

Optimizing Life-long Health

Strategic Plan 2011 - 2021

Western  **Medicine & Dentistry**
Schulich School of Medicine & Dentistry



Table of Contents

Forward	1
Introduction	2
Setting the Stage	2
A new vision for Schulich	5
Bringing our vision to life	6
Strategic Directions #1 - 6 and Goals	9
Strategic Direction #1: Create knowledge in the science of healthy and successful development and aging across the life span	11
Strategic Direction #2: Strengthen knowledge translation to achieve health benefits for individuals and populations	13
Strategic Direction #3: Become a destination of choice for exceptional education and learning	15
Strategic Direction #4: Develop sustainable partnerships, networks and global initiatives	17
Strategic Direction #5: Lead in programs that foster the growth and success of faculty and staff	19
Strategic Direction #6: Enhance communications and profile for greater impact	21
Moving forward with implementation	23
Priorities for first 12 to 18 months	23
Concluding Remarks	24

Appendices

- I. Strategic Planning Committee membership
- II. Strategic Plan 2006 - 2010
- III. Interview List
- IV. Focus Group List
- V. SWOT Analysis
- VI. Draft Strategic Directions, Goals, Deliverables and Metrics
- VII. Chronic Disease Framework: Diabetes – From Practice to Policy Case Study Summary
- VIII. Population Health Science Case Study Summary
- IX. Schulich Retreat Agenda
- X. Schulich Retreat Participant List



Forward from Dean Michael Strong



This is a time of enormous opportunity for the Schulich School of Medicine & Dentistry at Western University. It has now been a year since I have had the privilege of leading The Schulich School of Medicine & Dentistry. I share in celebrating with you the tremendous progress that we have made so far. I need now to engage all of you in shaping the future directions for Schulich over the next ten years. Significant progress has been made in implementing many of the goals outlined in the School's previous strategic plan, *Shaping the Future of Health Care – 2006-2010*, providing a solid foundation for future growth and development in research, education and knowledge exchange. The unique combination of Medicine and Dentistry, aligned with

a shared vision, creates a powerful education and exciting research enterprise. A strengthened partnership with the University of Windsor and other academic partners across the Southwestern Ontario region will lay the groundwork for a vital academic and community network.

In January 2011, we launched a strategic planning process to shape a new long term vision and a detailed road map to guide the Schulich enterprise for the next ten years. In conjunction with external consultants, the following key steps were identified and implemented: formalization of a strategic planning committee (Senior Leadership Council), interviews with individuals and focus groups (both internal and external to Schulich), and a one and half day Schulich retreat in Windsor, Ontario, with over 100 participants in attendance.

The planning process result is a bold new vision which integrates Schulich's current and emerging strengths with several areas targeted for future growth and investment. The vision recognizes the challenges of the growing Schulich collegium, leverages its strengths, better integrates and coordinates its capabilities and builds upon existing relationships with our community to continue to make a positive impact on life-long health. Our plan reinforces the importance of research and innovation on healthy development and aging across the life span, from pre-conception to end of life. It promotes increased translation across research domains, knowledge exchange between practitioners and researchers and an enriched curriculum which prepares health professionals and scientists to better incorporate public and population health perspectives.

Most significantly, this future destination for Schulich will be an ongoing, collaborative and dynamic experience with the Southwestern Ontario community. New models of care, research discoveries, and advances in education, will be developed, applied and evaluated. In ten years, Schulich will have demonstrated the effectiveness of this community-based model of integrated education, research and clinical care with a number of clear examples where shared priorities and collaborative efforts have resulted in optimized health.

I am pleased to share with you the final Strategic Planning Report for the Schulich School of Medicine & Dentistry 2011-2021.

Michael J. Strong, MD, FRCP(C), FCAHS, FAAN
Dean, Schulich School of Medicine & Dentistry
Distinguished University Professor

Western University

Introduction

The Schulich School of Medicine & Dentistry at Western University has a long tradition of excellence, beginning with the founding of the medical school in 1881 and dental school in 1964. Schulich's reputation has been built by dedicated teachers, breakthrough discoveries, commitment to social responsibility and strong strategic partnerships. Schulich is among the largest faculties at Western with over 2,800 students enrolled in its programs, approximately 2,000 faculty and 1,500 staff. Schulich researchers account for approximately 60 per cent of research funding at Western. Schulich's enterprise reaches across London, the Windsor Program at the University of Windsor and affiliated Windsor hospitals, education programs at more than 45 communities in Southwestern Ontario, and internationally.

On July 1, 2010, the Schulich School of Medicine & Dentistry welcomed Dr. Michael Strong as dean, succeeding Dr. Carol Herbert who had served as dean for two terms. Dr. Strong has initiated several major planning priorities within the School, focusing on organizational structure, research infrastructure and support, new education programs, space and resource planning, information technology and communications strategies. These initiatives have focused on a range of short-term priorities for Schulich and have laid the foundation for a new strategic plan to address long-term priorities.

The time is right to position Schulich as a global leader. New leadership is in place at Western, the Schulich School of Medicine & Dentistry, and at a number of affiliated teaching hospitals. The last strategic plan (ref Appendix II) *Shaping the Future of Health Care – 2006-2010*, has positioned Schulich on firm ground to plan for the next 5 to 10 years.

This new strategic plan *Optimizing Life-long Health* sets out a transformative vision for Schulich, including key strategic directions, goals, milestones, and priorities for the next 12 to 18 months.

Setting the Stage



Broad consultations during this process, across both internal and external stakeholders, helped to identify emerging issues relevant to Schulich Medicine & Dentistry's future. Several themes consistently surfaced:

- **New leadership at Western, Schulich and affiliated hospitals**

New leadership at Western has been the catalyst for Western's aspirational goal to be among the top five research-intensive universities in Canada and build a much stronger international presence. New CEOs at the two London hospitals and the Dean at Schulich are eager to formally advance the development of an academic health sciences network. Schulich has a unique opportunity to play leading roles on all of these fronts.

- **Western University strategic priorities**

Western has articulated four key strategic priorities: raising its international profile, enhancing the quality of undergraduate and graduate programs, expanding its educational reach in the region and around the world, and enhancing support for faculty and staff. Schulich's strategic plan will contribute towards all of Western's priorities.

- **The changing external environment for health research**

The Canadian Institutes for Health Research's budget is expected to remain at current levels for the near future without substantial increases in the operating grants program but with targeted increases in some programs such as the Strategy on Patient Oriented Research. While CIHR remains an important funding source for biomedical and medical research, Schulich will need to explore new opportunities for funding and to cultivate stronger relationships with local, provincial, and national governments and agencies, as well as industry.

- **Evolving discourse on health and health services**

Discussions about the future of our health system have expanded to focus on health promotion, prevention, social determinants of health, chronic disease management and healthy aging. Schools of medicine and dentistry must evolve both their research and education missions to contribute new knowledge in these arenas and prepare practitioners to engage in the broader perspectives of health and contribute to building a healthier population.

- **Southwestern Ontario offers tremendous opportunity**

Schulich has long recognized the unique opportunity associated with being the only medical and dental school in the geographic area of Southwestern Ontario. Successful connections have been established with Windsor and more than 45 regional and rural communities for medical education and dental outreach programs. However, huge potential exists for greater engagement across the Southwest enriching many areas of research, knowledge translation, education and innovation. The University of Windsor offers new opportunities in a number of areas: leveraging expertise in the faculty of science for expanded research and translational initiatives, accessing other professional programs to enhance interprofessional education programs, and building relationships with Windsor's informatics programs and human kinetics areas for industry-related research. Connections with the Ivey Business School, the Odette School of Business and Detroit Wayne State offer new opportunities in health technology and medical devices. Schulich has an opportunity to truly differentiate itself through robust and productive connections with Southwestern Ontario communities.

- **Recalibrating education to meet changing societal needs**

The Future of Medical Education in Canada (FMEC): *A Collective Vision for Medical Education in Canada*¹ outlines key directions to evolve medical education that will prepare practitioners for the health needs of Canadians into the future. Key themes of importance include social responsibility and accountability in responding to the diverse needs of communities, enhancing integration of prevention and public health competencies, building on the scientific basis of medicine, ensuring education in a variety of settings, valuing generalism, preparing for inter- and intra-professional team practice and fostering medical leadership. Schulich is well-positioned to enrich these themes and directions in all of its professional educational programs.

“Both CIHR’s Scientific and Governing Councils have identified a number of major health and health system challenges that currently confront the Canadian population or are likely to do so within the next few years.

These include:

- Increased demands and costs on Canada’s health-care system;
- Health inequities faced by Aboriginal peoples and other vulnerable populations;
- Existing and emerging global threats to health;
- Effects of climate change on Arctic and Northern populations;
- Growing prevalence and burden of chronic diseases, including mental illness and neurodegenerative diseases, in an aging population.”

- CIHR Health Research Roadmap 2007

¹ By the Association of Faculties of Medicine of Canada, released 2010.

- **Rethinking the role of academic health science centres**

Academic health science centres have traditionally focused on the unique combination of teaching, research and patient care. New thinking² has challenged Canada's academic health science centres to play a larger, more significant role in contributing innovative solutions to improved patient care and population health outcomes in addition to the overall functioning and long-term sustainability of the health system. Many academic centres are expanding their partnerships with local communities to form networks that have a more explicit focus on addressing specific community and regional needs.

- **Global and international engagement**

Universities are looking strategically at their roles and contributions at the global or international stage. A number of trends are evident: greater international collaboration in research, increased international partnerships around education attracting international students and supporting local students in international settings, heightened focus on social responsibility and contributing to discovering and solving issues of social importance around the world. Schulich Medicine & Dentistry's establishment of the Office of Global Health has provided a starting infrastructure, paving the way for a more comprehensive plan to address and coordinate Schulich's many global health and international activities.



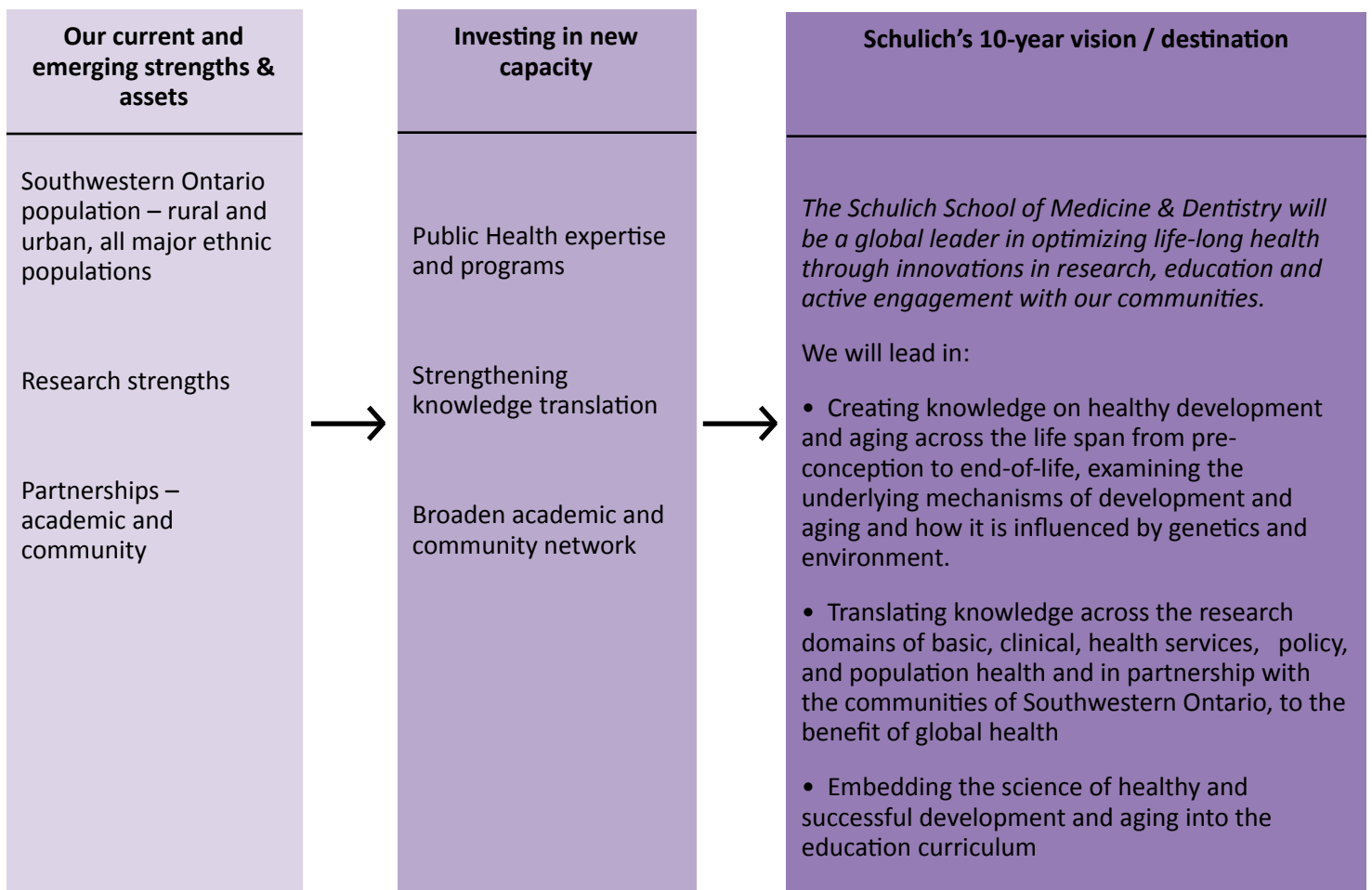
² Three Missions - One Future . . . Optimizing the Performance of Canada's Academic Health Sciences Centres; A Report from the National Task Force on the Future of Canada's Academic Health Sciences Centres, May 2010.

