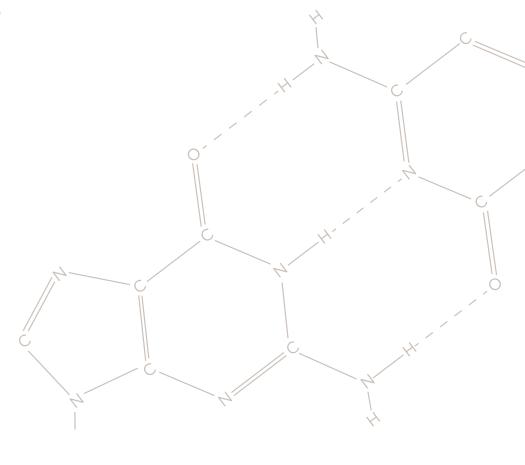


CUMMING SCHOOL OF MEDICINE

STRATEGIC PLAN

2015 - 2020



Cumming School of Medicine

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cumming.ucalgary.ca





Contents

Introduction	Message from the Dean	2
	Vision, Mission, Goals	4
	Values	5
	Overview	6
Strategic Priority Areas:		
People: Organizing around our strength	Finding and keeping excellent faculty	8
	Preparing dynamic physicians and scientists for the future of health	12
Platforms: Infrastructure for impact	Setting the stage for innovation in research	20
	Setting the stage for innovation in education	25
	Infrastructure for the short and long-term	26
	New possibilities	26
Partnerships: Engaging with our broader community	Communicating a bold vision as a research-intensive medical school	29
	Increasing research and education beyond our campus	30
	Celebrating a growing network of ambassadors	31
Realizing the plan	Key drivers of success	35
	Summary	35
Appendices	Alignment of the Cumming School of Medicine Strategic Plan with the University of Calgary's academic and research plans	38
	Performance indicators for research and education	42
	Engagement and planning process	43

Message from the Dean

am pleased to present the **Cumming School of Medicine** (CSM) Strategic Plan 2015-2020. The plan represents the culmination of months of effort and dedication on the part of many. Hundreds of faculty, staff and learners contributed to this plan by sharing their aspirations for the CSM. Over 20 focus groups were conducted; more than 1,000 faculty, staff and students responded to our Keys to Success survey; strategic planning retreats were held for research, education and graduate studies. The Planning and Priorities

Committee of the CSM is very grateful for the excellent participation and contributions from such a broad array of stakeholders.

Our previous strategic plan began in 2009 and ran through 2014. Many features of that plan remain relevant today—

a commitment to measuring our success against recognized metrics, a committed focus to a small number of areas of research excellence and a commitment to social accountability. We also continue to be guided by the University of Calgary's *Eyes High* strategic direction and corresponding academic and research plans.

Our plan has been designed to be aspirational. We have charted a vision of what is important for the success of the CSM not only in five years but in a decade and beyond; some aspects of this plan may take us longer than five years to achieve. The plan that we present here moves us forward in several key ways.

The first is through its core emphasis on people as the main drivers of our success. We focus on the fact that finding, developing, engaging and fostering excellent people is at the very heart of what we do. Without great people we will not achieve our goals. We need to re-engineer and revitalize our systems to ensure that our faculty and students have independent and collective success in increasingly competitive global environments. We must renew our faculty. We must attract and retain the superb students who will chart the future of health well beyond the year 2020. These are key priorities.

The second is an emphasis on platforms that will advance our research mission across an array of disease areas, as well as our educational mandate. We have research priorities (brain and mental health, inflammation and chronic diseases, and cardiovascular health) that align the school with

We need to re-engineer and revitalize our systems to ensure that our faculty and students have independent and collective success in increasingly competitive global environments.

the University of Calgary's research priorities. This plan builds on and around them to foster the breadth of our research enterprise that relies on large and complex platforms to facilitate both fundamental and clinical research, and crosses all pillars of research activity.

The third key element of this plan is its focus on partnerships with the community. We explicitly recognize that we are accountable to the people of Alberta. We must understand the health needs of Albertans and create the highly skilled workforce that will meet those needs. We must create leaders with the skills to make bold changes to systems that are unsustainable, and we must work as full partners with local, national and global stakeholders to build a sustainable future of health.

We are developing a framework for implementing this plan and refining methods for measuring our success. However, the evolving nature of academic medicine reminds us that it is important to remain open and adaptable to change. This flexibility will enable us to respond to opportunities and unforeseen changes in our environment while remaining true to our vision: creating the future of health.

Jon Meddings, MD Dean, Cumming School of Medicine



Vision

Creating the future of health.

Mission

We must fulfill our social responsibility to be a school in which the common goal of improved health guides service, education and research. We must foster the collective pursuit of knowledge and its translation, through education and application, to better the human condition.

We must touch the lives of Calgarians through our faculty members and students who work and train in health-care facilities across southern Alberta, and who dedicate themselves to scientific inquiry to improve our health and health-care system. We must understand the needs of our diverse populations and be responsive to the changing health requirements of the Albertans that we serve. As members of the global academic medical community, we must also have an impact far beyond the borders of our campus.

Goals

We are committed to maintaining the public's trust and respect as a premier academic health science centre by meeting the following goals:

Serve our diverse communities by understanding and responding to their health needs and by effectively stewarding the resources entrusted to us by Albertans.

Generate knowledge that has both local and global impact by fostering novel collaborative alignments among basic and clinical scientists, physicians and educators.

Train the next generation of health-care pioneers and providers by rejuvenating the education and career development of biomedical innovators.

Values

Excellence

Our commitment to give our best—in research, education and care—cannot waver; the lives of Albertans depend on us maintaining this standard of excellence. Achieving excellence at the CSM will be realized as the culmination of the individual successes of our people and groups. Each person in our midst—faculty, staff and students—must commit to the highest standards every day.

Collaboration

The CSM is unusual in its openness and the ease with which groups can come together to create and discover, whether in research, education or models of service provision. We commit to maintaining and rewarding individuals and groups who recognize that academic medicine is a team effort.

Engagement

The 'can-do' attitude of Alberta is at the core of our identity and a feature that has attracted and retained excellent people at the CSM. We actively foster a culture that resists complacency, in which individuals and systems are ready to adopt positive change. We are committed to eliminating organizational obstacles on the path to discovery.

Respect

The CSM values the importance of respect in all interactions, both internal and external to the school. We commit to maintaining an attitude of appreciative inquiry, professionalism and respect in our daily work.

Keys to Success survey

More than 75 per cent of respondents identified 'creating a culture of professionalism and respect' as highly valued.

The CSM exists to better the human condition through improved health care: to create the future of health. Our school, like most medical faculties around the world, has the tripartite mandate to engage in research, education and service. In our case the execution of this mandate takes place in Calgary, and increasingly across the province and globally as well.

We excel at it through our core strength and resource: people—our faculty, staff and students—who each day engage in the pursuit of excellence towards a common vision. It is through the individual and collective success of our people that the CSM will continue to grow as a premier academic health sciences centre. Our product is health, our strength is people.

Cumming School of Medicine: Overview

he CSM accepted its first class in 1970, shortly after the University of Calgary was founded in 1966. It currently offers one of only two three-year Doctor of Medicine degree programs in Canada.

Each year the CSM breaks new ground in research and knowledge translation, delivering excellence in education, and striving for improved and progressive patient care. Despite being one of the country's youngest medical schools, the school is currently ranked within the 51-100 category of the QS World University Rankings by Subject.*

Our research priorities—brain and mental health, inflammation and chronic diseases, and cardiovascular health—reflect both the central role of the CSM in the University of Calgary's current strategic plan and the recognized leadership position the school occupies in these research areas.

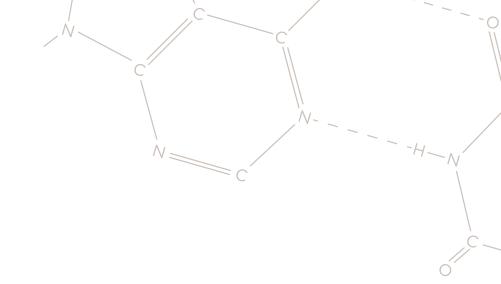
The full breadth of our research enterprise is supported and expressed through seven research institutes. Partnerships between the university, Alberta Health Services (AHS) and community organizations, our institutes ensure access to some of the finest and most advanced

research facilities in the country promoting widespread collaboration between scientists and clinicians and ultimately improving patient care.

