VISION 2025
STRATEGIC PLAN
Faculty of Medicine & Dentistry
Vision 2025 - Strategic Plan Development

Engagement, Facilitated Refinement & Design Phases (April 2020-Feb 2021)

- Activities included retreats, Conversation with the Dean events, and forums for online feedback (see slide 3 for engagement details and slide 4 for our process).
- Suggestions were received and incorporated from hundreds of faculty, staff, learners, and alumni, as well as key partners from health foundations and the communities we serve.
- We identified our vision, mission, core values, and five focus areas.
- Our plan highlights our five-year vision, three-year picture, and some of the activities we will undertake to get to where we want to be.

This isn’t my plan. It’s Our plan. – Dean Brenda Hemmelgarn
Vision 2025 - Strategic Plan Engagement Details

23 ENGAGEMENT SESSIONS
Between June 15 and August 31, 2020

289 Responses to the Vision, Mission and Values Survey

Consultation with several foundations and donors

436 Participants

- 303 Faculty & Staff
- 68 FoMD Leadership
- 12 Students
- 25 Alumni
- 13 Rural Physicians
- 11 AHS Exec Leadership
- 4 HIP
Activities on the left are complete.

The Deans Executive Committee (DEC) reviews the strategic plan every quarter and identifies areas of focus. Each month DEC reviews the quarterly focus areas.

Focus areas for each quarter are described on the FoMD website along with current progress.
Vision
Health and wellness of all through excellence in education, discovery, and clinical care.

Mission
To serve the public with social accountability through partnerships, leadership and innovation in education, research and health care.

We are for the North. Our mandate is to Northern Alberta and beyond, through social justice, anti-racism, and serving communities that continue to experience health inequities.
OUR VALUES: “We Proceed”

**Well-being**: Committing to caring for the physical and mental health of each other and the communities we serve

**Excellence**: Striving for results in research, education, and clinical care for the greatest impact

**Professionalism**: Approaching all aspects of research, education, and clinical care with integrity, respect and social accountability

**Curiosity and Creativity**: Encouraging a culture of discovery and innovation

**Engagement for Collaboration**: Seeking and integrating meaningful input from each other and our partners in communities

**Equity, Diversity and Inclusion**: Investing in an inclusive environment that recognizes and respects the dignity and humanity of individuals and communities
### Possible Activities to Help us Deliver on Vision 2025

1. Conduct environmental scan of all teaching and learning across the FoMD to determine optimal organization structure.
2. Develop a multifaceted evaluation tool to capture multiple aspects of the student experience.
3. Identify specific areas for improvement related to learner harassment and intimidation.
4. Improve communications between clinical and non-clinical teaching faculty and programs at the University.
5. Needs assessment conducted with educators and learners to identify professional development needs related to all aspects of teaching in the FoMD.
6. Revise course evaluations to capture multifaceted feedback for educators; separate evaluation of course content from evaluation of teaching effectiveness.
7. Evaluate whether faculty development has offerings for all educators in FoMD (clinical, basic sciences, research, graduate studies).
8. Create baseline report on engagement and satisfaction in both clinical and non-clinical teaching faculty.
9. Where appropriate, patients, family, and community members are invited to be part of FoMD education committees.
10. Work with FoMD Communications to develop an intentional and targeted approach to sharing educational innovations and accomplishments.
11. Assess feasibility for a Simulation Centre and related virtual teaching programs.
12. Create a plan and process to track employment of graduates from all programs at 1 and 5 years.
13. Establish a systematic approach to identifying the current and anticipated needs of the community and industry.
14. To identify needs, create partnerships with communities, especially those that are underserved (rural, Indigenous, inner city).
15. Examine current report card on making changes to meet the TRC and the AFMC Joint Commission on Indigenous Health expectations to identify areas to target.
16. Establish a rebuilt Indigenous Health Initiatives Program (IHIP) to meet above needs.