A new vision for Schulich

Dean Strong, early in his tenure as dean, has advocated the need for Schulich to engage around an inspired and shared vision. The creation of a new vision for Schulich sought to integrate its current and emerging strengths and assets – including its research strengths, its strategic positioning in the community of Southwestern Ontario, and its many partnerships – with several areas targeted for future growth and investment, including public health, knowledge translation, and an academic and community network. This conceptual frame aligns to a long-term vision: Schulich will be a global leader in optimizing life-long health through innovations in research, education and active engagement with our communities.



Figure 1



Schulich Mission

The Schulich School of Medicine & Dentistry provides outstanding education within a research-intensive, distributed learning environment where tomorrow's physicians, dentists, researchers and other scholars learn to be socially responsible leaders in the advancement of human health locally, regionally and globally.

Values

We embrace the following core values:

- Social responsibility and accountability
- Innovation and scientific excellence in all that we do
- Learning experiences which foster academic leadership, critical inquiry and a passion for life-long learning
- Compassionate, patient- and family-centred care
- Diversity
- Collaboration and partnership

Bringing our vision to life

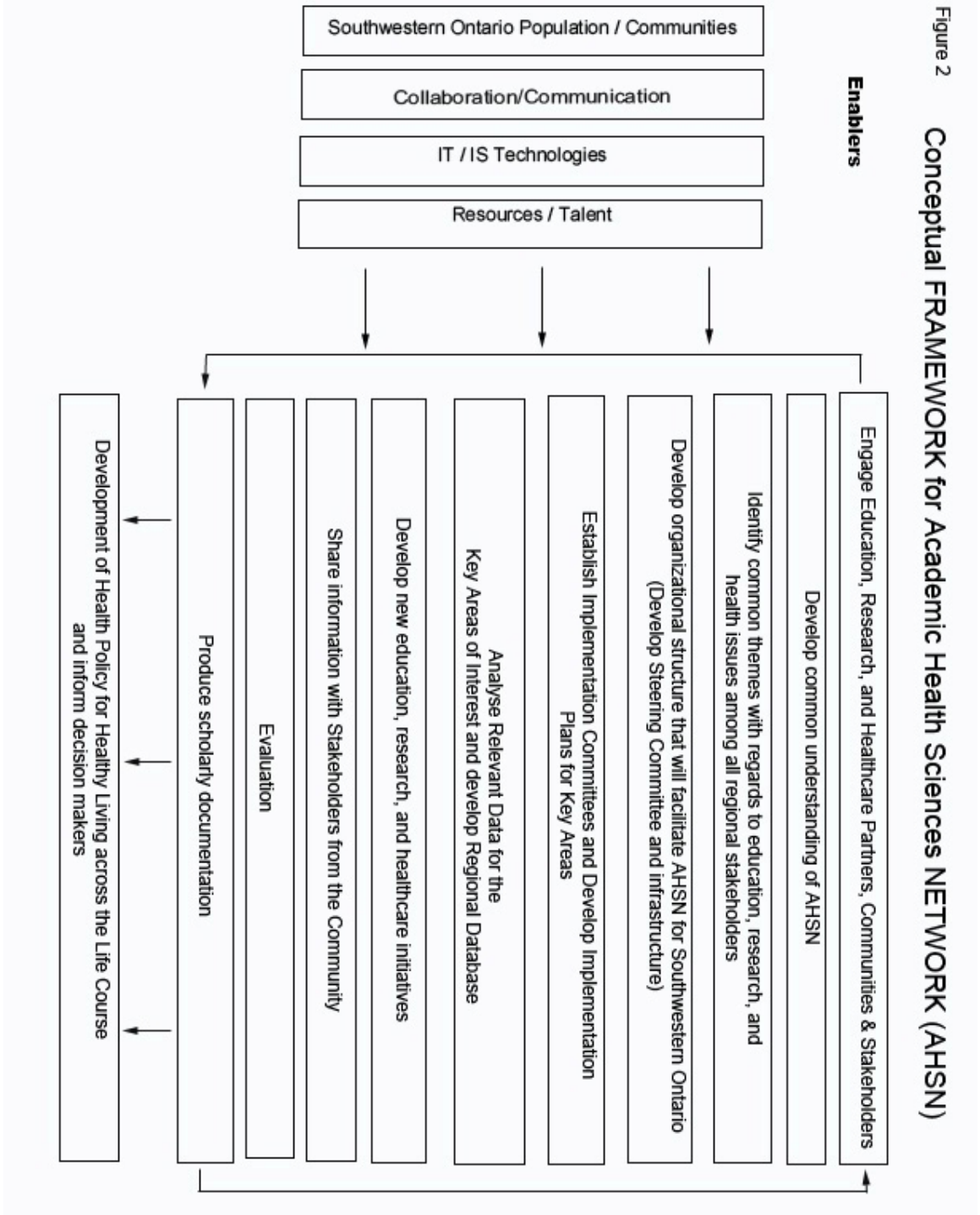
***"I am excited and energized by this vision. It is a destination that we can all move towards. I believe that faculty and staff, individually and collectively, can all contribute to our destination. It means making a difference to the health of our community through our academic mandate."* - Dean Michael Strong**

Our vision is broad – inclusive of development, health and illness throughout the life span.

Using the example of a specific chronic disease management case study on diabetes presented at the retreat, we gained insight and perspective in the process of integrating and collaborating with multiple stakeholders around a common health issue of concern (Appendix viii). This vision challenges us to think about how researchers and educators might come together around targeted themes to engage in discussions about how the breadth of Schulich's research – biomedical, clinical, health systems, health services, and population and public health research – can collectively contribute to the science that will result in improved health.

Figure II outlines a conceptual framework for the development of an academic health sciences network (AHSN) in Southwestern Ontario. Engagement of researchers, educators, health care partners, educational institutions, research institutes, and community stakeholders will facilitate the development of a common understanding of an AHSN in Southwestern Ontario. A vision for the AHSN will be developed with key areas of interest identified. The AHSN will require the development of an infrastructure which will be optimally resourced. A comprehensive implementation plan with clearly identifiable goals, deliverables, timelines and evaluation of outcomes will be developed. In order to move the AHSN forward a number of enablers will be necessary including: dedicated individuals with various types of expertise; the support of rural, regional and urban communities in Southwestern Ontario; collaborations with educational institutions, research institutes, government and industry; and enhanced communication, information technology and resources. The creation of an AHSN in Southwestern Ontario will provide Schulich and its partners with the opportunity to significantly influence research, education and, ultimately, the health of the people of Southwestern Ontario.

Figure 2



Schulich's 10-year destination envelops a number of strategic opportunities (Appendix vi):

- Targeting specific health problems that are highly relevant to the region and country (e.g., childhood obesity, diabetes, etc.) through research, education and partnerships.
- New thinking about cross-cutting programs and potential new organizational models.
- Recruitment to build capacity in health services and population health research and the focus on interdisciplinary approaches to the new public health program will provide the needed foundation to strengthen knowledge translation initiatives that will impact health.
- Exploring research synergies and enhanced translational opportunities through Schulich's partnership with the University of Windsor and other academic institutions.
- Expanding research that explores the social, developmental and environmental contexts.
- Embedded curriculum that prepares future practitioners and scientists to incorporate public and population health perspectives.
- Education for industry and the public on health-related issues and the benefits of health research.

Bringing the vision to fruition will occur through collaboration, community engagement and commitment. Alignment of structures and incentives with the participation of interdisciplinary teams will result in appropriate priority setting, which will ensure that the infrastructure and resources are in place to optimize life-long health.

The plan that follows addresses the strategic directions which will guide Schulich in its vision. Goals and key milestones are outlined for the next 10 years.

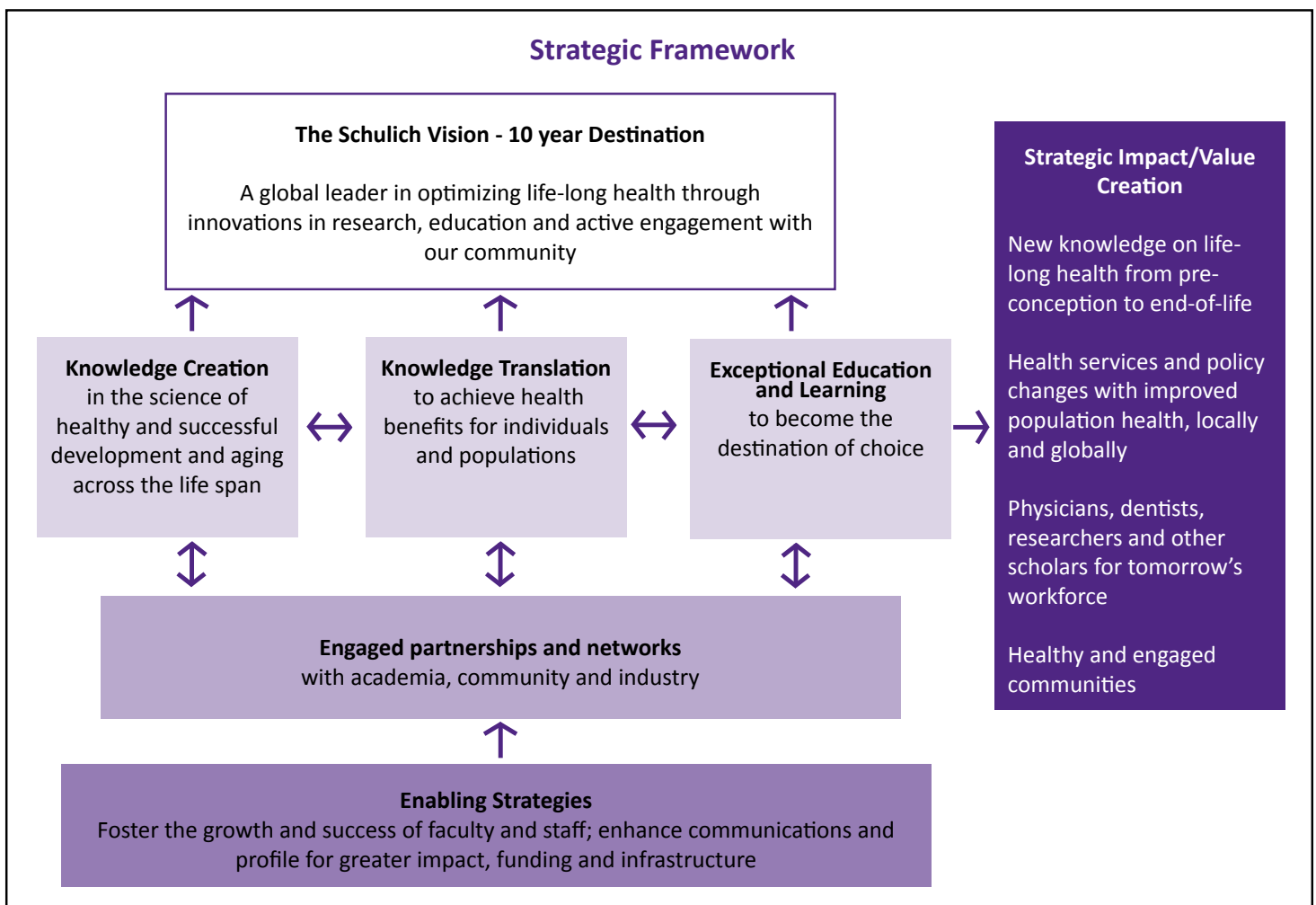


Strategic Directions

This strategic plan sets out six strategic directions. The first three address the core mission of Schulich: research, knowledge translation and education. The latter three directions are enablers focusing on partnerships, faculty and staff, and communications and profile.