More than 4,400 faculty and staff work at the school (including clinical faculty) and there are more than 2,500 students attending undergraduate, graduate and postgraduate studies. The school occupies over 180,000 square metres comprising the university's Foothills Campus and is connected to one of the leading hospital complexes in Canada, Foothills Medical Centre.

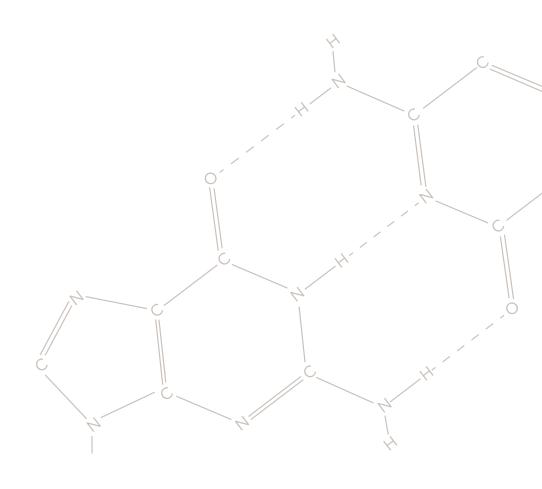
On June 17, 2014, the University of Calgary's Faculty of Medicine was formally named the Cumming School of Medicine in recognition of a \$100-million gift from Geoffrey Cumming—matched by the Province of Alberta—in support of the school's national and international leadership in medical research and innovation.

*Quacquarelli Symonds Limited (QS) World
University Rankings by Subject 2014 Medicine | The annual QS World University
Rankings by Subject is a comprehensive guide
to the world's top universities in a range
of popular subject areas. Using data on
reputation and research citations, the rankings
highlight the 200 top universities in the world
for 30 individual subjects.



Strategic Priority Area

People: Organizing around our strength



Finding and keeping excellent faculty

Quick Facts

- CSM faculty members include 15 Order of Canada recipients, 18 Royal Society of Canada Fellows, one Gairdner International Award winner, and a Canadian Institutes of Health Research Canada Health Researcher of the Year.
- Over 4,000 weeks of medical training takes place in communities outside of Calgary every year.
- The school receives over \$168 million in research grants and contracts annually.

he past several years have been challenging for faculty members at the CSM. The dissolution of the Alberta Heritage Foundation for Medical Research (AHFMR) funding system; funding uncertainty for physicians, researchers and teachers through Alberta Health's Academic Alternative Relationship Plans; increased competitiveness at national funding agencies; and major organizational changes within our closest partner, AHS, have all contributed to a sense of uncertainty within the CSM.

Faculty members have demonstrated remarkable commitment and creativity in finding ways to advance our mission despite the uncertainties around us.

We have been reminded that finding and sustaining superb people is at the heart of what we do as a school; success emerges from this. Consequently, we have listened to our constituents to understand how we can create the conditions that ensure they succeed in achieving our collective goals.

Keys to Success survey

Bridge funding for researchers who were highly competitive but unsuccessful in new grant applications, and seed and pilot grant funding were the most valued priorities for investment aimed at increasing the competitiveness in grant applications and research output.



Supporting our faculty and enhancing their capacity for productivity



In order to reach the university's *Eyes High* strategic goals, research support to the CSM must increase; this relies on the ongoing and increased competitiveness of our faculty.

Salary support in place of AHFMR | Faculty whose salary awards from AHFMR have finished require ongoing salary support. This was one of the first priorities of the current administration and completing the transition of AHFMR-supported faculty into secure positions remains a priority for the school.

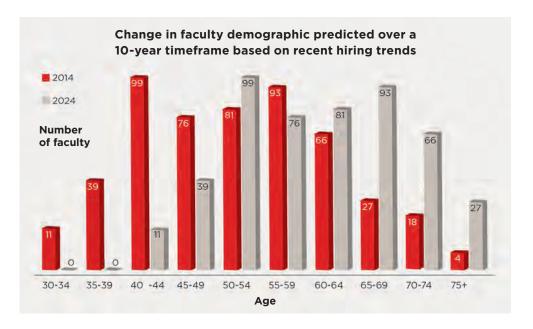
Bridge funding | Federal agencies are funding a much lower percentage of operating grants than historical norms. Many excellent scientists ranked at levels that would have been funded in the past are not receiving ongoing support. This poses a serious risk to the CSM's research enterprise. The school is committed to bridge funding such programs, with evidence that keeping good science going will yield measurable returns on investment.

Internal grant review and development support | Many funding agencies are now requesting more information on knowledge translation, partnerships and commercialization potential. We are building a system to provide comprehensive financial and non-financial support to applicants.

Access to trainees | Trainees are the lifeblood of many research programs. We will enhance support for trainees in order to ensure that faculty members continue to have vibrant programs of research.

2. Faculty renewal

We have directed retirement positions to mitigate the risk created by the dissolution of the AHFMR. As a consequence, departments have been unable to renew their faculty and few have expanded at all in the past five years. Our faculty numbers are not keeping pace with the rate of growth across the city or province. With few assistant professors being hired, our demographic is projected to shift as illustrated below.



To provide the health system that we want for the future, we need to recruit and retain faculty to the CSM. We will work with community partners and the philanthropic community through the university's institutional fundraising campaign to find ways to support faculty growth and renewal.

We commit to recruiting only the most promising early career faculty.

We will align those faculty members with thriving research groups to ensure that they have involved colleagues and informal mentorship.

We will ensure that departments have systems of mentorship that provide early career faculty with appropriate guidance.

We commit to on-boarding and orientation processes that allow early career faculty to begin productive work upon arrival.

We will develop a Uniting Leaders Program in conjunction with community partners to include early career faculty in our community engagement process.

We will provide early career faculty with opportunities for skill development, both locally and beyond.

We will recruit in a way that is transparent, inclusive and mindful of the strength in diversity.

3. Professional development at all career stages

Our faculty members have many important roles. Some are educators, some are researchers, some have prominent clinical roles and others excel in leadership and community service. We commit to a system that values excellence in all activities. The Office of Faculty Development will expand to include a number of initiatives.

Fair and transparent evaluation metrics | We make a broad commitment to clarify the alignment of faculty tracks with career goals. We support flexibility throughout faculty careers, including retraining opportunities and selective track changes for outstanding faculty members. Through the Office of Faculty Analytics, we will work with the university to conduct a comprehensive evaluation of current faculty track structures and criteria for reappointment and promotion. These metrics will feed into comprehensive metrics of departmental and institutional success.

Sustaining collaborative, respectful environments | Faculty, staff and students place a high value on working in a place where they consistently have professional, respectful interactions with others. We commit to enhancing our culture of professional behaviour by providing education and evaluation that encompasses the importance of these values.

Keys to Success survey

Seventy-two per cent of respondents felt that activities such as the Celebration of Excellence were an important means to engage members of the CSM.

Recognizing excellence | We will enhance our support for a culture that identifies, appreciates and recognizes outstanding contributions and successes. Faculty awards, both internal and external, promote our success to the community and celebrate the work of our colleagues.

Respecting diversity | We strive to maximize the success of all faculty members and learners, recognizing that our achievements will be greater when all participate fully in the life of our academy.

Preparing and supporting clinical faculty | We are dependent upon thousands of clinical faculty across Alberta and beyond who contribute to the education of our students. We commit to support their interests in training and to make their association with the CSM a rewarding part of their professional lives.

Preparing and supporting faculty for leadership: Office of Leadership Development | Leadership skills are broadly applicable; whether in clinical environments, on research teams, as part of team-based educational initiatives or in administrative capacities, our faculty will be positioned to lead. A Leadership Development Program is being developed in partnership with the Haskayne School of Business.

Preparing and supporting faculty as ambassadors | Increasingly we are called upon to represent our school in the local and global arena. We will prepare our faculty to adopt the role of expert and advocate in the public's eyes. We commit to providing faculty with media training, training to interact with government bodies and training in fund development.

