



# UNIVERSITY OF TORONTO DALLA LANA SCHOOL OF PUBLIC HEALTH

Dalla Lana School of Public Health Strategic Planning Retreat

November 23, 2015

MaRS Discovery District



# UNIVERSITY OF TORONTO

## DALLA LANA SCHOOL OF PUBLIC HEALTH

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# UNIVERSITY OF TORONTO

## DALLA LANA SCHOOL OF PUBLIC HEALTH

### **Dalla Lana School of Public Health, Strategic Planning Retreat**

MaRS Discovery District, Auditorium

Date: November 23, 2015

Time: 9:30am. - 4:30pm.

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#### **Light Breakfast *provided* (45 minutes) 8:45a.m -9:30a.m.**

1. Welcome by Facilitator, Brad Sinclair
2. Setting the Stage, Dean Howard Hu
3. Synopsis of Strategic Plan Work-to-Date, Daniel Sellen & Adalsteinn Brown
4. Research Capacity Enhancement Sub-Committee presentation (10 minutes) w/ facilitated discussion (20 minutes) 9:40-10:10am.

#### **BREAK (20 minutes) 10:10-10:30am.**

5. Cross-Cutting Themes Sub-Committee presentation (10 minutes) w/ facilitated discussion (20 minutes) 10:30-11:00am.
6. Partnerships, Engagements and External Relations Sub-Committee presentation (10 minutes) w/ facilitated discussion (20 minutes) 11:00-11:30am.

#### **LUNCH – *provided* (1hour) 11:30am.-12:30pm.**

7. nD Insight, Highlight of key themes and landscape findings, Rouhan Coutinho, Abraham Alappat & Jide Falodi (30 minutes) 12:30-1:00pm.
8. Performance Measures and Benchmarks Sub-Committee presentation (10 minutes) w/ facilitated discussion (20 minutes) 1:00-1:30p.m.
9. Teaching Innovation Sub-Committee presentation (10 minutes) w/ facilitated discussion (20 minutes) 1:30-2:00pm.
10. Synergy Between Population Health and Health Systems Sub-Committee presentation (10 minutes) w/ facilitated discussion (20 minutes) 2:00-2:30pm.

#### **BREAK (20 minutes) 2:30-2:50pm.**

11. Group Discussion (30 minutes) 2:50-3:20pm.
12. Report Back & Synthesis, Brad Sinclair (1 hour) 3:20-4:20pm.
13. Next Steps, Daniel Sellen & Adalsteinn Brown (5 minutes) 4:20-4:25pm.
14. Closing Remarks, Dean Howard Hu (5 minutes) 4:25-4:30 pm.

**Retreat Facilitator Biography**  
*Brad Sinclair*

Brad Sinclair is fast approaching his 30<sup>th</sup> anniversary in Ontario's health sector. Most recently Brad served as Registrar for the College of Dental Hygienists of Ontario. Prior to his appointment at the College, Brad built HealthForceOntario Marketing and Recruitment Agency for the government. Career highlights include Chief of Staff for the Minister of Health and Long-Term Care, Executive Director of IMG-Ontario, Director of the Ontario Council of Teaching Hospitals, and Director of Health Sciences for the Council of Ontario Universities. Brad has specialized knowledge in academic health sciences and in health human resources policy.

He has a BA in English Literature and a graduate certificate both from the University of Toronto. In his spare time Brad is a creative writer and a musician. He is married with two children and lives in Toronto.



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### **Strategic Plan Work-to-Date**

#### ***School-wide Consultation & Strategic Plan Committees***

The strategic planning process has been presented and discussed at the School's Executive Committee (January, May, September); DLSPH's General Faculty Meeting (January, April, October); and School Council (March and June). The strategic plan steering committee and six sub-committees were struck in late June/early July. Meetings with the strategic plan co-chairs, Dr. Daniel Sellen & Dr. Adalsteinn Brown, began in early August. The six sub-committees struck to develop options for core and innovative strategic directions for the DLSPH were: Partnerships, Engagements, and External Relations; Synergy between Population Health and Health Systems; Teaching Innovation; Cross-Cutting Themes; Performance Measures and Benchmarks; and Research Capacity Enhancement. Monthly meetings with the steering committee and sub-committees' co-chairs were scheduled with Drs. Sellen and Brown, and each sub-committee met independently throughout the months of August, September, October, and November.