### 3-Year Picture [31Dec2023]

1. Organizational structure established to support teaching and learning across the FoMD programs.
2. Pathway programs (including support during training) are in place to ensure that the learners in our training and education programs reflect the diversity needed for the FoMD to fulfill our social accountability mandate.
3. Bursaries and financial assistance increased by 20% to support under-represented learners and those in financial need.
4. Learner feedback about curriculum, instructional delivery, and assessment is regularly reviewed by a panel of educators and learners to ensure a safe, welcoming, and supportive learning environment.
5. Reports by learners of intimidation and harassment continually addressed, with establishment of a positive learning environment, where students feel safe to speak up and there is no room for student mistreatment.
6. Compliance with completion of course evaluations increased to 80%.
7. All teaching faculty have opportunities for participation in a relevant professional/faculty development course each year, based on the needs identified in teaching evaluations and/or through self-reflection.
8. FEC standards place equal value on teaching and research contributions.
9. All program evaluation reports ensure curriculum, instruction and assessment processes meet learner and instructor needs and satisfy accreditation requirements (where applicable).
10. Novel and effective teaching and assessment practices adopted to ensure course delivery is innovative and varied.
11. Learners distributed into programs based on community & employer needs.
12. Significant year-to-year progress demonstrated in meeting TRC and the AFMC Joint Commission on Indigenous Health expectations.