Preparing dynamic physicians and scientists for the future of health

e are first and foremost a medical school; our students, at all levels of training, sustain us. As they commit to spend some of the most

Given global and local needs for highly qualified personnel, we must reconceptualize education at all levels.

important years of their lives with us, we must strive to offer them our best. As a key priority, we will work with partners in the community, through philanthropy and other means, to ensure that we offer students the

high-quality experience that they expect to receive in Calgary.

We must examine who we select and how we educate and prepare them for success. We must ensure that our students reflect the diversity of our city and province, and that we provide role models and mentors for those who struggle to find likeminded people in our midst.

We must broaden our understanding of what constitutes a learning environment and understand that in the future learning will occur in the places where students live their lives—whether that is in rural Alberta, online, in the downtown community or across the globe.

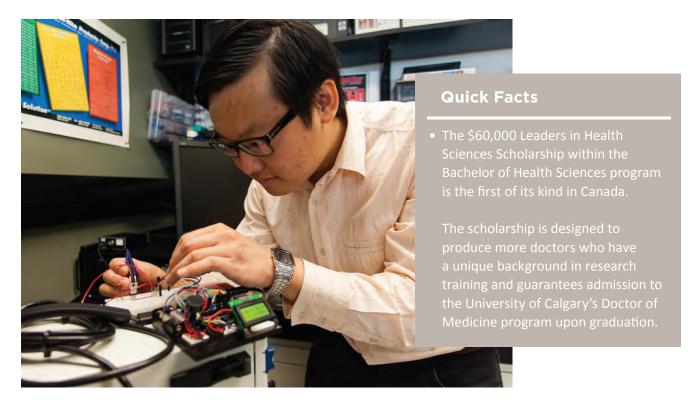
We also need to re-conceptualize the goals of training. Our graduates need to be not only highly trained physicians and scientists but also entrepreneurs, team leaders, community advocates and adventurers.



1. Enhancing the educational experience of our undergraduate students

Undergraduate Science and Health

The Bachelor of Health Sciences and the Bachelor of Community Rehabilitation are our core undergraduate programs. They are highly competitive and have the potential to become even more prominent nationally.



We commit to increasing the number of competitive student entrance awards.

Students at the undergraduate level are increasingly learning by doing. We will provide enhanced support for undergraduate research, including a sustainable program of summer studentships.

In keeping with the notion of students learning where they live, we will have an increased focus on research projects and summer studentships that take place in the community—within Calgary, across Alberta and beyond.

We recognize the importance of flexibility in education and will continue to support our students by offering courses in a variety of formats and locations.

2. Training the physicians of today to create a sustainable health system tomorrow

Undergraduate Medical Education (UME)

The Future of Medical Education in Canada (FMEC): A Collective Vision for Medical Education in Canada identifies important themes in the evolution of medical education, including: 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 intraprofessional team practice and fostering medical leadership. We will continue our commitment to FMEC priorities and will expand opportunities for our undergraduate medical students.

As recognized by the Royal College of Physicians and Surgeons of Canada in CanMEDS 2015, physicians act not only as medical experts and scholars but as leaders and advocates. As part of our social contract, we must train the physicians of today to be able to create a sustainable health system tomorrow. This will involve expanding the Leaders in Medicine (combined MD and graduate degree) program so that it identifies and fosters medical students across a spectrum of interests. We will continue to support the clinician scientist model but will also expand our reach to those students who are interested in becoming advocates for patients, experts in systems and experts in the business of health. We need to prepare students with various interests and from various backgrounds to create the future of health.

We commit to the graduation of excellent physicians, as measured by all UME program outcome measures, including Medical Council of Canada scores.

We commit to enhancing our focus of graduating physicians with a social/global conscience.

We commit to producing physicians that meet the needs of Albertans.

We will develop scholarly tracks for medical students with an interest in business, policy and public health.

We will develop a pipeline for high school students from groups that are underrepresented in our medical school classes.

Education scholarship

We commit to the long-term sustainability of our Office of Medical Education and Scholarship, which supports our educators as scholars and researchers through grants for innovative projects to enhance our educational programs and faculty mentorship opportunities.



Postgraduate Medical Education (PGME)

The FMEC: Postgraduate Project identifies important themes in the focus for residency education programs. These include attention to physician mix and distribution, learning and work environments, competency-based curricula, transitions into and through residency education into practice, and assessment systems. We continue our commitment to these priorities and will ensure that:

Our programs and positions are aligned with the health requirements of Albertans, recognizing the province's need for generalist physicians and physicians in regional and rural locations while respecting the need for highly specialized practitioners in urban centres.

We build on the extensive community engagement already in place through the Distributed Learning and Rural Initiatives program and enhance the opportunities our residents have to learn and work in multiple environments in Calgary and beyond.

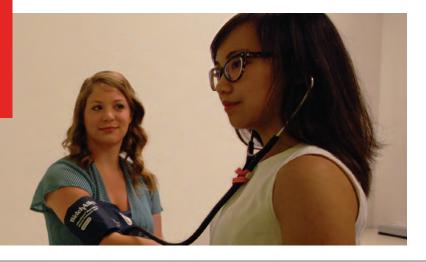
Our programs adopt a competency-based curricula with appropriate and regular assessment of residents combined with preparation of faculty for success in this changing educational landscape.

Our residents have opportunities to develop their skills in leadership, patient safety and research and are well prepared to work in environments of need.

Keys to Success survey

Clinical faculty rated access to educational programs for underserved populations as their top priority in education.

All respondent groups rated opportunities for community-based elective experiences inside Canada as a top priority for developing partnerships.



3. Inspiring trainee research and professional development beyond traditional boundaries

Graduate Science Education

Graduate students are key drivers of research activity in the CSM. They are also engaged and enthusiastic learners who are preparing for a variety of careers in the public and private sector.

Keys to Success survey

Seventy-eight per cent of full-time faculty respondents rated graduate student stipends and scholarships as a highly valuable way to enhance education.

Respondents also indicated that salary support for graduate students and postdoctoral fellows was highly valued for investment aimed at enhancing research productivity.

Financial support for graduate students is largely reliant on external funding of independent investigators. We will develop a program that provides an additional mechanism to support CSM graduate students. We recognize their efforts not only as students but as valued contributors to the research enterprise.

We will promote student diversity through outreach and mentorship programs.

We will enhance the education graduate students receive about the challenges and opportunities in translational research.

We will initiate a career centre and professional development program appropriate for the graduate level of training. The majority of our graduate students will not become principal investigators and we need to understand what opportunities we can provide that will prepare them for the range of professional activities in which they are likely to work.



Postdoctoral Scholars

As professionals, our postdoctoral scholars deserve the freedom, respect and recognition granted to employees of the university. However, as trainees they also require mentorship from our faculty. A balance between independence and guidance will allow our postdoctoral scholars to grow into independent investigators.

We will develop a CSM-specific postdoctoral trainee recruitment program to attract the best and brightest postdoctoral scholars to the school.

We will ensure equity by eliminating disparities in salary and providing salaries that are competitive nationally and internationally.

We will create a formal professional development program for postdoctoral scholars that recognizes that they will not all pursue careers in academia; we commit to more formal preparation of scholars entering the job market.

We will create a mentorship program so that each fellow has a trusted advisor distinct from their research supervisor(s).

We will bring postdoctoral scholars together in formal and informal settings to create a community of young scholars that allows for the exchange of ideas between some of our most creative researchers.



Quick Facts

- On an annual basis,
 CME and PD hosts over
 5,000 registrants for
 professional development
 activities. We provide
 weekly professional
 development opportunities
 by distributed means
 to 65 rural and remote
 sites in Alberta, British
 Columbia, and the
 Northwest Territories
- We partner with Alberta
 Health, Alberta Medical
 Association, AHS, College
 of Physicians and Surgeons
 of Alberta, Health Canada,
 and other key organizations
 to deliver unbiased, needs
 and evidence-based
 professional development
 opportunities to the
 health-care workforce
 across the province.

4. Supporting a culture of life-long learning

Continuing Medical Education and Professional Development (CME and PD)

There is a revolution occurring in post-secondary education. Traditional learning models, many largely unchanged in hundreds of years, are being challenged by technological advances and global access to educational offerings.

Continuing medical education and professional development for physicians is part of the social accountability of our school.

To provide the best care for the population, licensed physicians require support and access to an educationally rigorous unbiased professional development and assessment program.

The CSM has the only CME and PD office in Alberta.