To date, all of the committees have worked diligently to put forward important strategic considerations, taking account of alignment with University of Toronto strategic directions, feasibility of implementation, criticality to the teaching and research mission of the DLSPH, and the landscape positioning of other leading Schools of Public Health in Canada, the US, and elsewhere. Feedback has been provided on initial drafts by the strategic plan co-chairs and the steering committee. The six sub-committees' reports were posted online for School-wide review and feedback (feedback opportunity October 20-November 16).

#### ***Consultants***

nD Insight, was the strategy consultant firm retained in September to conduct a landscaping assessment through to November using standard approaches (Program Logic Models; PESTEL Analysis; Porter's Five Forces Analysis; and SWOT Analysis).

#### ***External Consultation***

A list of partner and external stakeholders has been developed. This group is being consulted on specific questions (appended below) developed by the strategic plan steering committee.

The Dean's Advisory Board met in June and November. The members were updated on the strategic plan's process-to-date, provided the summary of the sub-committee reports, and were asked to comment on the material circulated- *what resonates in the thematic areas, what resonates with their organizations priorities, and on building partnerships*. The board's mission is to provide high-level advice and an external perspective to the Dean as he or she guides the DLSPH into the future.



# UNIVERSITY OF TORONTO

## DALLA LANA SCHOOL OF PUBLIC HEALTH

### Strategic Plan Stakeholder Survey, Dalla Lana School of Public Health

The Dalla Lana School of Public Health (DLSPH) at the University of Toronto is developing a new strategic plan that will shape the direction of the school over the next five years and beyond.

As part of the planning process, we are consulting external stakeholders to better understand what we are doing well, opportunities for growth, and how we fit into the Toronto, Canadian, and global public health education, service, and research landscape.

We would appreciate your input through an on-line survey. The survey is made-up of 7 questions and should take between five and ten minutes of your time.

We will share your anonymous responses with the DLSPH community and incorporate them into the strategic planning process.

If you have any questions or comments, please contact the strategic planning team at [strategicplan.dlsph@utoronto.ca](mailto:strategicplan.dlsph@utoronto.ca)

- 1) In what sector do you work? \*
  - Government
  - Healthcare
  - Higher Education
  - Non-governmental (NGO, BINGO, PINGO etc)
  - Other non-profit
  - For-profit
  - Other:
  - 2) What do you think the mission of an excellent school of public health in Canada should encompass?

3) What aspects of that mission would best engage your sector?

4) Which achievements of the Dalla Lana School of Public Health (DLSPH) are most relevant from your perspective?

5) What new initiatives at the Dalla Lana School of Public Health (DLSPH) would draw increased involvement from your organization or sector?

6) What opportunities do you anticipate for publicly funded schools of public health located in the Greater Toronto Area over the next 5-15 years?

7) Is there anything else you would like to share about the Dalla Lana School of Public Health (DLSPH)?



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## DALLA LANA SCHOOL OF PUBLIC HEALTH

### Strategic Planning (2016-2021, with an eye beyond 2030): Terms of Reference & Committee Membership

#### Steering Committee

**Process:** The strategic planning process will have three components: (1) stock-taking and comparative position analysis; (2) consultation; and (3) synthesis and plan validation.

**Activities: Stock-taking:** As an initial step, the Committee will consider several important pieces of information including a review of:

- A. Direction and progress against previous relevant strategic plans and statements from DLSPH, IHPME, and DLSPH divisions, academic units, and institutes including the Joint Centre for Bioethics, the Institute for Global Health Equity & Innovation, the Waakebiness-Bryce Institute for Indigenous Health, and the Centre for Quality Improvement and Patient Safety
- B. Strategic plans and associated documents from the University of Toronto, closely related faculties (Medicine, Nursing, Pharmacy, Information, and Arts and Science), hospitals and other health care providers, the Ministry of Health and Long-term Care and its agencies in the GTA, Public Health Agency of Canada and public health units in the GTA, funding councils and major foundations supporting public health and health policy work, and international organizations such as WHO, World Bank, the King's Fund, RWJ Foundation, and Academy Health.
- C. Critical quantitative data on DLSPH growth and performance including budget, student enrolment, and space plans for DLSPH (including IHPME and other major components that are financial centres).
- D. The diversity of faculty and students and alumni the rapidly growing and evolving identity of the Dalla Lana School of Public Health in terms of:
  - a. Faculty homes
  - b. Budget
  - c. Student enrolments
  - d. Space
  - e. Individual vision and understanding of the mission of DLSPH and its academic units
  - f. Major initiatives (big data, healthy cities, health system performance, IDEAS)
- E. Using a SWOT analysis, a comprehensive picture of the environment facing DLSPH, with an eye towards and beyond 2030, in terms of: Schools of Public Health and other major competitors in Canada, North America, and globally; trends in education; trends in research and external funding opportunities (Tri-council, government, foundation, private sector, global); trends in advancement (and our many potential opportunities to benefit from philanthropy); trends in needs of the public health and health care workforces (with a focus on our students' future employers); trends in the re-organization of the health care and public health sectors in Ontario and beyond (with a focus on Provincial and Federal legislatures).
- F. An operational environmental analysis of the DLSPH environment in regards to:
  - a. Educational programs
  - b. Policy impact

