STRATEGIC PLAN

School of Medicine



Toronto Metropolitan University

2026–2030

For an accessible version of this document, please scan the QR code or visit **torontomu.ca/school-of-medicine/about/strategic-plan**

LAND ACKNOWLEDGMENT

This land acknowledgement pays respect to the Indigenous peoples of the territory upon which our School is located, and outlines our School's commitment and responsibilities to Indigenous communities. It was developed in consultation with Dr. Jamaica Cass (former Indigenous Health Lead and Special Advisor to the Dean, Indigenous Resurgence) and was brought forward to the School's Indigenous Communities Council for discussion and approval of the language.

Brampton and its surrounding area, the Peel Region, are part of the Treaty Lands of the Mississaugas of the Credit. We acknowledge that these lands are also the shared space of Anishinabek, Huron-Wendat, Haudenosaunee, Ojibway/ Chippewa and Métis peoples.

We honour the Indigenous peoples who cared for this land for thousands of years before us, and commit to valuing the Two Row Wampum. This Living Treaty represents settlers and Indigenous peoples moving forward together, in parallel, respecting each other's ways of being, knowing and doing.

We honour the Dish with One Spoon Treaty, and in this spirit we strive to treat the land and people of our community with mutual respect, taking only what we need and sharing what is available to ensure sustainability for those that follow us.

This land acknowledgment is one way the School of Medicine aims to ensure Indigenous ways of knowing, being and doing are built onto the foundation of the School's work. It is an example of how the School looks to continually foster a culture of inclusion and engagement, by intentionally building upon the values of social accountability, EDI and Reconciliation. As we look to the future through this Strategic Plan, we recognize that these are ongoing responsibilities that must be reflected in our decisions, actions and relationships. The priorities and commitments reflected in this Plan are grounded in our responsibility to uphold the values of the Two Row Wampum and the spirit of the Dish with One Spoon treaty. Through this work, we continually strive to contribute to a healthier, more just and sustainable future for all.



This image, created by Indigenous beadwork artist and family physician Dr. Jamaica Cass, is a shield-style necklace piece showcasing several varieties of seed beads. This piece symbolizes the harmony traditional Haudenosaunee healers express when describing health: less emphasis is placed on only having a healthy body—the emotional, spiritual and mental health must all be respected and attended to for a person to be truly well, much like how social determinants of health and social accountability have to be considered in order to provide optimal care for patients.

Artist
Dr. Jamaica Cass MD PhD CCFP, Mind, Body, Spirit

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Advisory group members

Daniel Amin,
Senior Research Analyst,
University Planning Office

Dr. Lisa Barnoff,
Vice-Dean, Community,
Culture & Belonging

Dahlia Benedikt,
Educational Developer,
Undergraduate Medical Education

Matthew Burnside,
Recruitment & Admissions Coordinator

Dr. Teresa Chan,
Founding Dean, School of Medicine

Dr. Tanya (Toni) De Mello,
Vice President Equity
Community Inclusion, TMU

Dr. Adam Dmytriw,
Assistant Clinical Professor

Andrea England,
Director, Scholarship,
Research, Creative and Innovation

Dr. Smita Halder,
Vice Dean, Clinical Faculty Affairs

Melissa Helwig,
Head Medical Librarian, TMU Libraries

Dr. Alma Jurado-Nunez,
Director, Medical Education and
Health Technologies

Dr. Nadiia Kachynska,
Director, Quality and Standards

Sharanjeet Kaur,
Chief Administrative Officer

Sanya Khan,
Director, Strategy & Project
Management Office (ex-officio)

Jessica Kovacs,
Executive Director, Advancement

Marc Mainguy,
Senior Research Analyst,
School of Medicine (ex-officio)

Meghan McCauley-Brown,
Manager, Clinical Education

Marcelle Mullings,
Executive Director,
School of Medicine Special Projects

Dr. Valerie Mueller,
Associate Dean, PGME

Sam Moshiri,
Program Administrator

Tish Mutavdzija,
Clinical Faculty Administrative
Coordinator

Sanja Obradovic,
Director, Health SRC Strategy,
Office of the Vice-President,
Research and Innovation

Dr. Aaron Orkin,
Interim Department Head,
Hospital and Institutional Care

Dr. Nirosshan Thiruchelvam,
Assistant Clinical Professor

Dr. Jennifer Tong,
Secretary & Chair,
School of Medicine Council

Alexa Vrzovski,
Project Coordinator, Indigenous Health

Advancing our vision and mission, together

As a new School of Medicine, we recognize we are still in the early stages of our development, with our first cohort of learners having arrived in September 2025. While this Strategic Plan is intentionally forward-looking, it is also important to acknowledge the significant foundational work that has already taken place to support the School's growth and future direction.

This plan was developed within the context of being situated within the broader strategic vision and planning of the university. Themes that are increasingly central to TMU's institutional identity, and that are reflected throughout this Strategic Plan include:

- Interdisciplinary collaboration across faculties and research institutes
- Innovation and entrepreneurship
- Digital transformation and artificial intelligence
- Lifelong learning and continuing professional education
- Interprofessional education
- Experiential learning
- Sustainability and planetary health
- Global engagement and international partnerships

Over the past few years, considerable effort has gone into establishing the structures, processes and relationships needed to launch and sustain the School of Medicine. This includes:

- the development of undergraduate and postgraduate medical education infrastructure
- the establishment of the School of Medicine Council (SOMC) and other formal governance bodies
- the creation of cross-School committees and councils that support coordination, planning, and decision-making

Important work has also been undertaken in areas such as accreditation readiness, data and reporting infrastructure and operational planning.

These foundational efforts represent important critical milestones that continue to shape the School's direction and operations. They provide the infrastructure, governance and organizational capacity needed to support the strategic priorities outlined in this inaugural Strategic Plan. As the School continues to evolve, this existing work will enable and inform the next phase of growth, ensuring that new initiatives are built on a strong and sustainable foundation.