Through in-person and web-based course offerings and the Physician Learning Program, we will ensure that physicians throughout Alberta and elsewhere have access to professional development opportunities that provide best evidence-based updates, skill development and opportunities to network with rural and urban colleagues through a variety of means.

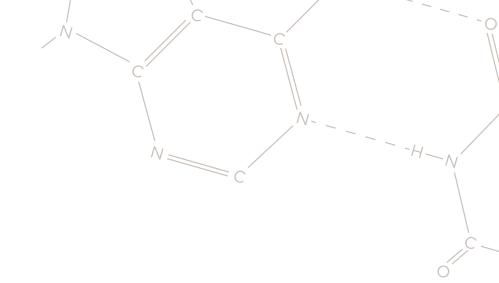
Our clinical faculty should have access to their own clinical and other data to guide their practice and identify learning needs. We will support them in translating their data into learning opportunities.

Our faculty members need to offer students a range of ways in which to learn and master skills and information. Our faculty will need training and support to capitalize on new ways of working with learners at all stages of their educational development.

Promoting workplace excellence and well-being

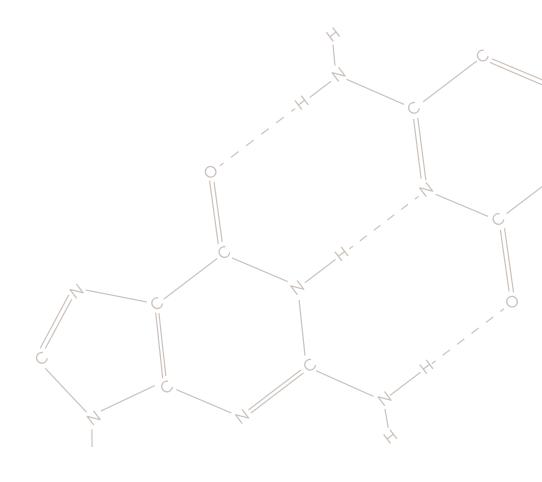
The CSM is its own small town; every day over 1,600 management, professional and support staff come to work here. The success of the CSM relies heavily on each individual living up to his or her professional potential.

As a school of medicine, in particular, we need to be committed to the health of all of our employees. We will create safe and health-promoting environments for all staff. We must also promote mental well-being through workplaces that are respectful, flexible and responsive.



Strategic Priority Area

Platforms: Infrastructure for impact



CSM cross-institute research priorities

- Brain and mental health
- Inflammation and chronic diseases
- Cardiovascular health

Quick Facts

- The CSM has 14 Tier 1 and 11 Tier 2 Canada Research Chairs
- The Calgary Stroke
 Program is recognized
 as one of the leading
 programs of stroke
 treatment and research
 internationally.
- Forty-eight community supported chairs and professorships, with a total endowment value of more than \$150 million, help develop, promote and recognize research excellence

Setting the stage for innovation in research

algary is an ideal place for the intensive multi-disciplinary collaborations required in today's academic health sciences centres. Its relatively small size makes it an inherently interactive place. However, attention is required to maintain an environment that supports and rewards innovative collaboration and team work.

Our research priorities are reflected and carried out by our seven research institutes.

A decade ago, our institutes were formed—partnerships between the university, AHS and the community—to provide creative homes for faculty and students from various disciplines to work together on biological processes that are relevant for understanding human diseases. Their strength derives in part from the fact that their activities span the spectrum from fundamental discovery research and clinical research.

Our institutes have already seen remarkable success and we are committed to their ongoing achievement through our crossinstitute research priorities—brain and mental health, inflammation and chronic diseases, and cardiovascular health. These priorities will be re-evaluated on a regular basis. We commit to maintaining clearly focused research priorities.

We will continue to support the institutes' role as organizing vehicles with the capability to bring rapid

innovation to patients. We support their roles in developing and testing new methods for disease prevention as the ultimate strategy for improving health outcomes and lowering health-care costs. We will also coordinate inter and paninstitute initiatives in such a way that the institutes themselves do not risk becoming silos of activity.

Essential to supporting the success of our faculty and to meeting the university's *Eyes High* mandate, is a commitment to develop the scientific platforms, facilities, cores and information technology (IT) necessary for the conduct of transformative research. Platforms should synergize and accelerate innovation and impact, and cannot, by virtue of their scope and size, be restricted to single institutes or departments.

1. Investing in institutes with impact

We will establish a fund to support high risk, high return and early stage research. The CSM will exploit opportunities for funding and cultivate stronger relationships with local, provincial and national governments and agencies as well as industry. We will seek philanthropic and other support for a fund that will allow local investigators to take risks and to drive innovation in our system.

We will develop a data-driven model for platform evaluations, funding and performance expectations.

We will develop transparent, evidence-based finance and space allocation decision-making models.

We will conduct formal reviews of institutes. Sustained success requires ongoing realignment of priorities and the flexibility to invest in developing areas of scientific inquiry and clinical medicine. To this end, we will undertake rigorous and metric-based reviews of institute activities, impact and governance to ensure continued alignment with CSM strategic priorities and objectives. Support of pan-institute initiatives that strengthen CSM platforms will be a key consideration of the reviews, as will collaborative efforts between institutes and linkages to academic departments that foster and support the CSM priorities.

Cumming School of Medicine Research Institutes	# of Full Institute Members 2014	Research Revenues		
		# of Non-Tricouncil Operating Grants 2013-14	# of Tri-Council Operating Grants 2013-14	Research revenue in \$M 2013-14
Alberta Children's Hospital Research Institute	97	98	37	\$23.9
Calvin, Phoebe & Joan Snyder Institute for Chronic Diseases	92	102	58	\$28
Hotchkiss Brain Institute	111	155	77	\$35.9
Libin Cardiovascular Institute of Alberta	147	59	38	\$20.2
McCaig Institute for Bone & Joint Health	36	47	10	\$13.6
O'Brien Institute for Public Health	197	138	55	\$25.5
Southern Alberta Cancer Research Institute	66	78	16	\$13.7

2. Pan-institute initiatives in precision medicine

With advances in high performance computing and data science, and the evolution of large patient datasets and imaging platforms, a new era of personalized treatment plans based on patients' individual biological profiles is on the horizon. Advances in a range of medical disciplines, including cancer, chronic inflammatory diseases, and brain and mental health, are relying on ever more precise matching of patient with therapy.

Precision preventive medicine is also on the horizon, in which healthy people can understand their individual risk of certain diseases before the onset of illness, providing the opportunity for appropriate lifestyle modification and mitigation of the risk. We have the opportunity to become leaders in the science

A new era of personalized treatment plans based on patients' individual biological profiles is on the horizon.

underlying precision medicine and to offer Calgarians and Albertans access to care and information that will be at the forefront of optimizing treatment across a range of illnesses.

A pan-institute initiative on precision medicine will build on current strengths, cut across disease states and provide a unifying focus to many aspects of our work.

The development and deployment of precision medicine tools requires application at the clinical setting, therefore, strengthening

or building effective interfaces with AHS clinical facilities is essential. Our goal is simple: to match patients with their most effective treatments in order to provide timely and cost-effective care. Elements of this initiative include:

Clinical trials | We will aggressively increase the number and value of our clinical trials through a streamlined organizational structure, a dedicated group of support staff, continued improvements in IT support and the establishment of a clinical research seed funding program. We will expand the Clinical Research Unit and Clinical Trials Centre to meet the needs of faculty from all disciplines who are trying to provide Calgarians with local access to experimental treatments and novel therapeutics.

Bioinformatics | Bioinformatics is the study of the structure inherent in biological information. We are interested in the application of computational tools and methods to biological or biomedical research data. This includes the acquisition, storage, organization, analysis and visualization of data, the linkage of multiple data sources and the creation of clinical decision support systems. We will provide our faculty with high-performance computing capacity, skilled data scientists and research data storage that will be the engine behind precision medicine.

In addition to faculty with expertise in this domain, the bioinformatics stream in the Bachelor of Health Sciences program will be enhanced and we will support the bioinformatics graduate program to develop—from within—informaticians for the future. The bioinformatics platform converges with the University of Calgary research platforms including synthesis and visualization.

Genomics | Advances in genome sequencing and a growing understanding of the separate and interactive effects of genetic and environmental factors have initiated a revolution in the systematic study of biology at the molecular level.