*Consultation:* As the stock-taking exercise progresses, the Committee (through its co-chairs and members) will engage in consultation around items noted above with each of the divisions, academic units, and partnered groups noted above.

*Synthesis and Plan Validation:* Throughout the stock-taking and consultation exercises the committee will create and refine versions of the strategy. To validate the final version of the plan (going into the November 2015 retreat), the Committee will seek the input of the various advisory groups on which DLSPH members sit, including the Dean's Advisory Board. The final document will be no more than 10 pages including appendices and will also be reviewed by Communications and Advancement for advice and to begin organization of the material into easily communicated and shared formats and the development of specific materials.

**Co-Chairs:** Daniel Sellen & Adalsteinn Brown; **Members:** Rhonda Cockerill; John McLaughlin; Tina Smith; Jeff Reading; Ross Upshur; Wendy Lou Nancy Kreiger; Mihai Beatu (Staff); Robin Hurst (Staff); Nelson Shen (IHPME Student Rep); Shannon Brent (DLSPH Student Rep)

### **Sub-Committees**

**Teaching Innovation (as revised):** With an overarching focus on improving the student/learner experience and supporting continual faculty development, the Teaching Innovation Sub-Committee will provide advice on curricular expansion and renewal, platforms for integrating technologies such as eLearning, and building on emerging good practices at the University of Toronto, other leading universities, and in the private sector. More specifically, the Committee will provide advice on:

- (1) Clear criteria and executable pathways on which to base decisions on whether or not to expand (or make changes to existing) curricula at the undergraduate, graduate and professional certification levels.
- (2) Strategies/processes for implementing curricula changes.
- (3) Specific investments such as teaching spaces, smart classrooms, eLearning technology and other teaching innovations that are essential to support preferred options for graduate and undergraduate teaching and health professional education and/or other methods of delivery of public health training.
- (4) Specific investments in faculty development and supports for teaching, including (a) specific pedagogical training opportunities, (b) administrative supports, (c) data collection/analysis/reporting on current/prospective students/learners.
- (5) Strategies for increasing the efficiency of programming, and integrating and improving the accessibility for status-only, adjunct, and remote faculty.
- (6) Need for and value of national and international certification.

Through our deliberations we realized that the above points were pitched more towards implementation and required more detailed work than we could undertake with our limited time and information available. So we encompassed them within two higher-level strategic directions (longer term) with the slogan "We teach the right things right."

**Co-Chairs:** Donald Cole & Mark Dobrow; **Members:** Kevin Thorpe, Jason Pole, Ann Fox, Andrea Cortinois, Anne Wojtak, Rob Fowler; Adrian Gomes (Staff); Vidhi Thakkar (IHPME Student Rep); Navita Singh (DLSPH Student Rep)



**Synergy Between Population Health and Health Systems:** Paying specific attention to the notion that synergies should reflect impacts that are truly greater than the sum of their parts (including financial revenues), and building off of leading universities with schools of public health or medicine:

- (1) Assess strategic options on scholarly areas where there is *identified scientifically productive synergy* between population and public health and health systems and health services research
- (2) describe *pathways by which this scholarship has impacted health* through broader health system organization that could be used by the Dalla Lana School
- (3) identify *educational programming and outreach (community/alumni) opportunities* that reflect this synergy, with a focus on students, alumni, community-based organizations as key stakeholders in developing synergisms
- (4) *propose opportunities and priorities for focus* at the Dalla Lana School and identify necessary support for realizing these priorities