This Strategic Plan therefore reflects both continuity and future direction. It builds on the work already accomplished by learners, clinical faculty, staff, leaders and partners, while setting priorities that will guide the School's ongoing development in the years ahead.

This Strategic Plan marks a pivotal step forward for the School of Medicine. It reflects a bold and unified vision that has been co-created with the insight, values, and aspirations of our clinical faculty, staff, learners and partners. Grounded in our mission to reimagine medical education to meet the evolving needs of our communities, this plan charts our course for the next four years.

At its core, the plan is built around four strategic priorities that reflect both who we are today and who we aspire to become:

1. **Deliver Excellent Education and Training for the Future of Health Care**
2. **Cultivate Capacity for Scholarly, Research, Creative Activities and Innovation**
3. **Advance Health Equity and Social Accountability**
4. **Transform Community, Generalist, and Primary Care**

These strategic priorities are where the School of Medicine will focus its energy and resources to achieve meaningful progress over the life of the plan. They describe what we are trying to accomplish and where we want to make the greatest impact. These priorities are outward-facing, aligned with our mission and vision, and guide decision-making across education, partnerships, and engagement.

To successfully support these strategic priorities, we have also identified the following enabling priorities:

- Cultivate Collaborative Partnerships to Increase Shared Impact
- Foster a Culture of Belonging, Excellence, and Sustainability

Enabling priorities are the conditions necessary to support the success of our strategic priorities. They focus on the people, systems, structures, and resources needed to deliver on our goals. While they may be less visible externally, they are essential to ensuring the School can operate effectively, sustain progress and achieve its intended outcomes.

Together, these priorities and the actions they inspire will strengthen our contributions to the University's overarching goals, while positioning the School of Medicine to lead with purpose and impact in a rapidly changing world.

How we consulted

The development of this Strategic Plan was grounded in a deliberate and inclusive consultation process. From the outset, this approach was designed for broad engagement across the School of Medicine and with key partners, ensuring the plan reflects a diverse range of perspectives, experiences, and priorities. Engagement included learners, staff, clinical faculty, community members, formal committees and councils, and senior leaders from across Toronto Metropolitan University, as well as representation from our clinical affiliates.

A mix of consultation methods was used to support meaningful participation and to reach different groups in ways that were accessible and appropriate. These methods included:

- surveys
- town halls
- individual and small-group interviews
- and in-person engagement sessions

Each approach was used intentionally to ensure a comprehensive and balanced collection of feedback.

We aimed to create opportunities for open and respectful dialogue, ensure that a range of voices could be heard, and to approach the work with transparency and clarity.



The process was guided by a set of core principles and values. We aimed to create opportunities for open and respectful dialogue, ensure that a range of voices could be heard, and to approach the work with transparency and clarity. An emphasis was placed on listening carefully, reflecting back what was heard, and being thoughtful about how input was incorporated. This values-based approach helped to build trust and encouraged meaningful participation throughout the process.

An important feature of the methodology was the use of multiple feedback loops. Rather than a single round of consultation, input was gathered, synthesized and then brought back to groups for further discussion and refinement. This iterative approach allowed for ideas to evolve over time, helped validate emerging themes, and ensured participants could see how their contributions were shaping the direction of the plan.

Through this combination of broad engagement, varied methods, and ongoing feedback, the process successfully captured both the diversity and the common priorities of the School of Medicine community. The result is a Strategic Plan that is informed by collective input and grounded in the perspectives of those who will contribute to its implementation.

CONSULTATION SUMMARY

By the numbers: engagement that shaped our Strategic Plan

8

Town halls across all School of Medicine departments and units involving 102 participants

4

Sessions with School of Medicine committees & council involving 137 participants

5

Senior Leadership interviews with leaders from TMU and our clinical partners

600+

Clinical faculty invited to participate via survey

101

Postgraduate learners invited to a tailored town hall

94

Undergraduate learners invited to an in-person consultation session

20+

hours of consultation with more than 400 members of the SoM community



Evolving our vision and mission

The School of Medicine's original mission and vision statements were developed during the early stages of the School's creation, at a time when much of the focus was on establishing the foundation for a new medical school. As the School has continued to grow and evolve, it became important to revisit these statements to ensure they reflect where we are today and the direction we are working toward.

This plan advances a distinctive vision that is firmly embedded within TMU's broader academic and research strategies. It is intended to highlight the School's unique identity while demonstrating how its achievements contribute directly to the success of the university and the communities it serves.

The revised mission and vision statements, shaped by extensive consultations and advice from the Strategic Plan Advisory Group, build on the original intent while better capturing the School's current priorities, values, partnerships, and aspirations. They reflect the progress that has been made, the community we have built, and our future trajectory as we continue to develop and mature as a School of Medicine.

Vision
A healthier society, together

Mission
The School of Medicine is inclusive, community-engaged and dedicated to reimagining medical education to meet the evolving health needs of the region we serve. We foster belonging and will prepare a diverse group of future ready physicians to advance health equity, build capacity for innovation and discovery and transform the care experience.



PRIORITY 1

Deliver excellent education and training for the future of health care



Education and training are at the heart of our role as a School of Medicine. Our responsibility is not only to educate on the science, art and practice of medicine, but also to prepare the next generation of physicians, researchers and health leaders to serve patients and communities in a rapidly changing health care environment. This priority focuses on building strong educational and training programs that prepare our graduates to shape the future of health care within the communities they serve.