The translational implications of this expanding body of knowledge to our understanding and potential management of human health, acute and chronic disease are enormous.

The Alberta Children's Hospital Research Institute (ACHRI), with financial support from the Alberta Children's Hospital Foundation and the CSM, has built a genomicsbioinformatics platform which supports the research programs of investigators within institutes across the school.

ACHRI will lead the development of a strong collaborative partnership amongst CSM, multiple institutes and faculties in support of the university's strategic direction, culminating in a CSM Centre for Health Genomics and Informatics.

The centre will incorporate bio-sampling capacity and support this with an enhanced effort for clinical phenotyping and extensive data linkage and analytics capacity.



Imaging facilities | The CSM has invested heavily in imaging. These investments will be enhanced with additional technologies and with recent recruits who are recognized internationally.

Human imaging capacity will converge with basic science strengths to support emerging areas of investigational therapy. Success of the imaging platforms will depend on strong bioinformatics and IT platforms.

Gnotobiotic facility | The microbiome and its relevance to human health and disease is emerging as a leading area of investigation. Bacteria outnumber human somatic and germ cells by about tenfold in the body and represent a combined microbial genome that is one hundredfold the human genome. Only small portions of the gut microbiota are described and even fewer are properly investigated.

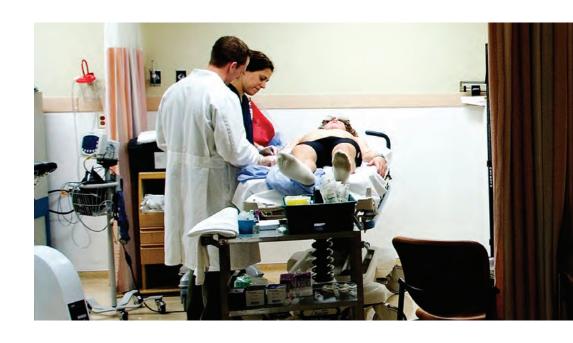
Keys to Success survey

Sixty-six per cent of respondents indicated that a school-wide investment in bioinformatics and biostatistics support would be highly valuable to their research programs.

The gnotobiotic model provides a platform for investigating the molecular mechanisms behind the workings of the microflora.

We have the opportunity to link a gnotobiotic facility with world class imaging to be international leaders in understanding the role of commensal and pathogenic organisms in health and disease.

Success of a gnotobiotic facility will depend on strong bioinformatics and IT platforms.



Setting the stage for innovation in education

With the LINDSAY Virtual Human project and the Advanced Technical Skills Simulation Laboratory, we are committed to platforms that enable novel approaches to learning. Now, we need to support the technical and people-based platforms that will form the backbone of educational offerings in the next decade.

Distributed Learning and Rural Initiatives (DLRI)

We are committed to responding to the needs of Albertans through research and education. Our presence in communities outside of Calgary has steadily grown since 2000 through DLRI. Through a collaborative platform, over 4,000 weeks of medical training occurs in these communities each year. We are supported by practicing physicians and engaged Alberta communities, which allows us to place students and residents in locations where there is a critical need. These experiences are vital to broadening the possibilities for careers in practice and research seen by our learners while, at the same time, delivering needed care. To expand upon this proven base, we will:

Invest in service to Albertans by ongoing support of undergraduate and postgraduate training in communities outside of Calgary.

Through strategic collaborations, commit to expand the existing IT component of medical education to facilitate learning in communities throughout Alberta.

Conduct a formal review of admissions processes to ensure fair access to medical school for underserved populations. CSM leads Canada in a socially accountable selection process.

Build upon and lead a socially responsive opportunity to increase applicants from underserved populations.

Investigate further engagement with our local and distant provincial communities.



Infrastructure for the short and long-term

Projected renewal of the school is significant and we will strive to expand our numbers of faculty and trainees even further. Current space is adequate but may not be sufficient in a decade. Because large capital projects work on a long time frame, we will convene a working group to examine long-term space expectations and to understand what opportunities may be possible with the University of Calgary, AHS and other partners over the longer term.

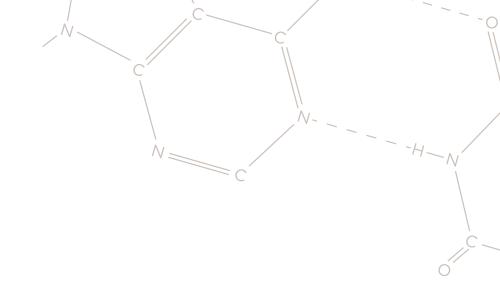
IT platforms

We are aware of the importance of IT to the daily business of our researchers, students, clinicians and staff. We will increase our investment in IT infrastructure as an enabling platform for many of our initiatives.



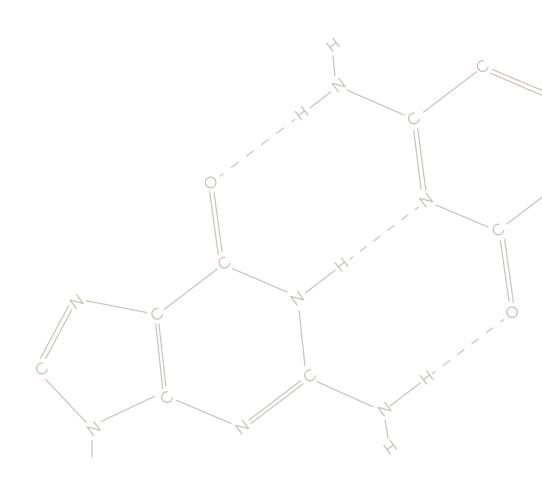
New possibilities

With the extraordinary gift that recently resulted in the naming of the CSM, possibilities have opened to the school that were not previously feasible. There is the opportunity to invest in leading research platforms. With our partners within the institutes and across the university, we will engage over the next year in a series of business planning activities that will build the case for innovation that will take us into the future.



Strategic Priority Area

Partnerships: Engaging with our broader community



e exist in a symbiotic relationship with our local community and the province of Alberta. Calgary attracts people from across the globe; many of them highly

qualified personnel with skills that are sought after internationally. These people count on access to cutting-edge treatment and physicians with the most up-to-date knowledge.

In return, we benefit from the knowledge, support and advice of the communities around us.

We propose to focus on a series of initiatives that will cement our place as an integral component of this vibrant city and as a go-to source for information that can be accessed by all Albertans.

We benefit from the knowledge, support and advice of the communities around us.

We ensure that excellent physicians with high-quality training are available to meet the health-care needs of Calgarians and that research is conducted to address the long-term goal of a healthier future for all Albertans.

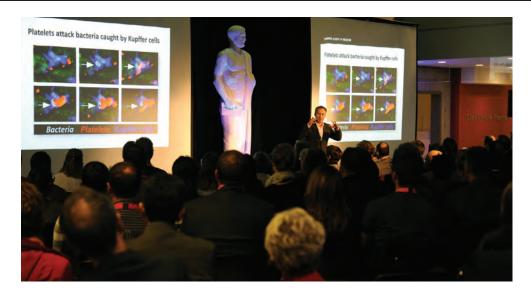


Left to right: Guy Levy, Brenda Mackie, Matt Brister, Ron Bridges, Glenda MacQueen, Gerald Zamponi, Jocelyn Lockyer, Bill Sembo, Maureen Cormier Jackson, Chen Fong; front: Gail O'Brien and Jon Meddings

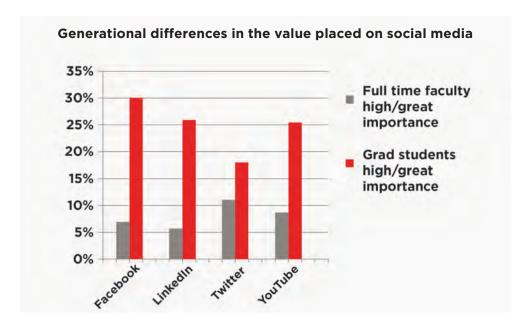
Dean's Advisory Board members

Gail O'Brien (Chair)
Bill Sembo (Vice-Chair)
Shawn Abbott
Matt Brister
Maureen Cormier Jackson
John Dielwart
Chen Fong
Kabir Jivraj
Brenda Mackie
Keith MacPhail
Al Monaco
Bob Sartor

Communicating a bold vision as a research-intensive medical school



We will communicate a vision that highlights the excellence of our faculty and students, emphasizes that the provision of high quality health care in Calgary relies on the presence of the CSM, and communicate that we are committed to creating the health-care structures that will see Calgary into a sustainable future of health. To be regarded as an integral component of this vibrant city and province, we must expand our presence in the community.