**Co-Chairs:** Audrey Laporte & Arjumand Siddiqi. **Members:** Whitney Berta; Susan Bondy; Kerry Kuluski; Pat O'Campo; Robert Schwartz; Janet Smylie; Aaron Orkin (IHPME Student Rep); Anjum Sultana (DLSPH Student Rep)

**Research Capacity Enhancement:** Building on commitments to put in place enhanced, flexible scalable and research development and support services aimed at taking the Dalla Lana School to increased global leadership in key, selected research indicators:

- (1) to assess options for new platforms to facilitate excellence in research quality, productivity and public health relevance at the School
- (2) to *suggest investments* in core research support and development services; human resources and inter-sectoral networks; laboratory, office and bio-repository facilities; and data storage and processing infrastructure that are essential to support preferred options for achieving success on selected indicators
- (3) to provide advice to the Dalla Lana School faculty on how to *foster innovative, effective, inclusive and solutions-oriented research* activities and initiatives.

**Co-Chairs:** Michael Escobar & Walter Wodchis **Members:** Linda Rabeneck; Geoff Anderson; Fiona Webster; Earl Nowgesic Jeremy Scott; Dionne Gesink; Lee Vernich (staff); Tara Baxter (IHPME Student Rep); Christopher Tait (DLSPH Student Rep)

**Performance Measures and Benchmarks:** Building off of routinely available information (rankings, reports), current University of Toronto practices, and emerging best practices at other schools of Public Health and Medicine:

- (1) to *identify important conventional and novel indicators* for the educational, scholarly, policy, practical, institutional and work place environmental impact of the Dalla Lana School of Public Health
- (2) to decompose and provide insight into *how DLSPH may increase* its performance against rankings, if appropriate given (1)
- (3) to *propose aspirational benchmarks* for the DLSPH
- (4) to provide advice on the value and (if valuable) the appropriate methods of *aligning DLSPH performance measures* to University of Toronto performance measures (university-wide or at cognate faculties such as Medicine or Nursing)
- (5) To liaise with the other 5 Sub-Committees so set priorities for metrics

**Co-Chairs:** Lee Fairclough & James Scott **Members:** Raisa Deber; Peter Coyte; Andrea Sass-Kortsak Lisa Forman Cameron Mustard; Nicole Bodnar (staff); Sergio Acuna (IHPME Student Rep); Anam Mashaal Khan (DLSPH Student Rep)

**Partnerships, Engagements and External Relations:** Building on numerous, diverse and both well-established and relatively novel municipal, provincial, national and international relationships oriented around a vast range of public health topics:

- (1) Clarify the range and definition of “partnership” in relation to the general public, general vs specialist training in public health, academic vs non-academic, and the many communications networks available School-wide
- (2) assess opportunities, demands, ways and means to launch new or enhance ongoing significant *initiatives in public health research, training and policy* that have strongest potential to realize strategic goals of multiple partners
- (3) develop a framework, rationale and starting principles for putting in motion a *priority-setting* strategy
- (4) to provide advice to the Dalla Lana School faculty on *how to make decisions* about which strategic partnerships and external relations to invest in, and what resources to deploy on what time-frame

**Co-Chairs:** Natasha Crowcroft & Fiona Miller **Members:** David Klein; Jennifer Gibson; Greg Marchildon; Heather Manson; Carol Strike Arun Chockalingam; Christina Lopez (staff); Jeremiah Hwee (Dalla Lana School of Public Health student rep); Robert Royer (IHPME student rep)

**Cross-Cutting Themes:** Building on the efforts of members of the Sub-Committees: Teaching Innovation; Performance Measures and Benchmarks; Synergy between Population Health and Health Systems; Research Capacity Enhancement; and Engagements and External Relations:

- (1) to provide opinion and suggestions on terms and definitions of concepts and measures related to the cross-cutting themes
- (2) to review interim and final Sub-committee reports to identify and suggest opportunities for strengthening incorporation of the cross-cutting themes
- (3) to mobilize and facilitate faculty, students, and staff input on the cross-cutting themes, including discussion at the faculty retreat

**Chair:** Emily Seto **Members:** Ian Johnson, Lori Ross, Tracy Kirkham, Paula Braitstein, Meghan McMahon



# UNIVERSITY OF TORONTO DALLA LANA SCHOOL OF PUBLIC HEALTH

## Summary of Strategic Directions Suggested by Sub-Committees

### *Partnerships, Engagements, and External Relations Sub-Committee*

**Strategic Direction 1:** Seek ways to improve the state (health) of our host city-region (Toronto/GTA).

**Strategic Direction 2:** Leverage the opportunities afforded to us by our location within Toronto to become the go-to academic partner and collaborator for studying public health/health system issues and for developing practice-ready approaches to addressing these issues for Ontario.