Delivering excellence in education means continuously improving how we train, mentor and support learners. It ensures we graduate highly skilled and collaborative professionals who are ready to serve their communities. We will build on our strong academic foundation by fostering a culture of high standards, innovation and evidence-based continuous improvement in curriculum, educational delivery, and assessment. Clinical faculty and staff play a critical role in this work, and we will continue to support and recognize their contributions to education

A key part of this priority is enhancing the learner experience. Learners thrive in environments where they feel supported, challenged and connected. We will continue to strengthen mentorship, guidance and opportunities for meaningful engagement in research, clinical learning and community partnerships. Attention to learner well-being will remain an important focus, recognizing that a healthy learning environment contributes to both academic success and professional development.

Our responsibility is not only to educate on the science, art, and practice of medicine, but also to prepare the next generation of physicians, researchers, and health leaders to serve patients and communities in a rapidly changing health care environment.





Preparing learners for the future of health care also means ensuring our programs are future-ready. Health care is changing quickly as new technologies, care models and health system challenges emerge. It is essential we create sustainable educational programs that graduate workforce-ready learners. Our educational programs will continue to evolve to reflect these changes, equipping learners with the knowledge, skills and adaptability needed to succeed in modern health systems. This includes expanding opportunities for learners to develop competencies in areas such as team-based care, quality improvement and health-system leadership.

The following emerging areas will increasingly define medical education and health care:

- AI-enabled health care
- Digital health & precision medicine
- Health data science and population health
- Health systems transformation and leadership
- Continuous professional learning both at the individual and organizational level

Building on these themes will further prepare our graduates to lead in an increasingly complex, technology-enabled, and rapidly evolving health care landscape.

An important component of this work will be strengthening education in digital health, technology and data competencies. As data, artificial intelligence and virtual care become more integrated into clinical practice and research, learners must be prepared to use these tools thoughtfully and effectively. At the same time, we need to remain grounded in people-focused care. There is a risk that individuals and their experiences can become less visible in highly digital environments. Our approach will emphasize not only technical competence, but also the ability to apply digital tools in ways that support patient relationships, communication and trust. Integrating these competencies into the curriculum will help ensure graduates are prepared to work in technology-enabled settings without losing sight of the human side of care.

There is a risk that individuals and their experiences can become less visible in highly digital environments. Our approach will emphasize not only technical competence, but also the ability to apply digital tools in ways that support patient relationships, communication and trust.

Creating an environment where everyone feels they belong is equally essential to educational excellence. We are committed to advancing equity, diversity and inclusion (EDI) across all aspects of our educational programs. This includes fostering inclusive and safe learning environments, ensuring that curricula reflect diverse perspectives and patient populations, and supporting learners and educators from a wide range of backgrounds. A culture of belonging strengthens the learning environment and better prepares graduates to care for diverse communities.

By focusing on excellent education, outstanding learner experiences and future-ready programs, our School of Medicine will continue to train graduates who are skilled, compassionate and prepared to contribute meaningfully to the health system and to the communities they serve.





Strategic Objectives

1.1 Develop and evolve an evidence-based and accredited, high-quality curriculum that is connected to the community and responsive to the health priorities of Peel Region.

1.2 Cultivate an inclusive, safe and supportive learner environment where learners thrive academically, professionally and personally.

1.3 Embed critical future-oriented competencies including AI in health care, health data science, digital health and team-based leadership.

1.4 Graduate workforce-ready learners that demonstrate exceptional academic achievement, are ready for board certification and successfully transition into residency and clinical practice.

Alignment with Academic Plan Priority

This section is intended to provide an example of strategic mapping to the Academic Plan: Transforming Futures 2025-2030. It is a demonstration of one way that the School intends to make its institutional contribution to TMU. See Appendix for the full mapping of priorities.

Strategic Plan Strategic Priority: Deliver Excellent Education and Training for the Future of Health Care — Initiatives	**Academic Plan Priority**
• Early clinical exposure through Primary Care Longitudinal Experience (PCLE) in undergraduate MD curriculum • Community Advocacy Projects (CAP) provides opportunity for service learning for MD learners in partnership with community agencies	Enhance the student learning journey for greater student success

PRIORITY 2

Cultivate capacity for scholarly, research, creative activities and innovation





Our aim is to create an environment where different forms of inquiry are valued and collaboration across disciplines is both expected and supported, this includes community-based research, as well as collaboration with industry, policymakers, and experts in commercialization and patenting.

Research and innovation are fundamental to how we contribute to the advancement of health and health care. This priority focuses on strengthening a comprehensive approach to Scholarly, Research, Creative and Innovation (SRCI) activities across the School of Medicine—one that supports curiosity, encourages new ways of thinking, and ensures our work is grounded in strong principles of quality, ethics and integrity.

We will develop a robust plan for SRCI in the School of Medicine that is intentionally aligned with the institutional research agenda. The TMU Strategic Research Plan 2025-2030 and the Health SRC Strategy set out a shared vision for health and well-being research grounded in inclusive, interdisciplinary and ecosystem-based approaches to address the pressing and persistent societal needs of today and the future. Our mission and vision, and our focus on the primary care needs of diverse and medically underserved populations, align closely with key themes identified in the Strategic Research Plan (e.g. Health and Wellbeing; Resilient, Inclusive Communities; Democracy, Justice, and Governance) and the Health SRC Strategy (e.g. Integration of Health and Technology; Social Determinants of Health). As the School develops its own distinctive research strengths, priorities and aspirations, it will leverage and build upon these guiding frameworks.



We will build a broad and connected SRCI enterprise that reflects the full range of scholarship within a modern medical school. This includes foundational and clinical research, health systems and education scholarship, and creative and community-engaged work, while involving our learners at all levels. Our aim is to create an environment where different forms of inquiry are valued and collaboration across disciplines is both expected and supported. This includes community-based research, as well as collaboration with industry, policymakers, and experts in commercialization and patenting. Many of the most important advances in health come from these intersections, and we want to be intentional about enabling them.