- 1: Create knowledge in the science of healthy and successful development and aging across the life span
- 2: Strengthen knowledge translation to achieve health benefits for individuals and populations
- 3: Become a destination of choice for exceptional education and learning
- 4: Develop sustainable partnerships, networks and global initiatives
- 5: Lead in programs that foster the growth and success of faculty and staff
- 6: Enhance communications and profile for greater impact

Figure 3



Strategic Directions: In-depth



Strategic Direction #1: Create knowledge in the science of healthy and successful development and aging across the life span



The drivers for Schulich to significantly strengthen its research engagement stem from two sources: first, Western has articulated a goal to be one of the top research intensive universities in Canada; and second, Schulich's vision or 10-year destination is to be "a global leader in optimizing life-long health." A priority focus within that vision is to advance the science of healthy and successful development and aging across the life span. To meet these goals, Schulich must continue to build on its research excellence. The success of this strategic

direction will depend upon the enhancement of our research infrastructure and implementation of the recommendations in the research white paper (May 2011).

Various indicators point to Schulich's challenge in keeping up with its competition in research. In recent years, the School has been ranked either 7th or 8th among the 17 Canadian medical schools in terms of research revenue. Comparably sized medical schools have risen in the rankings in recent years; however, Schulich's position in the middle of the pack is unchanged. While biomedical research (CIHR pillar 1) continues to be strong at Schulich, failures to progress in funding successes can be, in part, attributed to the challenge to fully embrace emerging areas of research or funding opportunities such as large-scale clinical research, translational research, and large-scale population and health services research. These are areas now identified as CIHR's pillars 2, 3 and 4. These areas have been targeted by CIHR as part of its road map (Strategy on Patient-Oriented Research – SPOR) to enhance knowledge translation to improve health outcomes for Canadians.

Schulich has built strong research capacity and expertise in a number of areas, including biomedical imaging; cancer; cardiovascular, respiratory and metabolic disease; infection and immunity; maternal, fetal, child and family health; musculoskeletal; and neurosciences. In drilling down to a specific health condition, Schulich may have active research occurring across fields of epidemiology, animal models, in vitro studies, human studies, and others. However, Schulich researchers are not organized around thematic or programmatic areas. An organizing structure around specific themes or conditions may bring considerable value to creating synergy and cohesive approaches across disciplines and pillars and potentially leverage opportunities for greater impact on health outcomes. Such structures will be foundational in creating leading multi-disciplinary research centres in key areas over the next five to 10 years.

Schulich has reached a critical juncture in addressing its research mission. The new leadership at Western and Schulich and their affiliated teaching hospitals, coupled with forthcoming new funding opportunities provincially, nationally and internationally, provide the environment to gain significant traction. The recently released *Discussion Paper on the Organization of Research at the Schulich School of Medicine & Dentistry* (May 2011) highlights a bold action plan for organizational, cultural and programmatic changes to fundamentally redevelop the Schulich infrastructure to

Discussion Paper on the Organization of Research at Schulich Medicine & Dentistry (May 2011)

This white paper evaluates the existing research organization and infrastructure at Schulich and proposes strategic changes to enhance future research success.

Recommendations address both organizational and cultural changes to create and instill a "culture of research" within Schulich. *Programmatic changes* are also proposed. The following strategic investments are proposed:

- Establish new position of Vice Dean, Research and Innovation
- Reorganize and build the Research Office staff complement
- Strengthen mentorship for faculty and trainees
- Embed research in educational programs
- Establish multi-disciplinary research centres/groups
- Increase focus on research in CIHR pillars 2,3 and 4

enhance research competitiveness.

The advancement of Schulich's research enterprise is critical to Schulich's vision for the next decade. The following goals will serve to move us forward:

Goals

1. Become a top five medical /dental school in total research funding in Canada
2. Create new research centres in areas related to the science of healthy development and aging
3. Establish research infrastructure to assist faculty to be successful in research funding opportunities, from individual operating grants to interdisciplinary team grants
4. Ensure core facilities are up to date and operate under sound financial principles
5. Enrich the orientation and focus on research across all levels including graduate students, postdoctoral trainees, and undergraduate and postgraduate medical and dental trainees
6. Strengthen structured junior faculty research career paths for both basic science and clinical faculty
7. Enhance research in health professions education

Focused effort on these goals will result in achieving the following specific milestones³ over the next 10 years.

Key Milestones - 2016

- Increase research funding to \$150M/yr, including Schulich, its hospital and research institute affiliates
- Total funding from international sources and industry increased by 50%
- Establishment of a new multidisciplinary research centre focused on studies of healthy aging
- Strategic plan for core facilities long-term support
- Increase the number of postdoctoral fellows

Key Milestones - 2021

- Continued success on tri-council grant applications
- Established new interdisciplinary research centres, each independently operational with external funds and at least one internationally recognized
- Enhanced appreciation of research in MD/ DDS curriculum
- Increased number of clinician scientists with peer review funding and protected time
- 2% of faculty will have involvement/training in education research in 10 years

³ Further detail on goals, milestones and measures/metrics are outlined in Appendix vi

Strategic Direction #2: Strengthen knowledge translation to achieve health benefits for individuals and populations

The Canadian Institutes for Health Research define knowledge translation as ‘a dynamic and iterative process that includes synthesis, dissemination, exchange and ethically-sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the health care system.’⁴



Schulich has moved boldly to recognize the importance of knowledge translation (KT) as a significant part of its academic mandate. Furthermore, achieving progress towards Schulich’s vision is highly dependent on moving research findings to application through guideline development, utilization and health policy development to achieve patient and community impact followed by outcome assessment.

Although knowledge translation is not highly developed across Schulich, there are several pockets of excellence in this area. Examples include:

- The Evidence Based Perioperative Clinical Outcomes Research (EpiCOR) Group - a multidisciplinary collaboration between Anaesthesia & Perioperative Medicine, Surgery, Pharmacy, and Pharmacology whose mandate is to provide comprehensive systematic reviews, meta-analyses, and assessments of new and existing health technologies including medical devices and equipment, surgical and other interventional procedures, and drugs and diagnostic techniques in order to inform important perioperative clinical and economic questions with the best available evidence. In addition, EpiCOR has collaborated with international groups to perform evidence-based systematic reviews and consensus statements.

- Diabetes research in London has contributed significantly to health policy with the development of provincial and national diabetes programs focusing on First Nations communities, and the development of a National Diabetes Strategy and primary care initiatives. The Ontario government has launched a diabetes strategy and a diabetes registry, informed by research in diabetes. Furthermore, research has contributed to the development of the internationally recognized Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada. “It is critically important for researchers to engage in knowledge translation and advocate for the application of evidence in health policy development and clinical practice.” Professor Stewart Harris

It has been emphasized that knowledge translation is bi-directional, engaging both researchers and knowledge users. It is the interaction with knowledge users that will help to identify knowledge ‘gaps’ that may guide in setting new research agendas.

“We need to seize the opportunity to link together knowledge translation expertise across Western, Schulich and affiliated partners to share our experience, foster new KT initiatives and build capacity in KT across our faculty. With our Southwest Ontario communities and the Ivey Business School, enormous potential exists to bring a real impact to our community”

- Professor Davy Cheng,
Chair/Chief,
Anesthesia & Perioperative Medicine
Director, EpiCOR Group

⁴ <http://www.cihr-irsc.gc.ca>

The following goals will serve to strengthen Schulich's role in knowledge translation:

Goals

1. Promote an interdisciplinary research environment which moves knowledge among the four research domains (bench, bedside, community and health systems/policy)
2. Foster interactions between researchers and knowledge users
3. Build capacity of researchers and knowledge users to engage in knowledge translation
4. Facilitate connections with private sector partners to translate research findings into improved health products and technologies

Focused effort on these goals will result in achieving the following specific milestones⁵ over the next 10 years.

Key Milestones - 2016

- An annual research grants program for translational research
- Formal KT human resource expertise
- Research office support in place for KT
- CPD office includes KT
- Researcher education of our business models (Research Park, Ivey Innovation)
- Up-to-date KT research inventory
- Adjunct faculty engaged in KT research

Key Milestones - 2021

- Knowledge users involved in Western community including thesis committees, seminars, lectures, adjunct appointments, research projects.
- Commercialization of health research from Schulich is doubled
 - Globalization and/or internationalization of Schulich KT research

⁵ Further detail on goals, milestones and measures/metrics are outlined in Appendix vi

Strategic Direction #3: Become a destination of choice for exceptional education and learning



Schulich is well known for its exceptional education across undergraduate, graduate, postgraduate, postdoctoral and continuing education programs. Students consistently give high praise for the quality of the education programs and their experience at Schulich.

In looking to the future, strategic investments will be targeted in three major areas:

- 1) Implement and grow educational programs in public health. Such programs are fundamental to achieving Schulich's long-term vision and strengthening Schulich's knowledge translation capacity. Also important is the embedding of population and public health education in the curriculum of all programs.
- 2) Evolve Schulich's highly successful distributed education models – including the Windsor Program, SWOMEN, and the dental education outreach program. These programs have the potential to be national and international leaders in distributed education. Opportunities exist to build scholarship around the distributed education models and to strengthen the relationships with community-based faculty.
- 3) Enrich and grow all Schulich educational programs to be leading destination programs, through innovative, interdisciplinary and interprofessional curricula, keeping pace with educational directions and teaching technologies. We have learned that students are among our best teachers in helping us to explore and adopt new educational approaches and pedagogy. Enrolment growth is targeted for many of the educational programs, and new programs are being explored to meet the changing needs and interests of students. (See Appendix vi for goals and deliverables for specific education programs areas)

Schulich education is well-positioned to prepare leading health practitioners, scientists and health care leaders for the future. The following goals serve to advance Schulich as the destination of choice for education and learning.

Goals

1. Strategically invest in developing educational programs in public health, and in embedding public health knowledge and the science of healthy and successful aging across the educational curriculum at Schulich
2. Position our distributed education models as leading programs in Canada, specifically the Windsor Program, SWOMEN (medical education) and dental education outreach
3. Advance our undergraduate, graduate, postgraduate, postdoctoral and continuing education programs through:
 - increased enrolment
 - enhanced student/ trainee support
 - innovative and interdisciplinary / interprofessional curriculum
 - strengthening research orientation in curriculum.

Focused effort on these goals will result in achieving the following specific milestones⁶ over the next 10 years.

Key Milestones - 2016

- Successful launch of new master's programs – MPH, clinical science master's degree, master of medical education
- Public health and science of aging in all curricula
- Recognition for Schulich as a leader in distributed education (development/ implementation of three integrated clerkships across SWO communities accommodating 20 students)
- Leaders in the use of simulation learning (across all education portfolios – MD, DDS, BMSUE)
- Needs assessment for all trainee cohorts in MD, DDS and PGE
- Expanded use of technology-aided educational offerings to provide flexibility and accessibility to students
- Enhanced PGME capacity in SWOMEN
- Expanded Clinical Investigator Program (CIP)
- National centre established for training of international dentistry graduates
- Successful launch of double PhD program in China

Key Milestones - 2021

- PhD program established in public health
- Established and equitable learner support and wellness programs in Schulich distributed education locations
- Establishment of an international leading centre in simulation
- Schulich recognized as the Canadian leader in maxillofacial surgical training
- Category 1 MSc/PhD ratio of 50/50
- National leader and champion of oral health care delivery to vulnerable populations
- Enhanced educational opportunities for domestic and international students

⁶ Further detail on goals, milestones and measures/metrics are outlined in Appendix vi

Strategic Direction #4: Develop sustainable partnerships, networks and global initiatives



Schulich has successfully developed key partnerships across the university, London and the Southwestern Ontario community. These partnerships are integral to Schulich's mission in research and education. While efforts have been made in the past to formalize an academic health sciences network among key academic organizations, affiliated hospitals, and research institutes, these efforts have not achieved their potential.