### 5-Year Vision [31Dec2025]

1. Optimal governance structure and configuration exists for effective operation of educational programs in the FoMD that are aligned with our commitment to social accountability by meeting the needs of the communities that we serve.
2. Our diverse student population is provided with relevant competency-based training/education in a positive and safe learning environment, which prepares them for success.
3. 80% of all teaching faculty report engagement and satisfaction.
4. All programs (virtual and/or in-person) are responsive and adaptable to meet the needs of learners, communities we serve, and employers.
5. The research and health-care needs of communities we serve (particularly rural and Indigenous) guide program planning for the FoMD.
<table>
<thead>
<tr>
<th>Possible Activities to Help us Deliver on Vision 2025</th>
<th>3-Year Picture [31Dec2023]</th>
<th>5-Year Vision [31Dec2025]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a working group to review existing institute reports and define institute purpose, expectations, &amp; shared objectives for institutes with a focus on support for members, multidisciplinary research, funding, sustainability &amp; value-added.</td>
<td>1. Precision Health woven into the fabric of each of the research institutes with improved clinical outcomes and research impact.</td>
<td>1. We have well-defined and sustainable and impactful research institute(s).</td>
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<td>2. Forward recommendations to DEC and senior leadership regarding the number and composition of institutes.</td>
<td>2. Number and types of viable research institutes are established with clear sustainability plans.</td>
<td>2. The FoMD has increased in national rank related to research metrics.</td>
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<td>3. Review the need for a research institute in population and health services research</td>
<td>3. Institutes meet the stated expectations and shared objectives and have begun to demonstrate added value.</td>
<td>3. 10 new processes and 10 new commercial entities with an impact on care and/or have generated revenue. Focus on translation of innovations into care; precision health; and new viable companies</td>
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<td>4. Develop an approach to research in population and health services research</td>
<td>4. Approach to measurement of institutes’ research impact is clearly defined and operationalized including but not limited to research metrics, and community and patient engagement.</td>
<td>4. Enhanced and inclusive training for all our research-focused trainees to meet the needs of our community and partners including industry, health system, precision health, rural and indigenous health.</td>
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<td>5. Develop with institutes and establish plans to operationalize, including governance.</td>
<td>5. Connections enhanced between FoMD institutes and AHS including SCNs.</td>
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<td>6. Define approach to institute membership; faculty members Identify faculty members who do not align.</td>
<td>6. Resources allocated, sustainable business model developed for support of pan-faculty and pan-University cores and platforms.</td>
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<td>7. Review all research activities in departments, groups, and centers, for synergies with existing institutes and/or need to develop new institutes.</td>
<td>7. Faculty demonstrating increased research impact will receive increased protected time for research.</td>
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<td>8. Review of partnerships of institutes with communication, branding, and advancement; partner institutes with charitable foundations where possible.</td>
<td>8. Process for evaluation of research outputs for research-intensive faculty between FIC and institute input is defined and integrated in FEC (including consequences if expectations are consistently not met).</td>
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<td>9. Identify the data requirements and process, and ensure faculty maintain an up to date research profile.</td>
<td>9. Supports or platforms enhanced or developed for non-research-intensive faculty and clinicians with a focus on enhancing opportunities for collaboration with research intensive faculty and training to contribute meaningfully to research and innovation.</td>
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<td>10. Develop an approach to integration of precision health, AI in health, population health (including Indigenous and rural health), and health services research in the FoMD research plan.</td>
<td>10. Grand development support enhanced including addressing needs for inclusion of sex and gender, Indigenous health, knowledge translation, and research impact.</td>
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<td>11. Review allocation of existing research intensive and non-research intensive faculty for alignment with overall strategic goals and research across all pillars.</td>
<td>11. Mechanism for appropriate attribution of credit in collaborative research.</td>
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<td>14. Review the need and support for new cores and clinical research support platforms including bioinformatics (panfaculty) and research computing</td>
<td>14. Process for evaluation of research outputs for research-intensive faculty and clinicians with a focus on enhancing opportunities for collaboration with research intensive faculty and training to contribute meaningfully to research and innovation.</td>
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<td>15. Assess the feasibility of centralization of HSLAS.</td>
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<td>16. Renew NACTRC joint venture to align with the academic mission of the FoMD and University, and address integrated/coordinate clinical trial support.</td>
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<td>17. Review opportunities to improve research operational processes with the University, VPRI, RSO, and AHS in alignment with the service excellence transformation (SET) initiative.</td>
<td>17. Review the ranking system used and the modifiable contributions in research to our success.</td>
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<td>19. Identify activities to undertake that will increase the FoMD’s reputation.</td>
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<td>20. Review intellectual property and innovation strategy with the University innovation office.</td>
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<td>21. Modify and improve the commercialization section in the ARO and highlight the importance of this area at FEC.</td>
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<td>22. Define a path to commercialization through apprenticeship and mentorship (e.g. pre-phase 1 program at CCI - UAHealth Accelerator).</td>
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<td>23. Review existing training programs and their organizational structure for alignment with strategic goals, new proposed department structure, and institutes.</td>
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<td>24. Review current funding support for graduate training.</td>
<td>24. New and revised research training programs for post-graduate and resident clinicians developed and approved.</td>
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<td>25. Review the need for new or revised training programs with a focus on identifying community needs, industry employment requirements, and evolving areas like precision health or AI in health.</td>
<td>25. Training programs are integrated and aligned with department structure and institutes.</td>
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<td>26. Review training needs and programs for resident clinicians pursuing a future clinician scientist career.</td>
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| 1. Communicate the establishment of the oversight for departmental faculty recruitment.  
2. Communicate the adoption of transparent and accountable EDI hiring practices by search and selection committees.  
3. Socialize the supports and information for retirement for mid- and late-career individuals. | 1. Recruitment committee ensures alignment and coordination of identified recruitment needs across departments, institutes, and faculties.  
2. Number of faculty using phased retirement process increased by 50%. | 1. Renewal of faculty is optimized to meet the Faculty’s and institution’s goals and objectives. |
| 4. Reinforce through communications with department chairs, the implementation of EDI principles as part of recruitment practices.  
5. Establish baseline diversity in leadership roles and set a diversity target. | 3. Indigenous and rural representation increased, expertise incorporated within FoMD committees.  
4. Changes in diversity examined using baseline metrics regarding recruitment and retention.  
5. Diversity in leadership roles increased. | 2. The diversity of the communities (population within Central and Northern Alberta) that we serve is represented in our leaders, faculty, staff, and students. |
| 6. Conduct an environmental scan of clinical and academic faculty to determine where they require support so that they feel valued and engaged. | 6. Opportunities for faculty development in the areas of education and research help clinical faculty feel valued and engaged. | 3. Our academic and clinical faculty & staff, feel valued and are engaged through increased participation in teaching and continuing faculty development. |
| 7. Create onboarding processes for new and current faculty around FoMD psychological safety, anti-racism, and wellbeing principles.  
8. Communicate processes for safe disclosure and protection of individuals re: mistreatment.  
9. Identify, communicate, and increase uptake of support and mentorship in relation to workload and vulnerabilities.  
10. Develop plans for faculty, administrative, and research support-staff communities to look at workplace psychological safety, anti-racism, and well-being principles. | 7. Routine onboarding process established for new and current faculty around FoMD psychological safety, anti-racism, and well-being principles.  
8. Administrative processes (department & Faculty) aligned around dealing with professionalism issues, racism, and mistreatment.  
10. Regular leadership reviews established through the lens of workplace psychological safety and workforce well-being.  
11. Structure established for growing leader skills in building psychological safety, dealing with mistreatment, anti-racism, and well-being. | 4. Workplace psychological safety and resultant individual well-being have increased in research, education, and clinical environments. |
| 11. Expand professional development programs for faculty and staff in mentorship and coaching.  
12. Implement a mentorship plan for new faculty throughout the FoMD.  
13. Connect faculty and staff to leadership growth resources within and outside the university setting.  
14. Communicate central resources for administrative and research support staff communities in relation to career progression. | 12. Environmental scan completed of widespread mentorship programs established for faculty throughout the FoMD.  
13. Mentor training accessed by the majority of FoMD mentors.  
14. Competencies and structure developed for growing faculty and staff leadership and maximizing career impact.  
15. Administrative and research support-staff committees connect staff to central university resources for career progression. | 5. Effective supports to facilitate career progression are in place. |
## Partnerships