Building and sustaining research capacity will be a key part of this work. This means investing in people at all stages of their careers, strengthening the systems that support research and scholarly activity, and creating the conditions for individuals and teams to do their best work. It also means identifying and removing barriers that can limit opportunities, participation and success, with the goal of ensuring our SRCI activities are applicable and useful to the diverse populations we serve.

We will approach innovation as one avenue for addressing complex challenges in health and health systems. We will create space for new ideas to emerge, to be tested, and to evolve. This includes supporting thoughtful risk-taking and recognizing that not all innovation follows a linear path. Bringing different perspectives into this work across disciplines, roles and lived experiences will strengthen both the process and the outcomes.

We will build our capacity by building on established strengths, as well as identifying and promoting bold new ideas, tools, and approaches, while also being mindful of the broader implications of these activities. Issues such as data bias, access, and the ethical use of technology need to be part of the conversation from the outset. Taking an Equity, Diversity, and Inclusion (EDI)-informed approach to SRCI will help ensure that advances in this space benefit a wide range of communities and do not unintentionally reinforce existing inequities.

Our approach will be grounded in strong and sustained partnerships. This includes collaboration within the university, health system partners,industry and the communities we serve. These relationships are essential to ensuring our work remains relevant and can be translated into meaningful impact. Partnerships also create opportunities to learn from different perspectives and to co-develop solutions that are more responsive to real-world needs.

Through this priority, we aim to enable a connected and inclusive SRCI enterprise in the School of Medicine. By laying the foundations for a strong and supportive research culture, we can unleash the potential of our scholars, researchers, creators and innovators to contribute in tangible ways to better health outcomes and a stronger health system.

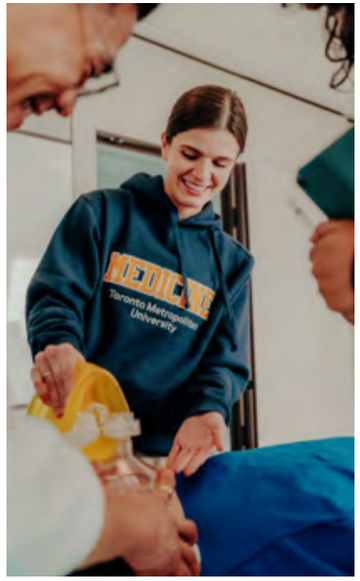
Strategic Objectives

2.1 Build a broad and collaborative SRCI enterprise that reflects the full range of scholarship within a modern medical school.

2.2 Strengthen the systems within the School of Medicine that support research and scholarly activity, and create the conditions for individuals and teams to do their best work.

2.3 Foster an inclusive, ethical and future-focused culture for research and innovation.

2.4 Cultivate engagement and participation in SRCI to broaden our reach and impact.





Alignment with Academic Plan Priority

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Strategic Plan Strategic Priority: Cultivate Capacity for Scholarly, Research, Creative Activities and Innovation — Initiatives	**Academic Plan Priority**
• **Dean's Summer SRCI Projects**: An internal grant program supporting small SRCI projects led by clinical faculty. It enables meaningful opportunities for MD learners to engage in research and is designed to leverage the break between Year 1 and 2. During this time, student awardees work under the mentorship of a clinical faculty supervisor. In the summer 2026 pilot, 10 projects were awarded funding • **Deconstructing SRCI, TMU School of Medicine Rounds**: The Deconstructing SRCI series highlights the behind-the-scenes journey of scholarly work: how projects are conceived, developed, executed and shared. Through a moderated interview with a guest researcher, we explore the processes, methods and decision-making that underpin research. Through this monthly series, the School aims to demystify SRCI and expose learners and clinical faculty to a variety of scholars, practitioners and approaches • **SRCI Drop-Ins:** The SRCI section hosts monthly informal office hours on Zoom, where members of the SoM community can drop in, no appointment required, to bring SRCI-related questions, explore ideas and connect with resources	Create positive impact through SRC excellence and local and global collaboration

PRIORITY 3

Advance health equity and social accountability





This priority is about people — our learners, clinical faculty, staff, and the communities we are connected to — and how we create an environment where everyone has the opportunity to contribute, belong, and succeed.

Advancing health equity and social accountability is fundamental to who we are as a School of Medicine. This commitment is about people—our learners, clinical faculty, staff and the communities we serve. It is reflected in how we create an environment where everyone has the opportunity to contribute, belong and succeed. It reflects a shared responsibility to be thoughtful and intentional in how we design our programs, make decisions and build our culture. Crucially, it is also about our systems, structures, policies and processes. Being intentional in how we design and implement these structures ensures we address the root causes of systemic issues rather than just their symptoms.

Equity, diversity, and inclusion (EDI) are foundational to this work. They are not separate initiatives, but core to how the School operates and an integral part to how excellence is defined. We are committed to the principle that excellence is achieved through equity. By creating more inclusive and accessible environments, we strengthen outcomes for everyone. This requires ongoing attention to how opportunities are created and experienced across the School, including admissions, hiring, promotion, curriculum and day-to-day interactions. It also requires a willingness to examine where barriers exist and to take meaningful steps to address them, including the gathering and examination of qualitative and quantitative data, and the establishment of clear accountability metrics. Understanding the foundations of inequality, such as the social determinants of health, is essential to advancing EDI and tackling contemporary health challenges.

This priority is grounded in a commitment to health equity, beginning with how we prepare our learners and support our people. We will continue to build learning and working environments that reflect the diversity of the communities we serve and that encourage a deep understanding of the many factors that shape health and well-being. Over time, this focus will influence the kinds of graduates we support and the ways they engage in practice, research and leadership.