**Strategic Direction 3:** Seek ways to improve engagement with status-only and adjunct faculty, whose roles in education, research, and service are of vital importance to the School, and to partnership with collaborating institutions.

**Strategic Direction 4:** Prioritize relationships locally and globally that can (i) enhance opportunities for students for experience-based learning, user-engaged knowledge production, employment, impact and public service, and (ii) enhance the School's global profile and the impact of its teaching, training, public service and research.

**Strategic Direction 5:** Develop a unified presence for partners so that the School is a single identity for partners, however multi-faceted.

### *Synergy Between Population Health & Health Systems Sub-Committee*

**Strategic Direction 1:** Become a Centre of Excellence for research and training on health systems that integrate population health perspectives in health services.

**Strategic Direction 2:** Develop innovations in Methods and Approaches to Systems Research that are appropriate to addressing complex issues related to health/health care.

**Strategic Direction 3:** Re-enforce current education and scholarship that address addictions and mental health across the health and social care continuum, with particular relevance to emerging economies like China.

**Strategic Direction 4:** Strengthen research partnerships in Indigenous Health with the potential for international impact on policy issues related to Indigenous peoples health and well-being.

**Strategic Direction 5:** Become a Centre of Excellence for research and training in public health policy and healthy public policy.

### *Teaching Innovation Sub-Committee*

This sub-committee's deliberations are encompassed within two higher-level strategic directions (longer term) under the slogan "We teach the right things right."

**Strategic Direction 1:** "We teach the right things to the right people...." Upgrade DLSPH's ability to collect data on stakeholder needs, conduct regular workforce analyses, and pursue activities that position it globally as a top tier school of public health (eg aligning with accreditation standards).

**Strategic Direction 2:** "...and we teach those right things right." Become a leader in pedagogy in public health-health systems education, constantly informed by new developments, and systematically generating evidence on existing and innovative approaches used.

### *Cross-Cutting Themes Sub-committee*

**Strategic Direction 1:** Build new strategic partnerships, connect and strengthen existing relationships, and engage with communities to expand educational and research programs, create new opportunities for the DLPSH community, increase social engagement, enhance the profile of the DLPSH, attract resources and support, and increase the DLPSH's relevance to local and global communities.

**Strategic Direction 2:** Promote innovation and relevance of education, research programs, and priorities to improve individual and population health to create a culture of innovation in research and teaching, attract the best students and faculty, improve the reputation of DLPSH, attract new partners to the DLPSH, and produce graduating students who are equipped to be leaders and agents of change in their fields.

**Strategic Direction 3:** Promote social justice, diversity, inclusivity, accountability, transparency, ethical practice, tolerance, and public responsibility

**Strategic Direction 4:** Be relevant to communities locally, nationally, and globally while leveraging our locations within Toronto

**Strategic Direction 5:** Increase synergy and respecting differences by taking full advantage of our disciplinary breadth within the DLSPH.

### *Performance Measures and Benchmarks Sub-Committee*

**Strategic Direction 1:** Develop an approach and strategy to performance measurement that reflects the nature of work in the School, and in particular its influence and impact to improving and informing health system policy and priorities. The overarching approach would still include the traditional measures used to assess performance used by the university, but would extend beyond this to include for example impact on policy and public discourse, grey literature, or active engagement in health system reforms. It would identify benchmark schools to compare with that hold a similar role.

**Strategic Direction 2:** Establish a data development strategy to augment the data sources currently available to measure performance. Data collected could be used for multiple purposes, and would support the strategy proposed in strategic direction one.

**Strategic Direction 3:** An approach to benchmarking should be established to provide regular information, at both the school and program level, of how the school is progressing relative to other comparator schools. Selection of benchmarks should also help to drive towards the vision for the school.

### *Research Capacity Enhancement Sub-Committee*

**Strategic Direction 1:** Create methodological support centre to increase research quantity and quality. This would include support for both quantitative and qualitative methods.

**Strategic Direction 2:** Increase research productivity and grant capture through the establishment of an enhanced infrastructure to support research.

**Strategic Direction 3:** Accelerate and enhance collaborative faculty centres of excellence.

**Strategic Direction 4:** Develop centre of excellence for Big Data.