New leadership at Schulich and its affiliated London teaching hospitals have renewed discussions to build towards an academic health sciences network. In developing the academic health sciences network, active engagement across the Southwestern community will be essential.

Commitment to create an academic health sciences network signals the agreement by all parties to advance a shared vision and mission to improve patient and population health outcomes through an integrated and collaborative approach to research, education and health services. An

academic health sciences network would provide the structure to achieve a cohesive approach to research, education and clinical care across Southwestern Ontario.

Discussion at the strategic planning retreat yielded the following suggested possible partnerships and networks:

- With Ivey, University of Windsor and Wayne State University in Detroit – addressing a “tech corridor” examining environment and health impact
- With industry, e.g., 3M, Medtronic, technology companies, etc.
- With municipalities, communities, and health and social agencies across Southwestern Ontario

The Office of Global Health, Schulich School of Medicine & Dentistry, has been established and a working group on globalization and internationalization has been launched to develop guidelines that will govern Schulich's activities in this area.

Definition of an Academic Health Sciences Network

“A set of **formal partnerships** created by health sciences universities, academic healthcare organizations and other provider organizations with the goal of **improving patient and population health outcomes through mechanisms and structures that develop, implement and advance integrated health services delivery, professional education, and research and innovation.** At the core of this network is the AHSC, working loosely with other academic healthcare organizations which focus, in whole or in part, on the care-teaching-research mandate.”

- Academic Health Sciences Centres
National Task Force, 2010

The following goals are proposed to advance Schulich's activities in the area of partnerships, networks and global initiatives:

Goals

1. Strategically invest with partners to formalize an academic health sciences network in Southwestern Ontario
2. Nurture partnerships with health sector providers, agencies and policy stakeholders to actively engage in health innovation projects
3. Expand outreach with industry, municipal, regional and provincial governments to support Schulich and the academic network's research, innovation and knowledge exchange
4. Advance targeted initiatives related to global health and internationalization

Focused effort on these goals will result in achieving the following specific milestones⁷ over the next 10 years.

Key Milestones - 2016

- Academic health sciences network in Southwestern Ontario
- An office with established staff, infrastructure, and funding
- Create a health indicators database for Southwestern Ontario
- Interdisciplinary teams advance health technology and innovation
- Partnership established to formulate a strategic "corridor" for health innovation in Southwestern Ontario including: Wayne State's Techtown, Ivey Centre for Health Innovation and Leadership, and Odette School of Business
- Targeted global health and internationalization strategy in place with support and infrastructure
- Developing countries supported in capacity-building training programs by identifying and establishing exchange programs

Key Milestones - 2021

- Academic Health Sciences Network in Southwestern Ontario has active programs that are having an impact on individual and community health across the region
- Demonstration of success in influencing target areas of health policy
- Increased success in obtaining research grant awards
- Partnerships established to develop interdisciplinary teams focusing on health innovation and technology (including the University of Waterloo, Wayne State and the University of Michigan)
- Faculty and student exchange including Semmelweis University in Budapest and West China University of Chengdu where Schulich already has an existing footprint.

⁷ Further detail on goals, milestones and measures/metrics are outlined in Appendix vi

Strategic Direction #5: Lead in programs that foster the growth and success of faculty and staff



Schulich is highly committed to the success of faculty and staff and has instituted a number of processes and supports to assist in career development. Programs for faculty include clear descriptions of workload and performance expectations, a career development and planning process that provides a forum for career assessment and planning, academic role categories policy for clinical academics, providing guidelines for appointments for clinical faculty, leadership training programs, and the Schulich mentorship program which provides guidance on advancing mentorship at the department level. Furthermore, the Continuing Professional Development Office provides many supports for teaching and practice.

Equity and professionalism are areas of importance to Schulich. Several initiatives are underway to promote greater awareness and understanding of professionalism and gender and equity issues within educational activities, research and the work environment of Schulich.

Developmental workshops, offered by Western, are available for faculty and staff. Also developed is a curriculum for mentorship training and certification. Work is currently underway to further develop a range of talent management initiatives.

Consultation during the strategic planning process pointed to the importance of an appointment process that is responsive to, and supports, adjunct faculty who contribute to Schulich's education and research programs. Enhanced efforts are required to support and engage adjunct faculty as part of the Schulich community. Such supports include the staff infrastructure for a distributed education model as well as recognition for faculty contributions.

Implementing the new strategic plan falls to the leadership, the faculty and the staff. Strengths in leadership, collaboration and the flexibility to work in highly complex, and often uncertain, new environments, will be important in the years ahead. The implementation of an academic health sciences network will require relationship building between university and hospital, hospital and community, faculty and staff. Investing in its people, developing the skills and competencies necessary to take on this new vision, will be a priority for Schulich.

Goals

1. Strategically grow faculty and staff development programs, with a particular focus on health leadership
2. Enhance the processes and support for adjunct faculty
3. Target faculty recruitment and retention to build interdisciplinary teams that address needs/gaps to advance the science of the spectrum of aging; e.g., informatics, public health
4. Advance the talent management initiatives for Schulich faculty and staff to build leadership competencies, management skills and succession planning. (Note that faculty includes both clinical and non-clinical faculty; and staff includes core staff, particularly staff with leadership roles in Schulich)

Focused effort on these goals will result in achieving the following specific milestones⁸ over the next 10 years.

Key Milestones - 2016

- Partnership with the Ivey School of Business in the development of leadership faculty development programs
- Tracking tools developed to identify and track the development of future leaders
- Alignment of recruitment and retention between the hospitals and Schulich
- Increased number of faculty and staff committed to leadership programs
- Create pool of leaders over three years and then determine the outcomes with respect to leadership achievement after five years
- Curriculum created for professional development in mentorship

Key Milestones - 2021

- Central Schulich recruitment and retention pool of funds in conjunction with hospital partners
- Certificates/diplomas in leadership
- Development of leadership programs focused on leading health innovation, in collaboration with Ivey.



⁸ Further detail on goals, milestones and measures/metrics are outlined in Appendix vi

Strategic Direction #6: Enhance communications and profile for greater impact



Schulich is a large enterprise with 2,800 students, 2,000 faculty and 1,500 staff that reach across Western, the University of Windsor and many communities in Southwestern Ontario. Building a single brand or profile is a challenge as is communications among the various sites and constituents. There is, however, broad agreement that a powerful Schulich brand and profile is highly desirable and necessary to Schulich's efforts in student recruitment, faculty and staff recruitment, attracting funding, engaging with communities in Southwestern Ontario, and working regionally and globally on various initiatives. Many benefits can be gained with the Schulich academic community coming together under a common or shared brand.

Today's communications environment is changing rapidly. Social media presence is becoming increasingly important as audiences grow their expectations and immediate communications. Schulich will require multi-faceted communication vehicles to ensure a reach to its diverse communities and stakeholders.

Investing in its information technology as well as its communication infrastructure will be essential in the years ahead. Schulich's growing distributed medical education network, its Windsor Program and the potential of an academic health science network that extends all through Southwestern Ontario and possibly beyond, requires attention to the infrastructure required to support continuous communications and connectivity.

The following goals are proposed:

Goals

1. Create a branding strategy that aligns with Western and positions Schulich as an international leader in health research, education and the science of health across the life course
2. Lead, formalize and profile national and international collaborations
3. Develop a robust, multi-faceted communications strategy that reaches across the School, the region and Schulich's highly distributed network, and fosters a sense of belonging within the Schulich community
4. Increase national and international media stories

Focused effort on these goals will result in achieving the following specific milestones⁹ over the next 10 years.

Key Milestones - 2016

- A unified branding strategy and consistent messaging with Western, partner hospitals and research institutes.
- Joint signage, templates and partner recognition across the School, hospitals and research institutes.
- Web and social media: increased online reputation and interactions on a global scale.
- Comprehensive inventory of national and international collaborations, easily accessible to public, media, etc.
- Office of Global Health is an umbrella resource for information on international collaborations.
- Better technology and tools/vehicles to communicate among faculty, staff and students/trainees, locally and regionally.
- Integrated media training, awareness and expectations in the orientation of all new faculty members and student leaders.

Key Milestones - 2021

- National and international collaborations that align with Schulich's and Western's vision and priorities.
- Strong relationships with national and international media.
- Third-party organizations actively push stories and drive profile (e.g. CIHR, AFMC, Canadians for Health Research, CFI, etc.)

Further Enabling Strategies

- Schulich is undergoing an administrative and operational review, which when completed, will support the new vision and strategic directions of the school.



⁹ Further detail on goals, milestones and measures/metrics are outlined in Appendix vi

Moving forward with implementation

This strategic plan sets out an ambitious vision and road map to guide Schulich's activities into the next 5 to 10 years. The plan will only be successful to the degree that it is implemented.

Implementation will require the following:

- **Leadership, oversight, monitoring and reporting mechanisms**
- **Communication and more communication**
- **Key champions in all priority areas**
- **Appropriate supportive organizational structures and task groups**
- **Resources and supports that empower individuals and groups to move the agenda forward**
- **Transparency and accountability**
- **Recognition and celebration of successes**



The Senior Leadership Council will provide the oversight and be accountable for monitoring progress. Existing committees and task groups may be tasked on specific goals and deliverables. There may be opportunities for individuals to be charged with leading new tasks or priorities.

Indicators and measures or metrics are essential to ensuring traction or progress against the goals. The strategic planning process outlined a wide range of measures and metrics (Appendix III) for all goals. The designated leadership groups and task forces will need to review and refine the measures/ metrics proposed to ensure that they are realistic and valid and that appropriate tools are in place for capturing the data.

Priorities for first 12 to 18 months

In order to move the vision forward it will be important to set priorities in the short, medium, and long term. As a result, a number of short term priorities have been identified for focused attention in the first 12 to 18 months. Progress with these priorities will lay the foundation for proceeding with remaining goals over the next five to 10 years.

#1 Create knowledge in the science of healthy and successful development and aging across the life span

1. Advance the recommendations of the research review task force
2. Implement internal peer review of grant applications
3. Target the development of new research centres, bringing together researchers from across pillars to develop road maps and case studies illustrating multi-disciplinary linkages and contributions

#2 Strengthen knowledge translation to achieve health benefits for individuals and populations

4. Develop a KT strategy including resources and infrastructure over the next 12 to 18 months

#3 Become a destination of choice for exceptional education and learning

5. Implement the master in public health program and enroll the first students in 2013
6. Develop and implement a plan to equalize and enhance educational supports for all Schulich education programs (e.g., technology support for distance education, summer studentships)
7. Deliver an accelerated MSc option
8. Introduce a longitudinal clerkship rotation in medical education
9. Establish a Student Wellness Office
10. Enhance student mentorship across all programs
11. Extend the distributed education model in Dentistry to Southwestern Ontario
12. Expand e-learning opportunities across all Schulich education programs

#4 Develop sustainable partnerships, networks and global initiatives

13. Engage with key partners to formalize an academic health sciences network, establish the supporting infrastructure and a steering committee
14. Strengthen the Schulich partnerships across Southwestern Ontario
15. Complete the white paper on Schulich globalization and internationalization strategy and develop an implementation plan

#5 Lead in programs that foster the growth and success of faculty and staff

16. Promote and implement the talent management initiative
17. Refine the conditions of appointment and promotion processes across entire school and distributed network
18. Enhance community faculty support to attract and retain faculty

#6 Enhance communications and profile for greater impact

19. Develop a uniform brand and branding strategy for Schulich
20. Develop an integrated communications strategy for Schulich

Concluding Remarks

Building on identified priorities and goals through a well-defined implementation plan, we look forward to evolving over the next 10 years. The Schulich School of Medicine & Dentistry will be recognized as a **“global leader optimizing life-long health through innovations in research, education and active engagement with our community”**.