Our approach to social accountability is rooted in maintaining strong, respectful relationships with communities and being responsive to what we hear. This includes creating space for dialogue, listening to a range of perspectives and ensuring these perspectives inform our priorities and actions. It is about serving the needs of the community as defined by the community. Our priorities and actions do not just mean looking "inside" the School and our academic programming, but looking "outward" toward our communities. Our social accountability goals rely on a reciprocal approach that ensures we actively give back to the communities we serve.

A key part of this work is a clear and sustained commitment to Truth and Reconciliation. We recognize the importance of addressing the legacy and ongoing impacts of colonialism in health and education. This commitment will be reflected in how we build relationships with Indigenous communities, and how we support Indigenous learners, clinical faculty and staff. It also asks us to look critically at our own systems and structures and to take steps toward more respectful and equitable approaches. The establishment of the Indigenous Communities Council, which aims to ensure Indigenous ways of knowing, being and doing are built into the foundation of the School's work by providing an avenue for active participation of Indigenous peoples, is one example of this commitment.

We will also continue to foster cultural humility across the School. This involves encouraging reflection, openness, and a willingness to learn from others. It is about creating an environment where people feel safe to share their experiences and where differences are recognized as a source of strength. Cultural humility is not a one-time effort, but an ongoing practice that shapes how we educate, learn and work together.

Improving accessibility is another important part of creating an inclusive environment. This includes ensuring that our spaces, processes and systems, whether physical or digital, are designed with a wide range of needs in mind. As we continue to develop and refine our systems and processes, we will look to principles of decolonization, with the goal of locating barriers within systems, challenging assumptions and building approaches that are more inclusive and responsive. This means understanding the structural roots of inequality, such as the social determinants of health, is essential to advancing EDI and to approaching health challenges.

We will take practical steps to build a sense of belonging across the School. This means creating environments where people feel respected, included and able to contribute fully. EDI will be a core part of this work. A healthy culture does not happen by chance. We will focus on clear expectations, open communication and consistent follow-through. This includes supporting well-being, recognizing contributions and addressing issues promptly when they arise. We will create ample opportunities for feedback and make it easy for learners, clinical faculty and staff to raise concerns and see action taken. Building trust will be a priority, and that requires transparency and consistency over time.

This priority is ultimately about how we function as a School of Medicine. By centering EDI, committing to Truth and Reconciliation, and focusing on people in everything we do, we aim to build a community where individuals feel supported and valued. We will build on these principles to take a more structural and systemic approach focused on removing barriers, creating access and dismantling systems that perpetuate exclusion.





We will also continue to foster cultural humility across the School. It is about creating an environment where people feel safe to share their experiences and where differences are recognized as a source of strength. Cultural humility is not a one-time effort, but an ongoing practice that shapes how we educate, learn and work together.

Strategic Objectives

3.1 Build equitable, holistic, and accessible pathway programs and admissions processes to attract, admit, and support a diverse learner population reflecting the populations in the region.

3.2 Establish reciprocal, respectful, and sustainable partnerships with local and underserved communities to ensure that School priorities and clinical programs are directly guided by community-defined needs.

3.3 Advance equity and inclusion for underserved and historically excluded communities including honouring our commitments to Truth and Reconciliation.

3.4 Build a culture of belonging, transparency, and ongoing cultural humility across all aspects of the School including hiring, promotion, curriculum development and the learner experience.

Alignment with Academic Plan Priority

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Strategic Plan Strategic Priority: Advance Health Equity and Social Accountability – Initiatives	**Academic Plan Priority**
• ICC, EDICC, BCC - consultative committees within the Section of CCB • **EDI Lenses** internal training program, ensuring that our staff are proficient in core EDI concepts • **Governance** - community representatives welcomed within nearly all SoM governance structures including our most important academic governance council - the School of Medicine Council • **Community engagement with learner selection** - Community members are encouraged to assist with postgraduate and undergraduate admissions	Support people and community

PRIORITY 4

Transform community, generalist, and primary care





As a School of Medicine, we have an important role to play in how care is understood, delivered and experienced. This priority focuses on strengthening our partnerships across community, primary and specialist care. By aligning our education, partnerships and presence with where care is evolving and most needed, we can help improve health outcomes and strengthen the health system.

A key area of focus is primary care access. Across many communities, timely access to primary care remains challenging. This system-level issue has direct implications for how we train learners and how we work with partners. Our learners train in high quality primary care environments that leverage models of care reflecting team-based and longitudinal approaches, ensuring that primary care is positioned as a vital and rewarding part of the health system. Strengthening these connections will prepare graduates to contribute meaningfully in a range of practice settings.

This work is closely tied to a broader shift toward community-centred care. Care is increasingly being delivered in settings that are closer to where people live, and in ways that are shaped by the needs and strengths of communities themselves. For the School, this means deepening our relationships with community partners to create opportunities for learners to meaningfully engage in these settings. It also means recognizing the diversity of communities we serve and ensuring our approach is flexible, responsive and tailored to their unique needs. The next generation of physicians must practice culturally-safe care to foster community trust, endorsement and support. When community members know their physician truly sees and understands them, it significantly improves their care experience.

Our engagement with specialist care will evolve alongside these changes. As the relationships between primary care, specialists, and community-based services become increasingly integrated, our learning experiences and partnerships will demonstrate how care is coordinated across settings and how different roles contribute to patient outcomes. This includes fostering collaboration across disciplines and encouraging a more holistic view of care.

Underlying this priority is a focus on health system impact, understood in a practical and grounded way. Our goal is to ensure that our academic programming, where we place learners, and how we partner with others will have relevance beyond our walls. By aligning with evolving models of care, we can contribute to improvements in access, continuity and the patient experience over time. One way to achieve this is to intentionally ensure that postgraduate programming addresses the societal health needs of the populations and communities it serves.

This priority is ultimately about staying connected to our communities, and to the realities of practice. By strengthening these connections, we can better prepare our learners and contribute to the evolution of health care in a meaningful way.