Communications | The communications strategy and plan for the CSM envisions a strategic multi-year path that will increase awareness and understanding of the school, enhance the reputation and increase engagement of various stakeholder groups outside of the school. As this plan moves forward we will focus on clear calls to action and measurable outcomes.

Increasing research and education beyond our campus

Associate Dean within Faculty Affairs | We will recruit an Associate Dean to work through the Senior Associate Dean (Faculty Affairs). The position will oversee the development and implementation of a new community engagement strategy that reflects our place in an interconnected local and a global community. The associate dean will create teams to develop synergistic portfolios encompassing global health education and research activities with underserved populations. International activities will be aligned with the university's internationalization strategy. Initiatives to strengthen our relevance and connection with our local community will be a priority.

Quick Facts

- Global Health and International Partnerships supports international educational experiences for students and promotes research in countries such as Laos, Tanzania, Haiti, Nicaragua, Guyana and Uganda.
- Almost half of all University of Calgary medical graduates in 201² will start their careers in family medicine, more than doubling the number of family doctors we produced in 2008.
- A University of Calgary creation, the LINDSAY Virtual Human software program is the medical equivalent of a flight simulator, teaching students anatomy andphysiology in 3D.

Create engaged citizens | We will build our capacity to engage locally and globally by strengthening our UME and PGME electives, providing the highest quality experiential learning for students. Meaningful and mutually beneficial partnerships will be the hallmark of CSM's engagement.

Strengthen global health scholarship | We will focus on catalyzing promising new research initiatives and expanding our expertise in maternal and child health, and One Health (a collaborative and multidisciplinary approach that emphasizes the interconnections between animal, human and environmental health). To position the CSM as a leader in global health, we will lead in the development of global health principals and practice guidelines. We will create supports and mentor investigators to be successful in research within a complex global funding landscape.

Build capacity in low and middle income countries | We will focus on capacity building in clinical areas, education and research, with emphasis on long-term partnerships and successful programs such as the Masters in Public Health in Tanzania and our Global Graduate Leaders initiative.

Increase engagement with communities | We will focus and refine our educational response to the needs of underserved populations including through the development of a pipeline program. Through the DLRI platform, we will expand our postgraduate educational collaborations and review our undergraduate processes to reflect our core values.

Celebrating a growing network of ambassadors

As their successes in the world reflect the quality training they received at the CSM, our alumni are our greatest ambassadors. We commit to celebrating this growing network of influential clinicians, scientists and citizens and to providing them with ways to remain connected with us so that our success, in turn, is truly their success. We are committed to:

Expanding our Alumni Affairs Office to have greater contact with our diverse and widespread alumni.

Engaging students and families early in their experience with the CSM to strengthen the foundation on which long-term relationships will be built.

CSM research partners

Local | CSM research institutes, Startup Calgary, University of Calgary faculties

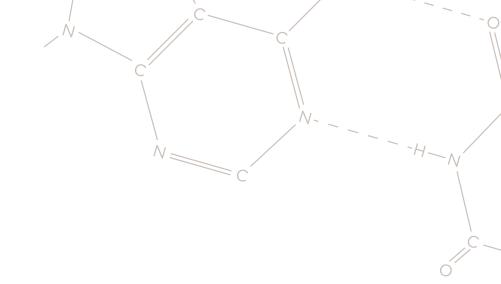
Provincial | Alberta Cancer Foundation, Alberta Children's Hospital Foundation, Alberta Health Services, Alberta Innovates - Health Solutions, Alberta Innovation and Advanced Education, Campus Alberta, Heart and Stroke Foundation of Alberta, Interdisciplinary Chronic Disease Collaboration

National | Allergy, Genes and Environment (AllerGen) Network, Brain Canada, Canada Brain Research Fund, Canada Foundation for Innovation, Canadian Breast Cancer Foundation, Canadian Breast Cancer Research Alliance, Canadian Cancer Society Research Institute, Canadian Institutes of Health Research, Canadian Stem Cell Network, Crohn's and Colitis Canada, Grand Challenges Canada, Heart and Stroke Foundation of Canada, Hypertension Canada, Juvenile Diabetes Research Foundation, Kidney Foundation of Canada, Natural Sciences and Engineering Research Council of Canada, Prostate Cancer Canada, Public Health Agency of Canada, Western Economic Diversification Canada

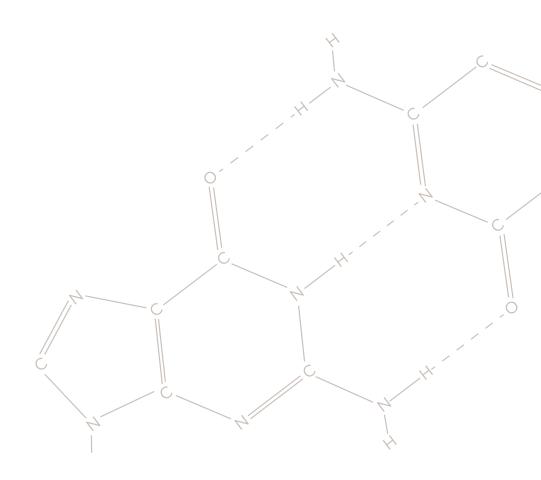
International | Capital Medical University (Beijing, China), Catholic University of Health and Allied Sciences (Tanzania), Daqing Oilfield General Hospital (Daqing, China), Frontier Medical College (Abbottabad, Pakistan), Harbin Medical University (Harbin, China), Mbarara University of Science and Technology (Uganda), National Institutes of Health, Pediatric Epilepsy Research Consortium, University of Health Sciences of Laos







Realizing the plan

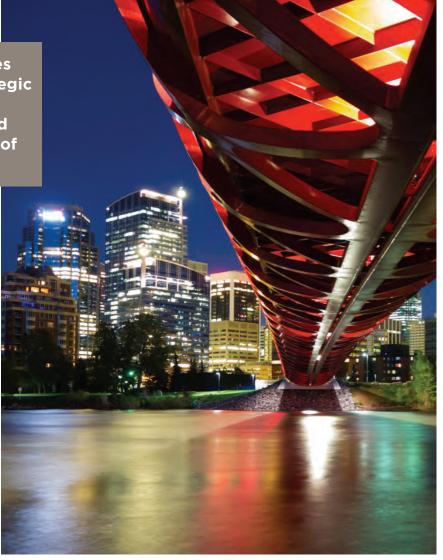


he success of any strategic plan is dependent upon effective implementation.

To this end, we carefully assessed the recommendations of many faculty, staff and students and reviewed these with university and community leadership. Objectives and milestones associated with the strategic plan will be incorporated into annual individual and team

performance goals of the leadership team. Resources for implementation are modeled for a five-year period and will be allocated through an annual budgeting process in alignment with yearly goals.

Objectives and milestones associated with the strategic plan will be incorporated into annual individual and team performance goals of the leadership team.



Key drivers of success

Leadership with accountability

All academic and administrative leaders are responsible for initiatives that fall under their purview and are expected to support implementation and help address problems.

Communication

Over a thousand people contributed their time to the development of this plan. Its success relies on everyone understanding the value they bring to ensuring the success of the CSM.

Transparent and measurable progress reporting

Major initiatives in the strategic plan will have a principal responsible party, a funding plan, milestones and measures. The initiatives will be tracked and progress will be used as the basis for assessing accountability. There will be reviews at bi-annual retreats to assess progress, and leadership reviews will include progress to date. We will report to the community on a regular basis.

Staging

A number of initiatives have been or will be started in stages (for example, the Clinical Research Unit) and others will be introduced based on a combination of school, institute and community support.