Western
UNIVERSITY · CANADA



Appendices

Appendix i

Strategic Planning Committee

- Dr. Michael Strong, Dean Schulich School of Medicine & Dentistry, Chair Strategic Planning Committee (SPC)
- Dr. Mark Awuku, Acting Associate Dean, Schulich Windsor Program, University of Windsor
- Dr. Karen Campbell, Chair Epidemiology & Biostatistics, Chair of Basic Science Chairs
- Dr. Bertha Garcia, Vice Dean Education
- Dr. Victor Han, Associate Dean Research
- Dr. William Hodge, Chair/Chief Ophthalmology, Chair of Clinical Chairs
- Dr. Doug Jones, Associate Dean, Basic Medical Sciences and Academic Affairs
- Mr. Dwayne Martins, Chief Operating Officer, Schulich School of Medicine & Dentistry
- Dr. Jane Rylett, Chair Physiology & Pharmacology, Associate Director, Robarts Research Institute
- Dr. Harinder Sandhu, Associate Dean & Director Schulich Dentistry
- Dr. Margaret Steele, Acting Associate Dean, Clinical Academic Affairs

Strategic Planning Administrative Coordinators

- Karen Dalglish
- Nicole Farrell

Appendix ii

Building on the achievements of our Strategic Plan 2006-2010

In February 2006, Schulich launched its academic plan and strategic directions 2006-2010, Shaping the Future of Health Care. This plan has guided Schulich's priorities and strategies over the past five years and achieved a number of successes which are building blocks to achieve the new strategic vision.

Enhanced our research capability, productivity and impact

- SSMD Strategic Health Research Plan 2008 finalized, outlining seven areas of research strength and eight emerging areas of strength
- Multiple new centres established: Biomedical Imaging Research Centre (BIRC); Centre for Imaging Technology Commercialization and Research (CITRC); Centre for Human Immunology; Centre for Education Research and Innovation (CERI)
- Robarts Research Institute integrated into Schulich in 2007
- Awarded Canada Excellence Research Chair Neuroscience and Imaging with \$10 million in funding over seven years

Expanded and enriched our educational programs

- Launched the Windsor four-year medical education program through partnership with the University of Windsor
- Successful accreditation of educational programs, MD, DDS, CPD
- Renewed curriculum in medicine and dentistry education programs
- Increased enrolments in undergraduate medicine, undergraduate Bachelor of Medical Sciences Program and graduate programs
- SWOMEN educational sites increased to total of over 40 sites
- New graduate programs in Biomedical Engineering, Neuroscience, Developmental Biology and Molecular Imaging
- Advancements in videoconferencing for medical education; major increases in e-Learning projects

Enhanced the student experience

- Increased support for growing student-led initiatives
- Enhanced admissions policy to increase number of students from SW Ontario
- Expanded community and rural placements for students

Strengthened supports for our faculty and staff

- Expanded Dean's Awards of Excellence; established Schulich Educator and Staff Awards
- Expanded faculty and staff development workshops
- Established new policy on Basic Scientists in Clinical Departments and Institutes
- Established new policy on mentorship

Fostered collaboration and integration locally, regionally and globally

- New interfaculty initiatives – Graduate Neuroscience Initiative; Graduate Developmental Biology initiative; Office of Interprofessional Health Education and Research;
- Office of Global Health established
- International placements facilitated with partner sites in India, China, Tanzania, Guatemala, Israel/ Palestine, Rwanda
- Partnership with West China School of Medicine to develop accredited training programs and a dual PhD program

Expanded our infrastructure and funding base

- Provincial funding secured for University of Windsor Medical Education Building
- Teaching and Technology Services unit created
- Fundraising – raised \$37.3 million over past five years

Appendix iii

Interview List

Decanal Group

Mark Awuku	Acting Associate Dean, Schulich Windsor Program, University of Windsor
Bertha Garcia	Vice Dean, Education
Victor Han	Associate Dean, Research
Doug Jones	Associate Dean, Basic Medical Science and Academic Affairs
Maggie Rebel	Associate Dean, UME
Harinder Sandhu	Director Dentistry
Margaret Steele	Acting Associate Dean, Clinical Academic Affairs
Jatinder Takhar	Associate Dean, Continuing Professional Development
Shamim Tejpar	Assistant Dean, Rural & Regional Medicine
Chris Watling	Associate Dean, PGE
Andy Watson	Associate Dean, Research Graduate & Postdoctoral Studies

Department Chairs & Chair/Chiefs

Robert Bartha	Medical Biophysics (acting)
Karen Campbell	Epidemiology & Biostatistics
John Denstedt	Surgery
Bertha Garcia	Pathology and Laboratory Medicine
William Hodge	Ophthalmology
David Hollomby	Medicine
Jane Rylett	Physiology & Pharmacology
Miguel Valvano	Microbiology & Immunology
John Yoo	Otolaryngology – Head & Neck Surgery

Administrative Leaders

Kris Dundas	Communications Officer
Lois Hayter	Administrative Officer, Anesthesia & Perioperative Medicine
Jeanne Hickey	Windsor Program
Mady Hymowitz	Associate Director, Research
Dwayne Martins	Chief Operating Officer
Tracy Mestdagh	Associate Director, IS
Sharon Rasul	Administrative Officer, Dentistry
John Ruicci	Associate Director, Education
Gillian Sneddon	Alumni Relations and Development
Ann Sovan	Manager, Windsor Program
Kathy Wallis	Media Relations
Connie Zrini	Human Resources

Other Key Individuals

Bonnie Adamson	President & CEO, London Health Sciences Centre (LHSC)
Judy Bornais	Faculty of Nursing, University of Windsor
Murray Bryant	Ivey Business School, Western University
Janice Deakin	Provost and Vice-President Academic, Western University
Ted Hewitt	Vice-President, Research and International Relations, Western University
David Hill	Scientific Director, Lawson Health Research Centre
Gillian Kernaghan	President & CEO, St. Joseph's Health Care (SJHC)
Marlys Koschinsky	Dean, Faculty of Science, University of Windsor
Lorelei Lingard	Director, Centre for Education Research & Innovation (CERI)
Nigel Patterson	IVP Medical Affairs & Medical Education
Laurie Roberts	Manager, Southwestern Ontario Medical Education Network (SWOMEN)
Anne Snowdon	Odette School of Business, University of Windsor
Moira Stewart	Director, Centre for Studies in Family Medicine (CSFM)
Jim Weese	Dean, Health Sciences, Western University

External Experts

Patrick Remington	Associate Dean for Public Health, University of Wisconsin
Steven Wartman	President, Association of Academic Health Centres

Appendix iv

Focus Group List

Focus Groups

Administrative Officers, Basic Sciences

Administrative Officers, Clinical Departments

Clinician Teaching Faculty , University of Windsor

Dentistry Council, Schulich School of Medicine & Dentistry

Dentistry Students, Schulich School of Medicine & Dentistry

Graduate Program Students, Schulich School of Medicine & Dentistry

Senior Administration Committee, Schulich School of Medicine & Dentistry

Undergraduate Students (London), Schulich School of Medicine & Dentistry

Undergraduate Students (Windsor), Schulich School of Medicine & Dentistry, Windsor Program

Appendix v

Schulich School of Medicine & Dentistry SWOT Analysis

Strengths

- Among the largest Faculties at Western; life science is a major focus at Western
- International leadership in areas of biomedical imaging and neurosciences
- Southwestern Ontario – unique community for distributed education and for clinical and population health research

Research

- Strong base of successful researchers and research teams, particularly in biomedical research;- many with strong national & international reputations
- Recent recruitment of key researchers (CERC and CRCs)
- Prior successes in large grant competitions (CFI, NCE, Team Grants)
- Core facilities and infrastructure to support research (e.g. LRGC, LRPC, animal facilities)

Education

- Highly regarded educational programs - BMSc – a “destination program”; undergraduate (UG) and postgraduate (PG) medicine and dentistry; graduate programs
- Substantial growth in student numbers in basic medical sciences program, professional programs and graduate programs
- All undergraduate education programs recently accredited
- Windsor Program for UG medicine a model for distributed medical education
- SWOMEN well established regional and rural education; range of programs
- Strong interdisciplinary and collaborative graduate programs
- Continuing Professional Development programs and needs assessment expertise

Weaknesses

- Limited city-wide vision & collaborative planning for academic mandate
- Many different identities and allegiances across faculty
- Schulich branding and low profile nationally and internationally
- Associations with partnering hospitals not clearly delineated or displayed

Research

- Schulich has not kept pace with competitors in research funding; research funding levels unchanged over last 5 + years
- Limited research infrastructure – in areas of grant facilitation, support for large grant applications, research bridge funding
- Smaller base of researchers in pillars 2,3 &4 - clinical research, health services and policy and health of populations; limited multicentre trials, translational research, and large scale population and health services research; cross pillar linkages limited
- Research not strongly promoted as a core value across Schulich; limited research exposure for students and trainees; limited summer student research opportunities
- Limited knowledge translation and exchange (KTE) capacity; health informatics and computational capabilities

Education

- Inadequate financial supports and stable funding for graduate students
- Inconsistent supports for distance, distributed education – i.e. videoconferencing supports
- Decreasing number of faculty with a primary teaching focus

Strengths

Infrastructure

- Enhanced communications support
- Growth in administrative supports for education programs (e.g., UME)

Faculty & Staff

- Developments in Academic Roles Categories and Schulich Mentorship Program
- Growing faculty development programs
- Strong cadre of administrative staff

Weaknesses

Infrastructure

- Space (for faculty renewal, teaching, research) and quality of some of the existing facilities; constraints for expanding dental clinical education
- Information services and technology – many paper-based processes; not kept pace
- IT support not well aligned with research needs

Faculty and Staff

- Limited succession planning for academic leaders
- Declining number of teaching faculty in basic and clinical sciences
- Administrative staff complement has not kept pace with growth in enrolment, etc.

Opportunities

Partnerships and collaboration

- New leadership in London with a shared vision for health sector – Mayor, Western, Schulich and partner hospitals
- Engaged communities and leaders across Southwestern Ontario
- Enthusiasm for academic health sciences network across the region
- Potential for high tech corridor with Wayne State, Windsor, Western, Waterloo, including linkages in interprofessional education, research, simulation
- Collaborations with Ivey Business, Engineering, Health Sciences
- New Office of Global Health; global health & internationalization initiatives

Challenges/Threats

Funding

- Highly competitive grant funding environment and declining opportunities for Tri-Council funding; CIHR's budget expected to remain at current levels without substantial increases in the operating grants program but with targeted increases in some programs such as Special Patient Oriented Research (SPOR)
- Continuing financial pressures impacting endowments
- Funding security/ stability for graduate students from impact on declining grant success
- Funding, faculty retention, overlapping boundaries for SWOMEN

Opportunities

Research and Innovation

- Potential synergy and cohesion for research with harmonization of research processes with Schulich, Robarts, Lawson, hospitals
- Harmonization of the research enterprise with the administrative cluster at the University level (better and more seamless linkages to Research Western)
- National and provincial support for training of research intensive personnel
- ICES Western – access to databases for health services research
- Educational research, CERI
- CSTAR, medical devices; interdisciplinary collaborations
- Personalized medicine

Education

- Building Public Health education and scholarship
- Windsor Program- unique opportunity for leading distributed education model; interprofessional opportunities; linkages with Faculty of Science; Health Informatics
- Building scholarship within SWOMEN
- Expanding inter-faculty and interdisciplinary initiatives; new professional graduate programs
- Capitalizing on BMSUE program growth with expansion & new programs
- International dental training graduate program; dental outreach for underserved populations in SWO
- Simulation

Funding and Infrastructure

- AFP 2012 negotiations – opportunity for strengthening academic roles
- Building relationships with local, provincial, and national governments & agencies, as well as with industry for research funding sources; pursuing provincial, national & international research funding sources

Challenges

Clinical, Education & Research Mandate

- Continued hospital services consolidation and restructuring impacting education and training
- “Crush of clinical load”, increasing difficulty in meeting academic expectations ;
- Complexity and increasing demands of postgraduate education; close to maximum capacity for PG trainees
- Dual roles of university administrative staff within hospital based clinical departments; may require hospital appointments, similar to clinical staff
- Difficulties in harmonizing research institute policies with Western
- Defining and containing scope of global health mandate & focus
- Boundary issues (requirement to maintain referral base to support tertiary and quaternary programs)
- DME (distributed medical education): funding stability & retention

Space

- Many space needs and continuing constraints for both education and research that challenges recruitment and program development
- Lack of clinical research facilities across the city

Technology

- Keeping pace with changing technology for all learners and increasingly distributed network of learners and faculty

Economy

- London and SWO declining economic situation

Branding and Profile

- Western and partner hospitals lack a “collective brand” (e.g. “Mayo”)
- Defining Schulich’s position re globalization and internationalization

Appendix vi

Strategic Directions Goals, Deliverables and Metrics

Revised July 2011

Strategic Direction #1: Create knowledge in the science of healthy and successful aging across the life course