Strategic Objectives

4.1 Leverage accredited undergraduate (UGME) and postgraduate medical education (PGME) programs to rapidly deploy practice-ready physicians into regional health systems, filling critical local specialty and primary care gaps and contributing to the diversity and growth of the physician workforce.

4.2 Deepen community-based learning partnerships to ensure that care is delivered closer to where people live, grounded in cultural safety, trust and a deep understanding of local health needs.

4.3 Drive health-care system transformation by training learners to navigate, coordinate and integrate seamless care pathways across primary, specialist, hospital and community-based settings.

4.4 Position primary care as a vital, high-value career path by embedding learners in innovative, interprofessional, longitudinal, and team-based primary care practice environments.



The next generation of physicians must practice culturally-safe care to foster community trust, endorsement and support. When community members know their physician truly sees and understands them, it significantly improves their care experience.

Alignment with Academic Plan Priority

This section is intended to provide an example of strategic mapping to the Academic Plan: Transforming Futures 2025-2030. It is a demonstration of one way that the School intends to make its institutional contribution to TMU. See Appendix for the full mapping of priorities.

Strategic Plan Strategic Priority: Transform Community, Generalist, and Primary Care — Initiatives	**Academic Plan Priority**
• **Elevating Primary Care within the SoM** has occurred through the recruitment of clinical faculty members who practice in generalist or primary care specialties. We are the first medical school in Canada to elevate the Family Medicine Program Director role to the position of Assistant Dean, Primary Care Education • **Primary Care Longitudinal Experience (PCLE)** introduces UGME learners to family medicine and community-based care from their Phase 1 of training, fostering an early and positive experience in primary care • **Reciprocal capacity planning** with clinical partners ensures learner placements are developed collaboratively, balancing the needs of all medical schools while creating opportunities for senior learners to support and mentor junior learners • **Interprofessional experiences** are being expanded through a dedicated steering committee, providing learners with opportunities to collaborate across disciplines in settings such as the TMU Integrated Health Centres and through PCLE partners. Partnerships across TMU, including with the Faculty of Community Services (FCS), are central to this work. • **PG program expansion** began with 16 generalist and primary care-oriented programs, with plans to add more specialties in the future	Support people and community

Integrated Health Centres (IHCs)

The TMU Integrated Health Centres (IHCs) is a network of primary care teaching clinics, working alongside the School of Medicine that brings together learners, physicians, and a diverse team of healthcare professionals to provide comprehensive family medicine services, clinics, and programs.

IHCs are separate corporate entities, with their own governance and strategic direction. Our partnership with the IHCs will support many of the School's strategic objectives, while maintaining appropriate governance and organizational boundaries.

The IHCs represent an important opportunity to bring together patient care, community needs and education in a co-ordinated way. These purpose-built environments are designed to enhance access to health services for the Brampton and Peel communities, support team-based care and provide learners with opportunities to train alongside a range of health professionals. Our IHC model will help advance an interdisciplinary approach to primary care delivery, strengthening collaboration among care teams and improving patient experiences.

It will demonstrate how strategic learner placements with community partners can seamlessly integrate education with clinical service.

ENABLING PRIORITY 1

Cultivate collaborative partnerships to increase shared impact



Strong partnerships are essential to how we operate as a School of Medicine and advance our strategic priorities. This enabling priority focuses on strengthening and sustaining the relationships that support our work across education, clinical training, and community engagement. It is not a standalone area of activity, but one that underpins and connects all of our priorities.

Our clinical partnerships are central to this effort. Relationships with hospitals, clinical sites and health system partners make it possible to deliver high quality education and provide learners with the experiences they need to develop into capable and confident physicians. These partnerships are built on trust, shared goals and a commitment to excellence in both patient care and education. We will continue to invest in these relationships, recognizing the critical role clinical partners play in shaping the learner experience and supporting the School's broader mission.

At the same time, we will deepen our connections with the community. This includes working with community-based organizations, primary care providers and local partners to ensure our programs remain relevant and responsive. Community partnerships bring important perspectives that help inform how we design learning experiences and how we understand the needs of the populations we serve. Strengthening these relationships will support meaningful engagement and create opportunities for learners to experience care in a range of settings. We are committed to reciprocal relationships that recognize the value of both community contributions to our educational goals and the ways the School supports the community.

A key focus of this priority is achieving shared impact. Effective partnerships are not transactional—they are built around a common understanding of what we are trying to achieve together. We will work with our partners to identify areas of mutual priority and to create value for all involved. This includes being clear about roles, maintaining open communication and ensuring that partnerships are structured sustainably.

A key focus of this priority is achieving shared impact. Effective partnerships are not transactional—they are built around a common understanding of what we are trying to achieve together.

As we continue to grow, we will build new partnerships that complement our existing strengths and support our strategic direction. This may include collaborations across sectors, disciplines and communities. In all cases, our approach will be guided by respect, transparency and a commitment to working together toward meaningful outcomes.

This enabling priority supports the success of all other strategic priorities by ensuring we are not working in isolation. Through strong clinical and community partnerships, and a focus on shared impact, we will create a connected and effective environment for education, training and engagement.





Strategic Objectives

1.1 Deepen clinical and community engagement by building diverse partnerships that support the School's educational and clinical mission.

1.2 Cultivate effective partnerships by working with our partners to identify shared priorities and create mutual value.

1.3 Identify and build strategic partnerships that complement our existing strengths and support innovation aligned with our strategic directions.

Alignment with Academic Plan Priority

This section is intended to provide an example of strategic mapping to the Academic Plan: Transforming Futures 2025-2030. It is a demonstration of one way that the School intends to make its institutional contribution to TMU. See Appendix for the full mapping of priorities.

