Korwan
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Carolyn Anne Maloney
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Vickie A. Mee
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Dr. Peter Snodgrass
Wendy Sutton

Karim Taher
Moreen Tapper
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John Traill
Dr. Murray Treloar
Amit H. Trivedi
Peter Vandierendonck
Lai Ling Wat
David Williams
Diane Williams
Andrew Wannan
Lynn Yawney

Enrollment Statistics

With strong employment rates and career-focused programs that remain very much in demand, Michener is an institution on the rise. In fact, more and more applicants are selecting Michener. In 2004-2005, overall applications to our programs saw a growth of 14%.

Total Enrollment as at June 30, 2005

PROGRAM	ENROLLMENT
Diploma	
Chiroprody	66
Medical Laboratory Science	141
Nuclear Medicine	97
Radiation Therapy	194
Radiological Technology	81
Respiratory Therapy	127
TOTAL	706
Advanced Diploma	
Applied Biotechnology	18
Cardiovascular Perfusion	29
Diagnostic Cytology	21
Genetics Technology	33
Ultrasound	68
TOTAL	169
Certificate	
Advanced Airway Management	5
Anaesthesia Technology	12
Asthma Educator	60
Clinical Laboratory Quality Manager	15
Clinical Research Associate	47
COPD Educator	87
Diabetes Educator	40
Echocardiography	12
MRI	45
PACS	19
Sleep Medicine	13
TOTAL	355
GRAND TOTAL	1230
Continuing Education	
(Access & Options, Courses, Seminars & Workshops)	3961

Financial Statement

Summarized Statement of Financial Position

AS AT MARCH 31	2005	2004
Assets		
Cash and Short Term Deposits	2,258,623	3,055,513
Short Term Investments	557,537	1,057,522
Accounts Receivable	397,831	162,224
Prepaid Expenses	205,962	341,208
	3,419,953	4,616,467
Long Term Investments	5,790,240	4,108,163
Property and Equipment (Net of depreciation)	16,008,132	16,106,184
	25,218,325	24,830,814
Liabilities and Net Assets		
Accounts Payable and Accrued Liabilities	4,041,925	3,374,644
Unearned Income	3,076,971	3,289,058
Deferred Capital Contributions	10,471,815	10,426,820
	17,590,711	17,090,522
Net Assets	7,627,614	7,740,292
	25,218,325	24,830,814

Summarized Statement of Operations

YEAR ENDED MARCH 31	2005	2004
Revenues		
Ministry of Health and Long-Term Care	13,022,988	12,208,005
Fees Received	4,335,075	4,418,871
Special Program Revenue	126,662	72,358
Rental Income	1,328,637	1,289,832
Sundry Income	1,359,229	1,139,850
Access and Options project	1,016,283	795,407
	21,188,874	19,924,323
Expenses		
Salaries, Academic Contractors, and Benefits	12,116,222	11,812,211
Clinical Year Payments	2,166,951	1,919,014
Educational Support Expenses	1,526,450	1,445,476
Building Occupancy Costs	2,703,145	2,455,982
Other Operating Expenses	1,590,319	1,816,898
Special Fund Expenses	39,135	33,886
Access and Options project	1,016,283	795,407
	21,158,505	20,278,874
Depreciation	1,663,033	1,648,317
Amortization of Deferred Capital Contributions	(1,519,986)	(1,496,545)
	21,301,552	20,430,646
Deficiency of revenue over expenses for the year	(\$112,678)	(\$506,323)

Auditors' Report

The accompanying summarized statement of financial position and statement of operations are derived from the complete financial statements of The Michener Institute for Applied Health Sciences as at March 31, 2005 and for the year then ended. In our auditors' report on the complete financial statements, dated May 18, 2005, we expressed a qualified opinion because capital leases have been accounted for as operating leases, which is not in accordance with Canadian generally accepted accounting principles. The fair summarization of the complete financial statements is the responsibility of Michener's management. Our responsibility, in accordance with the applicable Assurance Guideline of The Canadian Institute of Chartered Accountants, is to report on the summarized financial statements.

In our opinion, the accompanying financial statements fairly summarize, in all material respects, the related complete financial statements in accordance with the criteria described in the Guideline referred to above.

These summarized financial statements do not contain all the disclosure required by Canadian generally accepted accounting principles. Readers are cautioned that these statements may not be appropriate for their purposes. For more information on Michener's financial position, results of operations and cash flows, reference should be made to the related complete financial statements.