Goals	Five-year Deliverables
<p>1. Become a top five medical /dental school in total research funding in Canada</p>	<ul style="list-style-type: none"> • Increase in total Schulich research funding to \$150M/yr, including Schulich and research institute affiliates • 100% of grant applications are internally peer-reviewed • Successful large scale research grants from provincial, national and international funding agencies and industry • Total funding from international sources and industry increased by 50%
<p>2. Establish new research centres in areas related to the science of healthy aging</p>	<ul style="list-style-type: none"> • Establishment of a new interdisciplinary research centre focused on studies of healthy aging
<p>3. Establish research infrastructure to assist faculty to be successful in all research funding opportunities from individual operating grants to interdisciplinary team grants</p>	<ul style="list-style-type: none"> • Vice Dean, Research & Innovation, functions as a full-time research leader • Research Office has 3 new Research Officers and one Awards & Grants Coordinator under supervision of Associate Director Research • Research infrastructure support has been streamlined for all health researchers in London • Greater number of team operating and training grants, infrastructure grants coordinated by the new Research Office
<p>4. Core facilities are up to date and are operational under sound financial principles</p>	<ul style="list-style-type: none"> • Management of core facilities streamlined to optimize effective use • Policy established for maintenance of and investment in core facilities • Strategic plan for core facilities long-term support
<p>5. Enhance the orientation and focus on research at all levels from graduate students, postdoctoral trainees, undergraduate and postgraduate medical and dental trainees</p>	<ul style="list-style-type: none"> • Research Masters:PHD (Category 1) ratio is 1:1 • Increase the number of postdoctoral fellows by 50% by establishing a new matching Schulich postdoctoral awards program • MD/DDS – research is embedded in curriculum

Ten-year Deliverables

Measures/Metrics

<ul style="list-style-type: none"> • A new “culture of research” is prevalent across faculty and is a recognized behavior expected of all faculty • Success rates from Tri-Council funding agencies (CIHR, NSERC) be at least 50% above the national average • Increase in total research funding by at least 30% (from \$135M/yr to \$200M/yr) to Western including Schulich and research institute affiliates 	<ul style="list-style-type: none"> • SGI metrics • Success rates for grant funding (Tri-council; National and International peer-reviewed; industry based) • AFMC Data Rankings • Number of grant applications • Number of faculty holding peer reviewed grants • Number of industry grants • Internal review rates • Patents (successful and in process)
<ul style="list-style-type: none"> • Two new interdisciplinary research centres have been successfully established - each independently operational with external funds and at least one internationally recognized 	<ul style="list-style-type: none"> • Centre designation by Western Senate • Annual budget demonstrating self-funding • External funding
<ul style="list-style-type: none"> • Academic health science network with integrated research support infrastructure 	<ul style="list-style-type: none"> • Research Office staffing • Number of team operating and training grants • Evidence of London and/or SWO regional AHSN co-operating on large scale research initiatives
<ul style="list-style-type: none"> • Stable funding base for core facilities 	<ul style="list-style-type: none"> • State-of-the-art core facilities for major technologies • Balanced budget • Accessibility • Support (internal and external)
<ul style="list-style-type: none"> • Integrate research training into the undergraduate professional programs 	<ul style="list-style-type: none"> • Number of PhD and MSc trainees • Number of undergraduate professional students involved in research • Number of CIP trainees • Number of postdoctoral fellowships • Number of Schulich clinician scientist awards

Goals

Five-year Deliverables

6. Strengthen research career path for both basic science faculty and clinician-researcher faculty

- New basic and clinical department funding model for base funding that reflects research intensity and department balance
- All junior and mid-career clinical faculty have role descriptions that are mutually agreed to and include research roles that are accountable (this will mean change of role categories document)
- Junior and mid-career faculty have effective mentorship in accordance with the Schulich policy
- All basic science recruitments into a clinical department have formal mentoring committees
- All basic science recruitments, and clinician/scientist recruitments in a clinical department are vetted by both the Dean and the Vice-Dean Research & Innovation
- Enhanced number of clinician scientists with peer reviewed funding and protected time

7. Enhance research in health professions education

- CERI is recognized as one of the leading centres for education research in Canada
- CERI has international recognition
- Clinical Investigator Program (CIP) stream created in education research
- Participation in new Western Graduate Program
- Expanded collaborations between faculties, national education centres and international schools
- Increased number of cross-appointments
- Faculty support for education research is enhanced
- Attract doctoral and postdoctoral students
- Education scholarship career pathway is defined (on clinical side this is covered with new academic role categories)
- Co-lead CIHR emerging team grant
- Attract interdisciplinary postdoctoral fellows
- Participating in international visiting professorships
- Attract salary/career awards
- Co-lead development of national graduate program

Ten-year Deliverables

Measures/Metrics

- Establishment of mid-career senior fellowships providing salary support and/or operating grant funding

- Role description
- Annual CDPs
- Mentorship reports
- Number of research grants by junior and mid-career faculty
- Percentage of research by role categories
- Number of mentorship committees

- 2% of faculty have involvement/training in education research

- Number of grants and publications in educational research
- Number of faculty in educational research
- Impact metrics
- A CIP stream in education research
- Number of PhD faculty
- Number of faculty recruited who have joint appointment with CERI
- Number of CIHR emerging team grants
- Number of salary/career awards
- Number of postdoctoral fellows from different disciplines
- A Graduate Program in educational research
- Number of international visiting professorships
- Number of collaborations with faculties at Western
- Number of collaborations with Canadian schools and international schools
- Graduate student numbers involved in educational research
- Development of a national graduate program

Strategic Direction #2: Strengthen knowledge translation to achieve health benefits for individuals and populations

Goals

1. Promote an interdisciplinary research environment that moves knowledge among the four research domains (bench, bedside, community and health systems/policy)

2. Foster interactions between researchers and knowledge users

3. Build capacity of researchers and knowledge users to engage in knowledge translation

4. Facilitate linkages with private sector partners to translate research findings into improved health products and technologies

Five-year Deliverables

- Annual research grants program for translational research in partnership with basic and clinical departments, and affiliated hospitals and health care institutions
- 2 or 3 projects in areas with high potential – study how and why these succeed
- Formal KT human resource expertise
- Research Office Support in place for KT
- CME Office includes KT
- Up-to-date Research & KT Inventory
- Adjunct faculty engaged in research

Ten-year Deliverables

- Knowledge Users involved in Western community including thesis committees, seminars, lectures, adjunct appointments, research projects
- Commercialization of health research from Schulich is doubled
- Globalization and/or Internationalization of Schulich research

Measures/Metrics

- Team Grants arising from interdisciplinary research teams inclusive of a KT component
- Researchers/Clinicians involved in Evidence Based Guidelines
- Involvement of Researchers/Clinicians on Ministry of Health Policy Committees
- Quantify research-industry partnerships
- Publications with a KT component
- Quantify forums of people coming together to share knowledge

Strategic Direction #3: Become a destination of choice for exceptional education and learning

Goals

Five-year Deliverables

Overall

1. Strategically invest in the development of educational programs to become national leaders in areas including public health, promoting multi- and interdisciplinary programs
2. Embed public health knowledge and the science of healthy and successful aging across the educational curricula at Schulich
3. Strengthen student supports (financial, counseling, mentoring) across all educational programs
4. Integrate leadership development into the undergraduate, graduate and residency training to build leadership capacity to support and drive health innovation, vision and strategy

- Educational curricula in professional programs includes public health topics
- Leaders in the use of simulation learning (across all education portfolios – MD, DDS, PGME, BMSUE)
- Curricular maps for MD/DDS programs
- Needs assessment for all trainee cohorts in MD, DDS and PGE
- Leadership training implemented for DDS, MD and PGME
- Communications with Graduate Studies and Western Student Counselling services for Graduate Studies and BMSUE

BMSUE

5. Expand and enhance the Basic Medical Sciences Undergraduate Education programs through innovative and interdisciplinary curriculum to be global destination programs

- Vice Dean, Basic Medical Science Education, functions as a full-time Science Education leader
- Use technology-aided educational offerings to provide flexibility and accessibility for BMSUE students
- New/enhanced collaborations with existing modules/programs (min. two new modules/programs developed, renewal of collaborative agreement with the Faculty of Science)
- Renewal of collaborative agreement with the Faculty of Science
- Expanded educational supports as per other Schulich programs; e.g., teaching technology, summer research training
- Implementation of an accelerated Masters Program

Ten-year Deliverables

- Establishment of an international leading centre in simulation

Measures/Metrics

- CERC in simulation
- Curriculum content
- Student results
- Internationalization
- Research
- Patient safety
- Evidence of Public Health/science of aging in all curricula by 2013 (audits of curricula: MD, DDS, BMSUE, Graduate Studies)
- Student surveys
- Faculty surveys

- New interdisciplinary and/or collaborative programs with Faculty of Social Sciences, Faculty of Science, Fanshawe, India, China (min. two new programs developed and functional)
- Increased BMSUE overall enrolment by 25% in response to market demand and expanded offerings
- Expand the number of International graduates

- Min. 10% course offerings via technology
- Program quality assessment; Accreditation success where applicable
- Western metrics
- Signed agreements
- HBA/BMSUE graduate surveys
- Program Development count
- Enrollment count
- Program quality assessment
- Graduate employment rates

Goals

Medicine

6. Advance undergraduate and postgraduate medical education to align with Future of Medical Education in Canada (FMEC) directions and key innovations in medical education

7. Position SWOMEN as the leading distributed medical education program in Canada

Five-year Deliverables

- Enhanced Clerkship and PGME capacity in SWOMEN (building on Family Medicine success)
- Success in the MD/PhD/CIP Programs
- Expanded CIP program
- Diversity, transparency and flexibility in the Admissions Process, while maintaining Schulich as a national school
- Class composition reflective of Southwestern Ontario/indigenous population
- Embrace generalism: FMEC directives embedded in all curricular development for UME & PGME
- Family Medicine and other generalists active participants in UME curriculum
- 12 new Specialty PGME positions added by 2015
- Program Launch – support for internationally trained doctors (living in Canada) looking to obtain CaRMS placement and Canadian licensure
- Pipeline program evaluation (i.e. MedQUEST students pursuing health-related fields)
- Recognition for Schulich (SWOMEN) as a leader in DME (development/implementation of three integrated clerkships across SWO communities accommodating 20 students)
- Clarity and measurable success of the SWOMEN program mandate

Ten-year Deliverables

- Tracking of career outcomes for MD/ PhD and CIP programs
- Established & equitable learner support and wellness programs in Schulich DME locations

Measures/Metrics

- Accreditation success
- Placement of more PGME learners within Windsor & SWOMEN communities (both elective & core rotations)
- Creation of 4 or more specialty training positions whose home base is SWOMEN/Windsor
- Selected career tracks
- CIP success (measured by recruitment of CIP trainees to faculty positions at Schulich & by tracking overall success of these individuals in securing clinician-investigator positions here and elsewhere)
- Where MD/PhD grads practice
- Representativeness of student body
- Min. composition 30 – 40% for SWO
- Maintain or increase the number of indigenous students
- Degree of FMEC incorporation into UME/PGME curriculum
- Assess linkage of learner choices with societal needs
- Track new positions made available through CaRMS match
- Track relationship of expansion positions to identified societal needs from best-available human health resources survey data
- Uptake count
- CaRMS match success
- Survey of program directors re performance
- Published papers on effectiveness of programs
- Learner placement count
- >/= London experience
- CaRMS match
- MCC results
- Student surveys
- Validated data
- Publications
- Clerks' practice location selections
- Student surveys
- Faculty surveys

Goals

Five-year Deliverables

Dentistry

8. Expand the educational and research programs

9. Create a National Centre for training International Graduates

10. Expand and integrate outreach dental services to underserved areas as a key component of the dental curriculum

- Increased PG program enrolment
- Enhanced epidemiological research
- Increased number of International Graduates
- Student representation from across Canada
- National Centre established and resourced
- Pre-Clinical and Clinical Facilities established
- Development & delivery of preparatory CDE for Internationally Trained Dentists (ITD) with particular emphasis in gap training programs
- Formalize clinical experience requirements in curriculum
- Increased clinical experiences in service learning

Graduate Education

11. Broaden the recruitment pool for graduate students – reaching across Canada and Internationally for the best students