Strategic Plan Enabling Priority: Cultivate Collaborative Partnerships to Increase Shared Impact — Initiatives	**Academic Plan Priority**
• We were the first medical school partner to sign a relationship agreement with the **Indigenous Primary Health Care Council**	Continue our commitment to truth and reconciliation

Community Partnerships

Building strong relationships and a shared sense of purpose is central to the growth of the School of Medicine. Our philanthropic community brings together individuals, families, community groups, supporters, and organizations who share a commitment to our mission and vision and believe in the future we are building together.

Through their generosity and engagement, we are creating a strong network of champions invested in the future of the School and the success of our learners and clinical faculty.

This support is creating new opportunities across the School — supporting learners, advancing programs, enhancing spaces and enabling future growth. It reflects a shared belief in a School of Medicine that is connected to the people it serves, forward-looking, and grounded in equity and inclusion.

ENABLING PRIORITY 2

Foster a culture of belonging, excellence, and sustainability

A strong, healthy culture is the foundation that allows our strategic priorities to take hold and succeed. This enabling priority focuses on supporting the people who make up the School of Medicine—learners, clinical faculty and staff—and creating an environment where they can do their best work. It requires us to be intentional in how we lead, collaborate and make decisions.

Leadership will play a key role in shaping this culture. We will support leaders at all levels to lead in ways that are inclusive, accountable and aligned with the School's Mission and Vision. This includes providing development opportunities, setting clear expectations and ensuring leaders are supported in managing teams, making decisions and navigating change. Strong leadership will help create alignment across the School and support the delivery of our broader strategy.

We will also utilize our governance structures to make well-informed and timely decisions in alignment with our priorities. We will review and refine our structures and processes to reduce complexity, clarify roles and improve coordination. This includes making it easier to understand how decisions are made and how different parts of the School are connected.

Sustainability is an important part of building a culture that lasts. This includes thoughtfully deploying our people, time and funding in realistic and manageable ways. It also means considering the long-term impact of our decisions, and building systems that can adapt as needs change. A sustainable approach supports stability and allows us to focus on what matters most.

This enabling priority is about creating the conditions for success. By focusing on belonging, strengthening leadership and governance, and supporting a healthy and sustainable culture, we will better enable our learners, clinical faculty and staff to contribute to the School's strategic priorities and to the work ahead.



Strategic Objectives

2.1 Maintain a healthy, inclusive and high-performing culture fostered by leaders who are supported and aligned with the School's mission and vision.

2.2 Establish and strengthen organizational and governance structures to make well-informed and timely decisions in alignment with our priorities.

2.3 Adopt a sustainable and adaptable approach to decision making that strengthens organizational resilience and enables the effective use of resources.



Alignment with Academic Plan Priority

This section is intended to provide an example of strategic mapping to the Academic Plan: Transforming Futures 2025-2030. It is a demonstration of one way that the School intends to make its institutional contribution to TMU. See Appendix for the full mapping of priorities.

Strategic Plan Enabling Priority: Foster a Culture of Belonging, Excellence, and Sustainability — Initiatives	**Academic Plan Priority**
• **Sustainable repurposing and renovation of an existing building:** leveraging a retrofit opportunity rather than a greenfield build • **Workplace Culture Initiative (WCI):** ongoing assessment and development of workplace culture to help build a strong, supportive environment within a new organization • **Future of Healthcare program:** with Peel District School Board	Ensure future readiness

Sustainability

Sustainability has multiple meanings within the context of a School of Medicine. It includes the long-term sustainability of our people, programs, partnerships and systems. As we continue to build the School, we will take an approach to sustainability that is thoughtful, practical and aligned with the broader work of Toronto Metropolitan University and its commitments to environmental sustainability and the United Nations Sustainable Development Goals. The approach is guided by TMU's Sustainability Action Plan, which provides a university-wide framework for advancing sustainability through academics, research, operations, planning and administration, and community engagement. This includes considering how we make decisions, use resources, develop infrastructure, and support future generations of learners, clinical faculty, staff and communities.

Implementation and evaluation

Implementing this Strategic Plan will require a clear and coordinated approach to tracking progress and understanding impact. The School of Medicine will align its measures with the broader institutional metrics and key performance indicators established by Toronto Metropolitan University, ensuring consistency and a strong connection between School-level priorities and university-wide direction.

We will take a practical, evidence-informed approach to measuring success. This includes defining what progress looks like in clear terms and using both data and lived experience to guide decision-making. Ongoing monitoring will help us understand where we are making progress, identify gaps and determine where adjustments may be needed.

Implementation and evaluation will move forward together. As priorities advance, they will be supported by defined measures and indicators developed through annual divisional and unit-level planning. This approach allows each area of the School to translate the Strategic Plan into specific, measurable actions that reflect their unique responsibilities while contributing to overall progress. Crucially, these efforts will demonstrate continuous alignment with university-wide strategic planning, including the Academic Plan: Transforming Futures 2025-2030, as well as our formal accreditation requirements and frameworks.

Progress will be reviewed regularly over the life of the plan, with more formal check-ins at key points. A mix of qualitative and quantitative measures will be used to assess impact, with particular attention to areas such as equity, access, reconciliation, educational excellence and the experience and success of our learners.

We will share updates with our community on a regular basis to support transparency and collective accountability. This ongoing review process will help ensure the Strategic Plan remains active, responsive and useful in guiding our work over time.



A mix of qualitative and quantitative measures will be used to assess impact, with particular attention to areas such as equity, access, reconciliation, educational excellence, and the experience and success of our learners.



Next steps

With the Strategic Plan now in place, our focus turns to implementation. This plan is intended to guide decision-making and priorities across the School of Medicine, and its impact will depend on how it is put into practice. Implementation will be phased and coordinated, with careful attention to sequencing, available resources and areas where early progress can build momentum.