### Possible Activities to Help us Deliver on Vision 2025

1. Establishment of an external, community driven Dean’s Advisory Council for philanthropic purposes / community relationships including steward connections, strategic operations, government relations, commercialization, and entrepreneurship.
2. Develop relationships between departments, institutes and the FoMD to create a coordinated list of investment priorities across FoMD.
3. Continued engagement and identification of foundation and partners priorities which are aligned with FoMD.
4. Bi-directional communication between the FoMD (department and institutes) and the Office of Advancement to identify areas of opportunity for storytelling with our partners to showcase impact and outcomes to our investors and other stakeholder groups.

### 3-Year Picture [31Dec2023]

1. Identified key philanthropic organizations (foundations, non-profits, trusts) and individuals to engage with and have formalized agreements on shared areas of interest and priority.
2. Engagement strategy built and implemented that involves members of our faculty (inclusive of DEC, departments, and institutes) and identified partners in relationship development and management.
3. Alumni group committed to focusing on engagement and teaching, mentorship, and support.

### 5-Year Vision [31Dec2025]

1. Our philanthropic community is championing health outcomes that benefit patients and families, accelerating impact in areas of strategic importance to us and our closest partners.

### 5-Year Vision [31Dec2025]

2. Trusted relationship between academics and healthcare delivery system to provide research, education, and evidence-based care, and promote a learning health network.
3. Increase joint initiatives (e.g. health system impact fellow, joint appointments) with partners (e.g. AHS, AH, other universities) by 50%.

### Indigeneous Partnerships

3. Initiatives built that will improve Indigenous health.

### Research, Educational and Clinical Scholarship

4. Interdisciplinary centre established for Indigenous partnerships (includes teaching, health research, and clinical care).
5. FEC evaluation metrics for engagement/partnerships with community stakeholders are accepted and implemented.

### Urban/Rural, Alumni/Faculty

6. Network and society participation increased within the FoMD by 25%.
7. CPD offerings increased between FoMD and remote and rural providers to improve patient care by 25%.
8. Communities of practice and learning are created with diverse and inclusive educational offerings.
### Financing

#### Possible Activities to Help us Deliver on Vision 2025

| 1. | Plan for reduction in the cost of administrative services through restructuring and improved efficiency. |
| 2. | Plan for infrastructure maintenance and repairs of prioritized areas. |
| 3. | Understand the cost vs impact of all units/programs within FoMD. |
| 4. | Establish priority areas for investment and reductions/divestment. |
| 5. | Develop a business plan by unit to support revenue generation (new and existing). |
| 6. | Develop a plan to increase student enrolment. |
| 7. | Develop international student/learner partnerships. |
| 8. | Develop new educational offerings. |
| 9. | Advocate with Advanced Education and Alberta Health for fully funded student enrolment in MD and DDS programs with a focus on rural and Indigenous health. |
| 10. | Fill 100% endowed chair positions. |
| 11. | Use $30,000 per year for research support per new endowed chair; balance to support salary. |
| 12. | Create opportunity for professorship endowments/positions (partial salary funded for existing faculty). |
| 13. | Differentiate between philanthropic dollars and foundation research grants. |
| 14. | Develop clear guidelines for the flow of research philanthropic dollars within the Faculty. |

### 3-Year Picture [31Dec2023]

1. Budget is balanced.
2. Restructuring of administrative services fully implemented with improved efficiency and cost reduction.
3. Newly identified revenue generation strategies implemented.
4. Number of international and domestic non-degree granting programs (e.g. international PGME) increased.

### 5-Year Vision [31Dec2025]

1. Budget is sustainable.
2. Operating budget is 40% funding by provincial grants (Campus Alberta grant); 60% by other sources of funding.
3. Tuition revenue increased by 60% through increases in Alberta and international student enrolment and tuition increase for particular programs to align with national average.
4. Total number of endowed chair positions aligned with the research and teaching priorities of FoMD increased by 10% (5 new), including external recruits.
5. 5 professorship endowments created.