12. Strengthen the postdoctoral and fellowship training programs

- Successful launch of PhD dual program (China)
- Successful launch of Clinical Masters Programs (3 - MPH, Clinical Science Masters, Masters of Medical Education)
- Stable base funding; strengthened student scholarship support (min. 25 – 50 new scholarship opportunities)
- Policy developed and implemented for postdoctoral scholar training, appointment and recognition
- Development and implementation of Career Progression Training Program for graduates
- Physician Assistant (PA) Program expansion

Continuing Education

13. Advance leading continuing education programs

- Development and implementation of enhanced “Needs Assessment” processes to provide individualized feedback on professional development and medical education topics
- Quality Improvement (QI) Strategies incorporated into CME programming to best measure program outcomes and effectiveness
- Function as a resource for teaching about QI in education

Ten-year Deliverables

- Expand dental outreach in Southwestern Ontario
- Schulich recognized as the Canadian leader in maxillofacial surgical training
- Increase in class rural composition by 25%
- Increased/enhanced presence of Schulich Dentistry in underserved areas
- National leader and champion of oral health care delivery to vulnerable populations of Canada

- Increased diversity in graduate student population (min. of 30% for students from outside Western)
- MSc/PhD ratio of 50/50 (category 1 programs)

- Creation and delivery of an internationalization strategy promoted to specialists practicing abroad and/or foreign medical organizations
- Capability to provide access to learning portfolios (where learners develop personalized learning plans)

Measures/Metrics

- Student numbers
- Research funding and number of research grants
- Graduate Count
- Graduate Success Rate (licensing)
- Application/Admission Data
- National Board results
- Faculty Survey (% of wk senior students have clinic access)
- Tracking of ITDs
- Increased clinical space & facilities (versus current capacity)
- Academic/Board results
- % of ITD students progressing to graduate/post-graduate programs
- New CDE courses
- Participant registration data
- Baseline assessment of class composition
- Patient demographics
- Student Experiences – number, type
- Community presence

- Assessment of Graduate enrollment results
- First student intake/graduates
- >/= London experience
- Survey graduating students
- Track external scholarships and awards
- Survey post doctoral students
- Employment data
- Self-reporting

- Curriculum development for FD & CME
- Program Implementation & Evaluation
- Learner counts engaged in self-directed learning
- Random auditing of implemented CME programs for bias, balance & disclosure

Strategic Direction #4: Develop sustainable partnerships, networks and global initiatives

Goals

1. Strategically invest with partners to formalize an Academic Health Sciences Network in Southwestern Ontario
2. Nurture partnerships with health sector providers, agencies and policy stakeholders to actively engage in health innovation projects
3. Expand outreach with industry, municipal, regional and provincial governments to support Schulich and the academic network's research, innovation and knowledge exchange
4. Advance targeted initiatives related to global health and internationalization

Five-year Deliverables

- Academic Health Sciences Network (AHSN) in Southwestern Ontario established with a vision and strategic plan
- AHSN Office is established with staff, infrastructure, and funding
- Database established on health indicators for Southwestern Ontario community
- Increased number of cross-appointments with University of Windsor and Southwestern Ontario community faculty
- Interdisciplinary teams advance health technology and innovation through AHSN
- Partnership established to formulate a strategic "corridor" for health innovation in the Southwest (e.g., with Wayne's State's Techtown, Ivey Centre for Health Innovation and Leadership, and Odette School of Business)
- Targeted global health and internationalization strategy in place with supports and infrastructure
- Developing countries supported in capacity building training programs by identifying and establishing exchange programs with up to 3 medical/ dental/ medical science schools

Ten-year Deliverables

- AHSN has active programs that are impacting individual and community health across the region
- AHSN demonstrates success in influencing target areas of health policy
- AHSN applies and wins research grant awards
- Partnerships established to develop interdisciplinary teams focusing on health innovation and technology (e.g., with UWaterloo, Wayne State and U Michigan)
- Faculty and student exchange with three other countries e.g., with Semmelweis University in Budapest and West China University of Chengdu where Schulich already has a footprint.

Measures/Metrics

- Wellness indicators in the lives of residents in Southwestern Ontario eg # of cases of type 2 diabetes
- Number of interprofessional education placements
- Numbers of publications on interprofessional education
- Number of interdisciplinary teams to advance health technology and innovation
- Number of new technologies as a result of AHSN
- Number of policies developed as a result of AHSN
- Number of research grants as a result of AHSN
- Numbers and types of collaboration between researchers, clinicians, private sector partners and health system decision makers
- Successful grant applications and collaboration initiatives (clinical collaboration and research), team grant initiatives and awards
- Number of students participating in overseas projects and exchange programs
- Individual and joint Publications
- Student preparedness for international appointments
- Number of MOUs with different countries
- Number of faculty exchanges internationally
- Health Innovation and Leadership development capacity via health innovation courses for Schulich campuses, and both Ivey and Odette Business schools (this is already beginning this fall)

Strategic Direction #5: Lead in programs that foster the growth and success of faculty and staff

Goals	Five-year Deliverables
<p>1. Strategically grow faculty and staff development programs, with particular focus on developing capacity in health leadership</p>	<ul style="list-style-type: none"> • An inventory of existing faculty & staff development programs for leadership and a gap analysis of what programs are needed is developed • Partnership with the Ivey School of Business in the development of leadership development programs • Partnerships/alliances with other faculties on campus in faculty development (i.e., Engineering, Health Sciences) • Faculty & staff development program meets the needs of all members of Schulich including Windsor and SWOMEN rural/regional • Tracking tools developed to identify and track the development of future leaders
<p>2. Target faculty recruitment and retention to foster and build interdisciplinary teams that address needs/gaps to advance the science of the spectrum of aging; e.g., informatics, public health</p>	<ul style="list-style-type: none"> • The Human Resource plan aligns with the strategic plan • Prioritization methodology for new recruits across departments (basic and clinical), identify and support strengths or potential strengths in all recruits to support talented recruits to assume leadership roles • Metric developed to value and facilitate retention of star faculty; for interdisciplinary and interfaculty recruitments • Alignment of recruitment and retention between the hospitals and Schulich
<p>3. Advance the Talent Management initiatives for Schulich faculty and staff to build leadership competencies, management skills and succession planning. (Note that faculty includes both clinical and non-clinical faculty and staff includes as core staff, particularly staff with leadership roles in Schulich)</p>	<ul style="list-style-type: none"> • Increased 'spectrum' of leadership programs. (Here the task is to identify which are breadth versus depth programs and what programs are specific for Schulich staff and faculty.) • Increased number of faculty and staff committed to the leadership programs • Enhanced mentorship program with active mentorship committees, workshops, certificates • CanMEDS resource manager module developed for use by all postgraduate professional programs and a national resource • Pool of leaders created over three years and then determine the outcomes with respect to leadership achievement after five years

Ten-year Deliverables

- Faculty development in areas that align with strategic priorities e.g., Masters of Public Health
- Programs use multiple means of delivery e.g., face to face, web-based, high impact mentoring (<http://www.maverickinstitute.com/pdf.high-impact-mentoring.pdf>)

- New recruits (clinician researchers/clinician scientists) aligned with strategic priorities
- Central Schulich Recruitment and Retention pool of funds in conjunction with hospital partners

- Certificates/diplomas in leadership
- Modules developed for leaders whether they are clinicians, basic scientists, dentists or staff
- Development of leadership programs focused on leading health innovation, in collaboration with Ivey

Measures/Metrics

- Monitoring and expansion of inventory of faculty & staff development programs for leadership
- Number of new leadership programs developed in collaboration with Ivey and other faculties for undergraduates, graduate students in medical science/ PhD programs, and new clinical residents, fellows and staff
- Number of participants from across Schulich including Windsor and SWOMEN rural and regional
- Number and types of development programs offered via various means

- Recruitment and retention metrics
- Successful recruitment and substantial support systems for new recruits to build and strengthen leadership competencies

- Number of faculty and staff engaged in leadership programs
- Tracking of change in leadership of faculty and staff as a result of leadership programs
- Numbers of certificates/diplomas in leadership developed
- Presentations of leadership programs nationally and internationally
- Publications related to the faculty development leadership programs
- Number and quality of modules developed for leaders

Strategic Direction #6: Enhance communications and profile for greater impact

Goals	Five-year Deliverables
<p>1. Create a branding strategy that aligns with Western and positions Schulich as an international leader in health research, education and the science of health across the life course</p>	<ul style="list-style-type: none"> • A unified branding strategy and consistent messaging with Western, partner hospitals and research institutes • Joint signage, templates and partner recognition across the School, hospitals and research institutes • Schulich brand aligned with Western brand to achieve national awareness that Schulich is Western's medical and dental school • Comprehensive advertising strategy in place • Web and Social media: Increased online reputation and interactions on a global scale • All materials using same colours, formats, logos etc. in all presentations, communications
<p>2. Lead, formalize and profile national and international collaborations</p>	<ul style="list-style-type: none"> • Comprehensive inventory of national and international collaborations, easily accessible to public, media, etc... • Office of Global Health is an umbrella resource for information on international collaborations • Up-to-date map of ongoing collaborations provided on the website (similar/linked to Research Western)
<p>3. Develop a robust, multi faceted communications strategy that strengthens communication across Schulich, the region and Schulich's highly distributed network</p>	<ul style="list-style-type: none"> • Enhanced culture of communicating and celebrating work and initiatives across the School, creating a sense of pride and belonging for all • Better technology and tools/vehicles to communicate among faculty, staff and students/trainees, locally and regionally • Active online community for Schulich overall and for individual program areas and interests • Broad understanding across the School of distributed education and research activities in Windsor and region; seamless interaction among London, Windsor, and region • Consistent messaging and commitment to mission/ vision across all departments and units

Ten-year Deliverables

- Schulich Medicine & Dentistry's reputation enhanced as an international research leader

- National and international collaborations that align with the School's and Western's vision and priorities. [NOTE: meaningful definition of "collaboration" required (grants, research, appointments, outreach, electives, etc)]

Measures/Metrics

- Google Analytics/Search Rankings
- Social Media interaction tracking
- Increase in budget for advertising/branding
- Surveys – alumni, stakeholders, peers, etc.
- International research and school rankings

- Number of national and international collaborations captured using Acuity and/or other resources
- Number of international applications for graduate, BMSUE and postgraduate training
- Number of students seeking international electives or research opportunities
- Tracking number of top national and international scholars recruited
- Number of media stories and profiles on national and international collaborations

- Internal surveys to guide communication initiatives (i.e., types, vehicles, delivery)
- Participation in School-wide events and activities
- Response to internal communications initiatives
- Internal participation in online communities.
- Qualitative surveys regarding regional participation and interaction
- Increased fundraising and investments

Goals**4. Increase national and international media stories**

[Note: baseline must be established to measure against]

Five-year Deliverables

- Integrated media training, awareness and expectations in the orientation of all new faculty members and student leaders
- Clear expectations and incentives for all faculty regarding media/publicity
- Broad communication of Schulich coverage in the media
- Media Relations Office well known within the School

Ten-year Deliverables

- Strong relationships with national and international media
- Third-party organizations actively push stories and drive profile (e.g., CIHR, AFMC, Canadians for Health Research, CFI, etc...)

Measures/Metrics

- Number of stories using media monitoring system (in partnership with Western central system)
- Reporting system for when faculty are contacted by media and/or complete interviews
- Participation in media course offered through Continuing Professional Development
- Page views and social media interactions re: media stories

Appendix vii

Diabetes

An extensive range of biomedical research is underway at Schulich, its affiliated hospitals and Lawson Research Institute in the area of diabetes mechanisms. Dr. David Hill, in describing Schulich's research related to diabetes, highlights *DIAMAP – Road Map for Diabetes Research in Europe*¹, which maps the key research questions and investigative pieces relevant to diabetes across themes of genetics and epidemiology, islets, pathophysiology/metabolism/integrative physiology, clinical science and care, complications and system perspectives. Dr. Hill notes that *"Schulich has research underway across many of these areas, and we need to better organize and coordinate our research against a robust strategy or similar roadmap (as the DIAMAP) to fully exploit possible synergies and achieve meaningful impact on health."*

¹ DIAMAP, Road Map for Diabetes Research in Europe, supported by the European Commission; www.DIAMAP.eu

Appendix viii

Population Health Research related to Diabetes

Dr. Stewart Harris, a Schulich leader in health policy and population health research related to diabetes, points to Schulich's involvement in epidemiological studies, population-based studies and evaluation studies and how research findings are influencing policy development at provincial and national levels. Dr. Harris has highlighted the future research potential with ICES Western, the new School of Public Health, collaborations with Ivey for cost-effectiveness research, and expanded opportunities for inter-disciplinary and multi-jurisdictional research across professions, patients, communities, organizational leaders and policy makers.