Collaboration

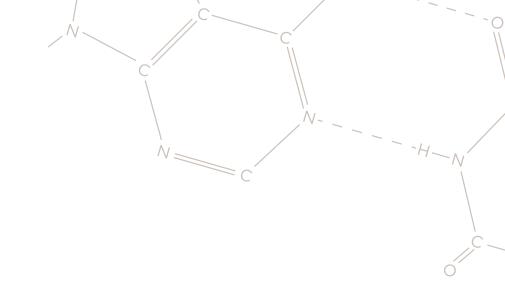
Success requires collaboration among faculty and administrative leaders. Department heads and institute directors will be expected to manage and allocate resources to invest in strategic priorities, for example, pooling resources to fund priority recruitments and using performance-based metrics in support of plan initiatives.

Summary

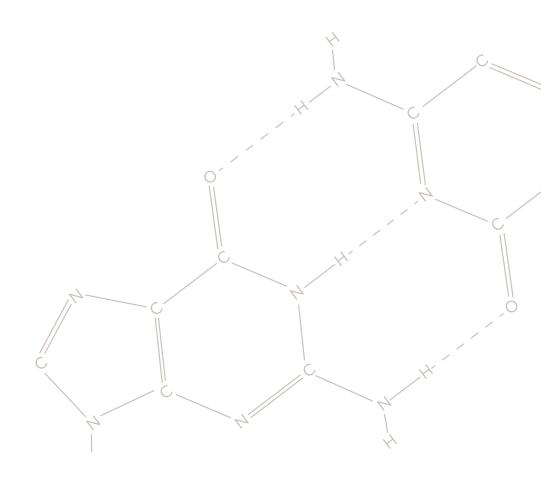
Continuous assessment, the willingness to make difficult choices and significant resources—not to mention effective communication and a commitment to moving forward—will be required to carry out these initiatives. As privileged stewards of a great school, it is imperative that we remember that the health of future generations of Albertans rests on the decisions that we make today.







Appendices



Alignment of the CSM Strategic Plan with the University of Calgary's academic and research plans

UCalgary Academic Plan	CSM Strategic Plan	UCalgary Research Plan
People: Organizing around our strength		
 Create oversight and advisory bodies to ensure that administrative burdens on the professoriate are streamlined to allow them to focus on scholarship Develop a plan to ensure appropriate renewal of the academy occurs regularly Further enhance professional development programs that advance teaching and research related and leadership skills, particularly in junior faculty members Ensure a positive and engaging environment that rewards and recognizes achievements of academic staff members 	 Support our faculty and enhance their capacity for productivity Ensure faculty renewal Provide professional development at all career stages Build a system to provide comprehensive financial and nonfinancial support to grant applicants Enhance our support for a culture that identifies, appreciates and recognizes outstanding contributions and successes 	 Support people, continue to build and enhance infrastructure, build new initiatives Research administrative systems should be easy, efficient and effective Increase the professional pool of research enablers—grant writers, editors, data analysts for grant support metrics
 Create and support more opportunities for undergraduates to engage in applied and/or research active learning components Examine graduate student funding and determine minimum funding requirements for research and professional graduate programs Provide extensive high-quality professional development training programs for all graduate students Promote professional development opportunities for postdoctoral scholars Leverage funding for postdoctoral scholars through various provincial and federal granting programs Ensure opportunities exist to establish leadership skills in each year of programming Identify programs that include flexible ways of learning 	 Increase our focus on undergraduate research projects and summer studentships that take place in the community—within Calgary, across Alberta and beyond Develop a competitive support program for CSM graduate students that recognizes their efforts not only as students but as valued contributors to the research enterprise Find mechanisms that ensure support for postdoctoral scholars Initiate a career centre and professional development program Train the physicians of today to create a sustainable health system tomorrow 	 A dynamic research environment is one in which undergraduates at all levels are also engaged in the research enterprise We need to recruit top graduate students from Canada and internationally. To effectively train the next generation of researchers, graduate students must receive proper supervision and training in all aspects of research and professional practice that is appropriate to their discipline including professional skills courses or workshops We need to increase our investment in postdoctoral scholars and ensure that they receive mentorship, support and opportunities to fully participate in the academy as professionals

UCalgary Academic Plan	CSM Strategic Plan	UCalgary Research Plan	
People: Organizing around our strength			
Create opportunities that allow at least 50 per cent of our undergraduate students to have at least one international experience	 Expand our global health education program to explore more opportunities Offer the majority of students access to opportunities outside traditional learning environments 	International exchanges and international experiences enrich learning and lead to opportunities for innovation among all members of the academy	
Develop teaching expertise through ongoing professional development activities	Support the sustainability of the Office of Medical Education and Scholarship to enhance our educational programs and faculty mentorship opportunities		

UCalgary Academic Plan CSM Strategic Plan UCalgary Research Plan Platforms: Setting the stage for innovation in research • Develop and maintain core research • Develop the scientific platforms and • Create more opportunities for basic and cores necessary for the conduct of translational researchers to collaborate facilities; ensure they can support and evolve with the growing needs of the transformative research via campus networks research community Increase our investment in IT • Enhance research opportunities for • Develop and improve IT infrastructure infrastructure as an enabling platform undergrads, grads, academic staff and to ensure teaching and research is for many of our initiatives postdocs supported · Establish a fund to support high risk, • Research platforms: synthesis and • Promote interdisciplinary research high return and early stage research visualization; analytics and simulation team grant programs • Support of pan-institute initiatives • Strategic research themes: infections, • Develop incentives to encourage cross that strengthen CSM platforms inflammation and chronic diseases; faculty collaborations brain and mental health • Ensure ongoing realignment of institute Improve collaboration on campus priorities and flexibility to invest in developing areas of scientific inquiry and clinical medicine · Develop and implement a Continue to enable novel approaches Increase research capacity by strategic plan for information and to learning and support the technical supporting and creating platforms of communication technologies to enrich and people-based platforms that will international prominence existing on-campus and distance form the backbone of educational • Create a dynamic research environment education experiences offerings in the next decade to promote research excellence • Upgrade the IT backbone throughout Increase our investment in IT Identify areas of emerging research the institution; incorporate virtual infrastructure as an enabling platform strength and invest in them to attain worlds to integrate teaching and for many of our initiatives international prominence research in the student experience, Convene a working group to examine including topics such as simulation long-term space expectations platforms, social media, and learning • Engage over the next year in business management systems planning to build the case for Initiate, implement and provide central innovation resources to university-wide classroom · Provide ongoing educational and facility alteration programs to opportunities in small towns and ensure best use of available resources. regional centres across the province to • Develop connections with rural and increase access to high quality medical remote partners care

UCalgary Academic Plan CSM Strategic Plan UCalgary Research Plan Partnerships: Engaging with our broader community • Strengthen partnerships with • Recruit an Associate Dean to the • Emphasize knowledge mobilization organizations in Calgary and Faculty Affairs portfolio to oversee dissemination beyond traditional surrounding communities initiatives through the local to the academic outlets global level • Further develop community-based • Better collection, organization, and partnerships leading to an expansion • Strengthen **global health** scholarship dissemination of information about of overall teaching and learning with a focus on new research initiatives university research activities and environments, and also to increased and expanding our expertise in researchers maternal and child health sense of connection to the community • Students and faculty should be for students • Communicate a bold vision as a encouraged to pursue international • Engage alumni in the life of the research-intensive medical school opportunities university as ambassadors, supporters, • Expand our Alumni Affairs Office to mentors and lifelong-learners have greater contact with our diverse and widespread alumni • Engage students and families early in their experience with the CSM to strengthen the foundation on which long-term relations will be built

Performance indicators for research and education

The success of the strategic plan requires evaluation of specific indicators. The Office of Faculty Analytics (OFA) has been created to collect and report data of relevance to our progress. We currently collect some of the following key performance indicators (KPIs) and will continue to develop ways to measure our performance, ensuring that we are having an impact locally and globally.

The CSM also undergoes periodic accreditation by Canadian and American organizations, necessitating rigorous self-study and external review. Maintaining the highest level of accreditation is a key quality index. The KPIs that the CSM will employ fall under three broad categories:

- Data that are required by the university for its reporting requirements, e.g., graduate student enrolment, federal research grant funding.
- KPIs that are relevant for global rankings, e.g., number of research publications, citations and "H"-index.
- KPIs that identify contributions to innovation and impact, including those that allow us to
 examine how well we are fulfilling our social responsibility and preparing leaders, for example.

