**School of Health Policy & Management (SHPM) @ 2020**

**Academic Plan**

**The School Today**

Since the inception of School of Health Policy & Management (SHPM) in 2004, within the Faculty of Health the School has grown from being one of the smallest schools at York to being the 10th largest program. Along with this exceptional growth, the School has achieved exceptional performance ratings in two 2014 performance reports. The National Survey of Student Engagement (NSSE, 2014) supported the School’s strengths in effective teaching practices, student interactions and collaborative learning. Within York, the 2014 Academic and Administrative Program Review ranked each of the School’s programs in the upper right quadrant having high quality and high sustainability. In fact, the undergraduate BHS program was ranked with the highest sustainability score across all of York and scored the 7th highest in quality.

The School has a well-established culture of excellence in research and scholarly activities. Our faculty will continue to contribute to the development of cutting-edge health research that is changing the dynamics of health issues, health care services and health systems both in Canada and globally.

The next five years will be challenged by changes in provincial enrollment trends, diversity of the student population and minimal increases in institutional resources. The cyclical program reviews conducted in Fall 2014 recommended curricular changes which will need to be addressed. In addition the reviewers concluded that the faculty complement is inadequate to sustain its current level of performance therefore infusion of new faculty and staff resources are needed.

The School will seek to leverage on current successes in EE within the undergraduate curriculum, incorporate new EE and capstone experience within the BHS program, support student involvement in faculty research and manage graduate enrollment to support student success and faculty resources.

**Our Vision for 2020**

The School of Health Policy & Management (SHPM) is an academic centre of critical analyses on disability, health equity, and health policy, management and informatics, in the pursuit of excellence in socially relevant health research, scholarship and leadership.

**SHPM Goals 2015-2020: Accomplishing Our Faculty of Health Five Strategic Directions**

I. Achieving a High Quality Student Experience

II. Generating Innovative Research that Makes a Difference

III. Connecting with Partners – Local to Global Networks

IV. Supporting our Faculty & Staff in becoming global leaders

V. Building Key Support Resources

1. **Achieving a High Quality Student Experience**

# ****Goal 1: Leverage current successful EE opportunities****

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Identify enrollment challenges from student and community partner perspectives for HLST 4900: Health Studies Project: Field Experience * Complete environmental scan of student and graduate skill needs for community partner placements and graduate employment * Review curriculum needs to support HLST 4900 * Review expanding HLST 4900 to 2 terms and incorporating Project Management Professional Certification (PMP) as part of course * Systematize community placement opportunities with local LHINs * Work with assigned FOH EE coordinator * Set targets on percent of students graduating with HLST 4900 | * Increase course enrollment and field placement opportunities * Target 30% of BHS honour students completing HLST 4900 * Increase in number of FT faculty teaching EE courses such as HLST 4900 |

# ****Goal 2: Expand EE within BHS Curriculum****

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Investigate capstone opportunities for undergrad students in all three streams * Develop EE into all undergrad program of study i.e. in-class cases * Develop new course on policy case studies | * All undergrad students are provided with an EE capstone course that is centered around the School’s curricular themes and linked to community placements |

# ****Goal 3: Incorporate External Accreditation into Undergrad Program****

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Investigate AUPHA (Association of University Programs in Health Administration) accreditation of BHS program * Investigate incorporation of PMP (Project Management Professional Certification) requirements into BHS course curriculum * Investigate CPHIMS-CA (Certified Professional in Healthcare Informatics and Management Canada) | * Accreditation of BHS * Certification of select specialties |

# ****Goal 4: Focus BHS Student Retention efforts on High Risk Students and High Risk Courses****

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Improve general Health Studies student retention (School retention is 81% (2012), general Health Studies student retention is 64%) * Investigate student profile of those leaving the general BHS program * Monitor student retention by major yearly and investigate changes * Monitor DWF rates for first and second year courses * Investigate courses with DWF >30% * Implement early warning system for students at risk of leaving program | * Improve general health studies student retention to 75% * Courses with DWF rates greater than 30% are evaluated for means of improving course retention * Strategic enrollment management targets to include: Increase enrollment of management stream majors * Increase enrollment of 105 students * Increase student graduating GPAs |

# Goal 5: Improving Graduate Student Success

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Identify challenges to timely degree completion * Increase graduate students success in obtaining scholarships | * Improved rate of degree completion * Increase in scholarly activities, conferences, publications etc. |

# ****II. Generating Innovative Research****

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Create a unit level strategic research plan building on current successes (research chairs, NYGH research scientists etc) * Recruit researcher for Global Health Research Chair * Identify potential to establish an Endowed Chair in Critical Disability Studies | * Identification of research priorities, and areas of focus and excellence in the three streams (CPR recommendation 3) * Additional research chairs established |

# ****III. Connecting with Local and Global Partners****

**Goal 1: Expand Local community partnerships**

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Collaborate with the global health program and the upcoming Global Health Research Institute * Identify local community partners to increase our student opportunities * Develop an alumni strategy | * Increased external local and global partnerships |

Goal 2: Expand Global Partners

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Identify international partners * Collaborate with the Global Health Institute to identify collaborative research opportunities | * Potential for international practicums * Potential for establishment of new global research networks |

# ****IV. Supporting Faculty to become Global Leaders****

# ****Goal 1:**** Create a Balanced Faculty Complement Plan (decrease reliance of PT)

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Identify gaps in current complement * Identify areas of strength and future directions * New hires in policy and management to address teaching needs for all three streams and Global health degree | * Faculty complement consists of professorial, alternate streams and CLA to meet teaching workload demands * Sustaining current research chair positions * Develop mentoring for junior faculty |

**Goal 2: Developing Sustainable Faculty Leadership**

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Recruit new Chair * Improve leadership and professional development for FT and PT faculty * Obtain funds for scholarly School level events such as speaker series * Implement teaching workload policy which accommodates research intensity * Support faculty to be successful in obtaining teaching and research awards | * Leadership and professional development activities implemented * Events ongoing * Reduced teaching workload to equitable FOH level and accommodate research intensivity |

**V. Building Key Support Resources**

# ****Goal 1: Build School Governance Structure for Future Growth****

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Establish standing School Curriculum Committee * Establish standing School Executive Committee * Establish standing External Advisory Committee * Establish standing Tenure and Promotion Committee | * Sufficient faculty complement to actively participate in faculty and university level committees * Increase administrative staff proportionally to accommodate program growth |
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# ****Goal 2:**** Build an Administrative Structure to support program growth

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Recruit operations manager * Conduct analyses of operational efficiency * Reduce role overlap and gaps | * Increase administrative staff proportionally to accommodate program growth * Increase operational efficiency by 100% |

**Revised October 26, 2015**