Toronto, Ontario May 18, 2005

CLARKE HENNING LLP CHARTERED ACCOUNTANTS

Complete audited financial statements are available on request.

Board of Governors 2004-2005

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Past Chair

Paul Huras, BA, BSc, MSc, MBA, CHE

Vice-Chair

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Carin Wittnich, MSc, DVM, OOnt

Executive Leadership Team

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Paul Gamble, BSc(Hons), BA, MHSc, DrPH

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James Robertson, BA, CMA

Vice-President, Academic Affairs

Mary Preece, BA, MEd, PhD

Vice-President, Human Resources & Organization Development

Joanne Milligan, MPA, BSN

Committees/Teams

Academic Appeals

Academic Council

Academic Leadership Team

Corporate Policy Team

Cultural Transformation Team

English as a Second Language

Inter Professional Education

Joint Curriculum

Joint Management Committee for Medical
Radiation Sciences with University of Toronto

Joint Management Committee for Radiation
Therapy with Laurentian University

Joint Occupational Health and Safety

Program Advisory Councils for Medical
Radiation Sciences, Medical Laboratory Sciences,
Primary and Critical Care, CVP, Chiropody

Program Review

Scholarships, Awards and Bursaries

Values Task Force

Certain information included in this annual report is forward-looking. Forward-looking statements are based on management's expectations and beliefs concerning future developments and their potential effects on the organization. There is no assurance that future developments affecting the organization will have those effects anticipated by management. Actual results may differ from those included in such forward-looking statements.

These forward-looking statements involve risks and uncertainties including, but not limited to, the following: 1) changes in economic conditions; 2) public response to the organization's offerings; 3) legislative changes that may affect the cost of or demand for the organization's offerings; 4) acts of God; 5) technological changes; and 6) mortality, morbidity and other factors that may affect the performance of the organization. The organization disclaims any intention or obligation to update or revise any forward-looking statements, whether as a result of new information, future events or otherwise.

Milestones

April 1, 2004 – March 31, 2005

April 2, 2004	Counsellor Information Day	September 22, 2004	Official Unveiling of the Philips Medical Systems Radiation Therapy Treatment Planning Lab
April 13, 2004	Board of Governors Meeting		
May 3 & 4	Annual Board of Governors Retreat		
June 8, 2004	New Mission Statement Approved by Board of Governors	October 2, 2004	Graduation Ceremonies
June 9, 2004	Faculty/Management Professional Development Day: Launching Core Abilities at Michener	October 18 & 19, 2004	Management Retreat
June 10, 2004	Academic Retreat, Inter-professional Education	November 1-5, 2004,	Health and Wellness Week @ Michener
June 15, 2004,	Curriculum Commons Department Celebrates 1 st Anniversary	November 9, 2004,	Annual Board of Governors Planning Day
July 13, 2004	Board of Governors Meeting	November 15-17, 2004	Michener Exhibit at the Annual Ontario Hospital Association Health Achieve 2004 Conference
August 10, 2004	Board of Governors Meeting	November 18 & 19, 2004	Open House @ Michener
September 14, 2004	Annual General Meeting	November 24, 2004	2004 Scholarships, Awards & Bursaries Presentation Ceremony
	Board of Governors Meeting	November 24, 2004	Cardiovascular Perfusion Program receives accreditation status from CMA
	Presidential Appointment of Dr. Paul A.W. Gamble, DrPH	December 14, 2004	Board of Governors Meeting
		January 11, 2005	Board of Governors Meeting
		March 8, 2005	Board of Governors Meeting

Calendar of Events

2005 / 2006

Student Orientation (Year 1)	August 31, 2005 September 1, 2005	Faculty PD Day 1	January 6, 2006
Fall Semester Begins	September 6, 2005	Winter Semester Begins	January 9, 2006
Student View Book Release	September 15, 2005	Winter Break	February 13-17, 2006
Annual General Meeting	September 20, 2005	Career Fair	April 5, 2006
Student Graduation	October 1, 2005	Winter Semester Ends	April 28, 2006
Open House	November 17, 2005 (evening) November 18, 2005 (day)	Summer Semester Begins	May 1, 2006 (Medical Laboratory Science Year 1) May 8, 2006 (Chiropractic Years 1 & 2); (Respiratory Therapy Year 2)
Fall Semester Ends	December 16, 2005	Summer Semester Ends	Program Specific
Christmas Break	December 22, 2005 January 2, 2006		