Standard research metrics

Metrics including core facilities/space, grant/contract funding, clinical trials activity, publications/citations/journal impact, conference presentations and invited lectures, conferences organized, student and faculty scholarships/fellowships (includes Endowed Chairs, CRCs), student and faculty honours, number of graduate students/postdoctoral fellows and destination (academia/industry/health care), IP/disclosures/royalties/spin-off companies.

Standard education metrics

Education associate deans provide reports that relate to accreditation and standardized periodic appraisal relevant to each education program. Key educational initiatives such as the pipeline program, expanded graduate student and postdoctoral fellows support will have specific measurement targets.

Equity and professionalism metrics

- Student reports of more respectful treatment increase annually and become higher than the Canadian average.
- Lunch and learn seminars and grand rounds on professionalism school-wide increase annually with ratings of very good to excellent.
- Professionalism electives will be offered across academic programs.
- Information relevant to equity will be included in unit (department, institute, program) reports.

The measurement and reporting of performance indicators across units is part of the responsibility of every senior academic and administrative leader. The OFA will assist in the preparation of standardized reports that will be used for periodic academic review. Communications will coordinate the reporting of qualitative measures of integration, innovation and impact that align with mission and vision. Both quantitative and qualitative performance indicators will appear in widely disseminated communications and this information will be available to fund development for the preparation of cases for co-investment by philanthropic donors, the private sector and international partners.

Engagement and Planning Process

The CSM 2015-2020 Strategic Report was created with broad input from many stakeholders. The process began with a review of the 2009-14 Strategic Plan conducted by the Planning and Priorities Committee (PPC).

This report, along with an executive summary, was made available to members of the CSM and provided an opportunity to reflect on past successes and challenges as well as a foundation upon which to initiate discussions for the new plan.

Upon completion of the 2009-14 strategic plan review in late 2013, Dr. Alexander Dubyk was hired as a consultant to work with PPC in engaging CSM faculty, staff and students in the planning process. Dr. Dubyk and members of PPC then undertook a six-month, intensive process of engagement with a range of internal and external stakeholders.

A series of individual meetings were held with members of the Dean's Advisory Board (DAB).
 Some of the discussion points included impressions of the faculty, positioning of the faculty in the community and opportunities for engagement with the local and provincial communities.

This environmental survey helped to define both key opportunities and likely challenges for the CSM. Members of the DAB provided invaluable insight into local, provincial and global factors that may influence the CSM during the tenure of this plan.

Representing PPC and on behalf of the Dean, Dr. Dubyk and/or Dr. Glenda MacQueen attended
department executive and faculty meetings, speaking with the membership and leadership of
departments such as Biochemistry and Molecular Biology, Cell Biology and Anatomy, Community
Health Sciences, Clinical Neurosciences, Critical Care Medicine, Emergency Medicine, Family
Medicine, Medicine, Obstetrics and Gynaecology and Surgery.

When it was not possible to meet with groups of department members, meetings were arranged with department heads to ensure all 20 departments were represented.

- Dr. Dubyk met with all institute directors and other individuals representing each institute. He also
 met with associate deans and the leadership of various units in education.
- Meetings were held with Deans of selected faculties at the University of Calgary.
- One-on-one meetings were also held with a number of other external stakeholders including key funding partners.
- Three retreats were held in March 2014, covering topics in research, education and graduate student education. The research retreat had nominees from all institutes and included early and mid-career faculty in order to ensure that the leadership heard from investigators across a range of professional development, not only established leaders.
- Twenty-two focus groups were then conducted with a total of 148 participants. The focus groups
 were run on the basis of academic rank, with, for example, full professors meeting with other full
 professors, assistant professors meeting with assistant professors.

Focus groups were also run for clinical faculty, Management and Professional Staff (MaPS), Alberta Union of Provincial Employees staff (AUPE) and postdoctoral fellows and postgraduate trainees. Engagement in the focus groups was high—67 per cent of invited full time faculty members attended, as well 60 per cent of invited clinical and adjunct faculty, 100 per cent of invited post docs, 100 per cent of invited MaPS staff and more than half of support staff. ▶

Every department in the CSM had at least three members who attended a focus group; some departments, such as Family Medicine, Physiology and Pharmacology and Psychiatry had over 10 members each who participated.

The focus groups were tailored to the career stages of the various members and covered a variety of themes, from culture to infrastructure, with a primary aim of articulating the factors that our members believe are necessary for our individual and collective successes.

 On the basis of information from individual and group interviews, the Keys to Success survey was constructed and released in May 2014.

Over 1,000 academic and clinical faculty, staff and senior trainees (graduate students, postdoctoral fellow and postgraduate fellows) participated in the survey. The survey asked detailed information about topics in research, education, community engagement and operations. Respondents by group: full-time (GFT) faculty 221, clinical/adjunct faculty 207, postdoctoral students 70, graduate students 91, postgraduate medical education 66, MaPS 100, AUPE support staff 167.

Some key groups had very high response rates: over 40 per cent of GFT faculty completed the survey, almost 80 per cent of MaPS employees also completed the survey.

A focus of the June 2014 Leadership Retreat was discussion of the Keys to Success survey results.
 Senior associate deans and leaders from various units led detailed discussions that reviewed the survey, extracted priorities and worked on plans to operationalize the articulated priorities.

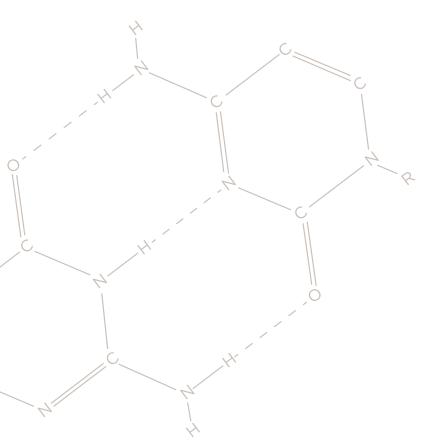
Results from the survey were examined in a variety of ways: for example, responses to particular questions were compared across groups such as GFT or clinical faculty, staff or students. Within faculty, comparisons could be made in response patterns between assistant, associate and full professor faculty.

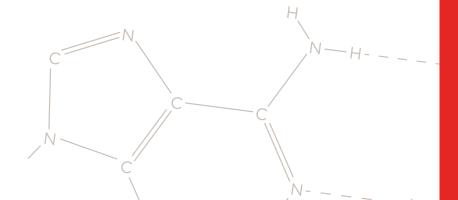
Each of the senior associate deans and key unit leaders were encouraged to examine relevant sections of the survey to extract themes or priorities from key groups.

- Highlights from the survey are noted throughout the strategic plan. A few brief examples are provided here:
 - High value was placed by almost all respondents on supporting a culture of professionalism and respect.
 - ° 66 per cent of respondents felt that it would be highly valuable for the CSM to invest in bioinformatics and biostatistics support.
 - Almost seven in 10 respondents said that it is of high value to invest in bridge funding for people who were competitive but unsuccessful in grant applications.
 - o 78 per cent of full-time faculty respondents rated graduate student stipends and scholarships as a highly valuable way to enhance education. Graduate student support was also identified as one of the key ways to enhance research productivity. ►

- ° Clinical faculty rated access to educational programs for underserved populations as their top priority in education. This was ranked the second highest educational priority by GFT faculty and when all respondents were examined as a group.
- 72 per cent of all respondents felt that activities such as our Celebration of Excellence were an important means to engage members of the CSM.
- All respondent groups (GFT and clinical faculty, senior trainees, MaPS and AUPE staff) rated the opportunities for community-based elective experiences inside Canada as a top priority for developing partnerships.
- ° While a majority of respondents (86 per cent) rated a good communication strategy as important for the CSM, graduate trainees were five to six times more likely to rank Facebook, LinkedIn and YouTube as important means of communication than GFT faculty.
- This survey, in conjunction with other engagement, provided us with a critical understanding of
 what is important to our GFT and clinical faculty, our staff and our senior trainees. The leadership
 in the CSM has been working to turn priorities into a plan.

A number of intervening factors have already materially influenced its development, the most notable being the naming of the school in June 2014 to the Cumming School of Medicine. The naming gift has opened many possibilities for the CSM and we are working with our members and partners to understand how best to realize the potential that this gift affords the school. Our research priorities, student learning experiences and community engagement will advance at a rate that we could not previously envision.





Thank you:

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And to all the people who make the Cumming School of Medicine a great place to work and learn