A key part of this next stage will be the development of annual, School-wide, departmental and unit-level plans. These plans will translate the Strategic Plan into specific strategic goals, actions, timelines and accountabilities within each area of the School. In this way, the Strategic Plan will serve as a consistent point of reference, helping to align efforts across teams while allowing for flexibility in how priorities are advanced.

We will also establish a clear approach to monitoring progress, including defined milestones and regular opportunities to reflect on what is working and where adjustments are needed. Implementation will be iterative. As we learn from experience and as the environment continues to evolve, we will refine our approach to ensure the plan remains relevant and achievable.

Ongoing communication will be essential throughout this process. We will share updates with learners, clinical faculty, staff and partners to maintain transparency and to support a shared understanding of progress and priorities.

This Strategic Plan sets a clear direction for the School of Medicine. Its success will be shaped by the collective efforts of our community. By working together, staying focused on our priorities, and remaining open to learning along the way, we will build a strong foundation for the future.

APPENDIX

Mapping strategic and enabling priorities to the Academic Plan: Transforming Futures 2025-2030

ACADEMIC PLAN: PRIORITY #1	SCHOOL OF MEDICINE STRATEGIC PLAN: CORRESPONDING STRATEGIC & ENABLING PRIORITIES
PRIORITY #1: **Enhance the student learning journey for greater student success**	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #3:** Advance Health Equity and Social Accountability
SUB-PRIORITY	
1A. Support a holistic student experience	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority # 3:** Advance Health Equity and Social Accountability
1B. Strengthen academic programming	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #3:** Advance Health Equity and Social Accountability **Strategic Priority #4:** Transform Community, Generalist, and Primary Care

ACADEMIC PLAN: PRIORITY #2	SCHOOL OF MEDICINE STRATEGIC PLAN: CORRESPONDING STRATEGIC & ENABLING PRIORITIES
PRIORITY #2: **Create positive impact through SRC excellence and local and global collaboration**	**Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activities, and Innovation **Strategic Priority #4:** Transform Community, Generalist, and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact
SUB-PRIORITY	
2A. Make impact through SRC and innovation	**Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activities, and Innovation **Strategic Priority #4:** Transform Community, Generalist, and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact
2B. Engage globally for a world of perspectives	**Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activities, and Innovation **Strategic Priority #4:** Transform Community, Generalist, and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact
2C. Lead as a city- and community-builder	**Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activities, and Innovation **Strategic Priority #4:** Transform Community, Generalist, and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact

ACADEMIC PLAN: PRIORITY #3	SCHOOL OF MEDICINE STRATEGIC PLAN: CORRESPONDING STRATEGIC & ENABLING PRIORITIES
PRIORITY #3: **Support people and community**	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activities and Innovation **Strategic Priority #3:** Advance Health Equity and Social Accountability **Strategic Priority #4:** Transform Community, Generalist, and Primary Care **Enabling Priority#1:** Cultivate Collaborative Partnerships to Increase Shared Impact **Enabling Priority#2:** Foster a Culture of Belonging, Excellence and Sustainability
SUB-PRIORITY	
3A. Promote health, well-being and safety	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activities and Innovation **Strategic Priority #3:** Advance Health Equity and Social Accountability **Strategic Priority #4:** Transform Community, Generalist, and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact **Enabling Priority #2:** Foster a Culture of Belonging, Excellence and Sustainability
3B. Embrace community inclusion and belonging	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activities and Innovation **Strategic Priority #3:** Advance Health Equity and Social Accountability **Strategic Priority #4:** Transform Community, Generalist, and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact **Enabling Priority #2:** Foster a Culture of Belonging, Excellence and Sustainability

ACADEMIC PLAN: PRIORITY #4	SCHOOL OF MEDICINE STRATEGIC PLAN: CORRESPONDING STRATEGIC & ENABLING PRIORITIES
PRIORITY #4: **Continue our commitment to truth and reconciliation**	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #3:** Advance Health Equity and Social Accountability **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact **Enabling Priority #2:** Foster a Culture of Belonging, Excellence and Sustainability
SUB-PRIORITY	
4A. Advance Indigenous scholarship and education	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #3:** Advance Health Equity and Social Accountability **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact **Enabling Priority #2:** Foster a Culture of Belonging, Excellence and Sustainability
4B. Build partnerships with Indigenous communities	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #3:** Advance Health Equity and Social Accountability **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact **Enabling Priority #2:** Foster a Culture of Belonging, Excellence and Sustainability

ACADEMIC PLAN: PRIORITY #5	SCHOOL OF MEDICINE STRATEGIC PLAN: CORRESPONDING STRATEGIC & ENABLING PRIORITIES
PRIORITY #5: **Ensure future readiness**	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activity and Innovation **Strategic Priority #3:** Advance Health Equity and Social Accountability **Strategic Priority #4:** Transform Community, Generalist and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact
SUB-PRIORITY	
5A. Prepare our students for evolving careers	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activity and Innovation **Strategic Priority #3:** Advance Health Equity and Social Accountability **Strategic Priority #4:** Transform Community, Generalist, and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact
5B. Reimagine learning and teaching	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activity and Innovation **Strategic Priority #3:** Advance Health Equity and Social Accountability **Strategic Priority #4:** Transform Community, Generalist and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact
5C. Cultivate sustainability	**Strategic Priority #1:** Deliver Excellent Education and Training for the Future of Health Care **Strategic Priority #2:** Cultivate Capacity for Scholarly, Research, Creative Activity and Innovation **Strategic Priority #3:** Advance Health Equity and Social Accountability **Strategic Priority #4:** Transform Community, Generalist and Primary Care **Enabling Priority #1:** Cultivate Collaborative Partnerships to Increase Shared Impact **Enabling Priority #2:** Foster a Culture of Belonging, Excellence and Sustainability

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