Appendix ix

Strategic Planning Retreat Agenda

**Schulich School of Medicine & Dentistry
Strategic Planning Retreat – June 1 & 2, 2011
Caesars Hotel and Convention Centre, Windsor, Ontario
Augustus Ballroom**

AGENDA

Wednesday, June 1, 2011 – Day One

- 5:45 a.m. Bus departs from Medical Sciences Building, Western, London
- 8:30 a.m. Arrival & Registration - Full Breakfast, Augustus Ballroom
- 9:00 **Welcome and Introductions** Dean Michael Strong
- Objectives of the Planning Retreat
- Greetings from**
- Alan Wildeman, President,
University of Windsor
 - Janice Deakin, Provost,
Western University
- 9:20 **Setting the Context** Dean Michael Strong
- Where have we been – where are we going?
...creating a shared vision for our future destination
- 9:45 **Creating a Transformative Agenda – The University of Wisconsin School of Medicine & Public Health**
*Patrick Remington, Associate Dean for Public Health,
The University of Wisconsin*
- Getting started
 - Implications for education, research, community engagement
 - Lessons learned
This session will be brought to us via Skype.
- 10:20 **Networking and Refreshment Break**
- 10:45 **Panel response to future vision for Schulich School of Medicine & Dentistry**
Moderator: Helena Axler
Panel:
- Bertha Garcia
 - Jack Bend
 - David Banting
 - Marlys Koschinsky
 - Jane Rylett
- Each panelist provides very brief remarks of what this vision and “future destination” means for their area.
- 11:10 **Response to the future Vision: Participants Roundtable**
At their tables, participants discuss the proposed 10 year destination for Schulich, developing feedback and questions for interactive discussion with panel.

- 11:45 **Moderated discussion with Panel and Participants**
Morning panel reconvenes. Dean Strong joins the panel.
- 12:15 p.m. **Lunch – Augustus Ballroom**
- 1:15 **Implementing our Vision: A Case Study**
Diabetes across the life course, spectrum of research, disseminated to the community and back to the bench
Moderator: Victor Han
- David Hill
 - Stewart Harris
- Each speaker presents for approximately 15 minutes, with moderated discussion and questions following.
- 2:00 **Advancing the vision: Exploring the potential**

Tables will be assigned a specific theme. Over lunch, participants will choose and join a table with one of the designated themes. Drawing from the example of Diabetes in the preceding session, participants will discuss the opportunities for their theme to align with and advance the vision.

There will be a brief report back to plenary as tables share some of the innovative ideas which have been generated.
- 3: 15 **Nutrition Break**
- 3:35 **Concurrent breakout groups – Strategic Directions # 1, 2 and 3**
- Research
 - Knowledge Translation
 - Education
 - Aligning to the Vision
- Participants will be pre-assigned to one of the above topics for small group discussion.
- 4:45 **Reconvene in plenary**

Participants reconvene in main room for a brief wrap up and briefing about the evening’s activities and agenda for Day Two

Facilitators and recorders meet to discuss highlights of their small group discussions and prepare for Thursday morning reports back to plenary.
- 5:00 **Free time for retreat participants**
- 6:30 **Reception**
Pre-function area outside of Augustus Ballroom
- 7:00 – 8:30 **Dinner - Augustus Ballroom**
- 8:30 **Strategic Planning Committee debrief and planning for Day Two**

AGENDA
Thursday, June 2, 2011 – Day Two

6:45 a.m.	Breakfast - Augustus Ballroom	
7:45 a.m.	Highlights of Day One/Approach to Day Two	Dean Strong/ Helena Axler
7:55 a.m.	Reports back of highlights of Day One breakout group discussions	Facilitators
8:40	Creating an Academic Health Sciences Network Moderator: Anne Snowdon	
	<ul style="list-style-type: none"> • Robin Walker – the Dalhousie experience • Margaret Steele – SWAHSN 	
	Each speaker presents for approximately 20 minutes Moderated discussion follows in plenary	
9:50	Refreshment Break	
10:10	Concurrent breakout groups Strategic Directions #4, 5, 6	
	<ul style="list-style-type: none"> • Academic Health Science Networks and Partnerships • Faculty and Staff • Communications and Profile • “The Big Picture” 	
11:10	Transition to Plenary from small groups Augustus Ballroom	
11: 20	Reports back to plenary – Top implementation priorities for each group or key advice to the Schulich Strategic Planning Committee Helena Axler/All	
12:10	Wrap up and Final Remarks	Dean Strong
12:15	Lunch Augustus Ballroom (SPC Committee meets to debrief on Day Two)	All
1:30 p.m.	Bus departs to London	

Appendix x

Schulich School of Medicine & Dentistry Strategic Planning Retreat

June 1 & 2, 2011

List of Participants

Dr. Alison Allan	Oncology
Dr. Neil Arya	Office of Global Health
Dr. Bill Avison	Epidemiology & Biostatistics
Dr. Mark Awuku	Acting Associate Dean, Schulich – Windsor Program, University of Windsor
Ms. Helena Axler	Principal, Axler & Associates
Dr. David Banting	Dentistry
Dr. Robert Bartha	Medical Biophysics, Acting Chair
Dr. Glenn Bauman	Oncology, Chair/Chief
Dr. Frank Beier	Physiology & Pharmacology
Dr. Jack Bend	Professor, Physiology & Pharmacology, Pathology, and Paediatrics
Dr. Rick Bohay	Dentistry
Dr. Michael Borrie	Parkwood Hospital – Geriatric Medicine
Dr. Arthur Brown	Robarts Research Institute
Ms. Hilary Brown	Epidemiology & Biostatistics, Grad Student
Dr. Murray Bryant	Ivey School of Business
Mr. Ranko Bulatovic	UME Student, Windsor Program
Dr. Jorge Burneo	CNS
Dr. Karen Campbell	Epidemiology & Biostatistics, Chair
Dr. Subrata Chakrabarti	Pathology & Laboratory Medicine
Dr. Meg Cheesman	Faculty of Health Sciences, Acting Associate Dean
Dr. Davy Cheng	Anesthesia & Perioperative Medicine
Dr. Gerry Cooper	Associate Dean, Northern Ontario School of Medicine
Dr. Paul Cooper	CNS, Acting Chair
Ms. Karen Dalglish	Office of the Dean, Schulich School of Medicine & Dentistry
Dr. Janice Deakin	Provost & Vice-President Academic, Western
Dr. John Denstedt	Surgery, Chair/Chief
Dr. Dave Dixon	Family Medicine
Dr. Tamison Doey	Psychiatry, PGE
Ms. Kris Dundas	Communications Officer
Ms. Nicole Farrell	Office of the Dean, Schulich School of Medicine & Dentistry
Dr. Aaron Fenster	Robarts Research Institute
Dr. Guido Filler	Paediatrics, Chair/Chief
Dr. Sandra Fisman	Psychiatry, Chair/Chief
Dr. Peter Flanagan	Director of E-Learning
Dr. Kevin Fung	Otolaryngology Head & Neck

Dr. Bertha Garcia	Pathology, Chair/Chief, Vice-Dean Education, Schulich School of Medicine & Dentistry
Dr. Mark Goldszmidt	Associate Director, Centre for Education Research & Innovation
Mr. Kevin Goldthorp	Vice-President (External), Western
Ms. Laura Groom	Medical Biophysics, Administrative Officer
Dr. Caroline Hamm	Windsor Regional Cancer Program
Dr. Rob Hammond	Assistant Dean, Admissions
Dr. Victor Han	Associate Dean, Research
Dr. Stewart Harris	Professor, Department of Family Medicine
Ms. Lois Hayter	Anesthesia & Perioperative Medicine, Administrative Officer
Dr. Ted Hewitt	Vice-President Research & International Relations
Dr. David Hill	Scientific Director, Lawson Health Research Institute
Dr. William Hodge	Ophthalmology, Chair/Chief
Dr. Andy Hrymak	Dean of Engineering, Western
Dr. Graeme Hunter	Dentistry
Ms. Mady Hymowitz	Senior Consultant, Research
Dr. Doug Jones	Associate Dean, Basic Medical Sciences Academic Affairs
Dr. Zia Khan	Pathology & Laboratory Medicine
Dr. Richard Kim	Lawson Health Research Institute
Dr. Jim Koropatnick	Director, Cancer Research Laboratory Program
Dr. Marlys Koschinsky	Dean of Science, University of Windsor
Dr. Hector Li Chang	Pathology & Laboratory Medicine
Dr. Lorelei Lingard	Director Centre for Education Research & Innovation
Dr. David Litchfield	Biochemistry, Chair
Dr. Andrea Lum	Medical Imaging, Chair
Mr. Dwayne Martins	Chief Operating Officer, Schulich School of Medicine & Dentistry
Dr. Ravi Menon	Robarts Research Institute
Dr. Louise Milligan	Faculty of Science, Associate Dean, Administration
Dr. Linda Patrick	Dean of Nursing, University of Windsor
Dr. Terri Paul	Associate Dean, Equity & Professionalism
Ms. Karen Perkin	Vice-President Professional Practice and Chief Nurse Executive, SJHC
Dr. Andrew Petrakos	Surgery, PGE Program Academic Director
Dr. Mary Ann Pollmann-Mudryj	Robarts Research Institute, Research Development Officer
Dr. Lynne-Marie Postovit	Anatomy & Cell Biology
Ms. Sharon Rasul	Dentistry, Administration Officer
Dr. Maggie Rebel	Associate Dean, Undergraduate Medical Education
Dr. Jeff Reiss	Psychiatry
Dr. Bryan Richardson	Obstetrics & Gynaecology, Chair
Dr. Mike Rieder Associate	Director - CHRI Program Director - Clinical Pharmacology
Ms. Laurie Roberts	SWOMEN, Manager
Dr. Kem Rogers	Anatomy & Cell Biology, Acting Chair
Mr. John Ruicci	Associate Director, Education
Dr. Jane Rylett	Physiology & Pharmacology, Chair

Dr. Najeeb Saad	Dentistry
Dr. Wassim Saad	Medicine, UGE Program Academic Director
Dr. Harinder Sandhu	Director, Dentistry
Dr. Chris Schlachta	Surgical Oncology, Medical Director CSTAR
Ms. Cindy Servos	Associate Director, Finance
Dr. Walter Siqueira	Dentistry
Ms. Gillian Sneddon	Director of Development, Schulich School of Medicine & Dentistry
Dr. Anne Snowdon	Associate Professor Management Science
Dr. Kathy Speechley	Epidemiology & Biostatistics, Associate Professor and Graduate Chair
Dr. Margaret Steele	Acting Associate Dean, Clinical Academic Affairs
Dr. Michael Strong	Dean, Schulich School of Medicine & Dentistry
Dr. Jatinder Takhar	Associate Dean, Continuing Professional Development
Dr. Shamim Tejpar	Assistant Dean, Rural & Regional Medicine
Dr. Amardeep Thind	Epidemiology & Biostatistics
Dr. Sophia Thomas	Emergency Medicine, WRH, Academic Program Director
Ms. Sue Thomsen	Business Manager, Department of Medicine
Ms. Susan Tremblay	Senior Associate, Axler & Associates
Dr. Lisa Van Bussel	Psychiatry
Dr. Gord Vail	Chief of Staff, Hôtel-Dieu Grace Hospital, Windsor
Dr. Shannon Venance	CNS
Mr. Mike Verbora	UME Student, London Program
Dr. Robin Walker	Integrated Vice-President, Medical Affairs and Medical Education
Ms. Kathy Wallis	Media Relations Officer
Dr. Chris Watling	Associate Dean, Postgraduate Medical Education
Dr. Andy Watson	Associate Dean, Graduate & Postdoctoral Studies
Dr. Piotr Wilk	Epidemiology & Biostatistics
Ms. Barbara Willis	Vice-President, Operational Support, LHSC
Dr. Catherine Yanchula	Family Medicine, UGE, Windsor Academic Director
Dr. John Yoo	Otolaryngology – Head & Neck Surgery, Chair/Chief
Ms. Connie Zrini	Associate Director, Human Resources



Western
UNIVERSITY · CANADA

