

Faculty of Health Integrated Resource Plan 2015-2020

Vision	'Keeping More People Healthier Longer'				
Mission	<p style="text-align: center;">To provide an innovative and supportive environment for discovery, learning and impact about health and human science</p> <ul style="list-style-type: none"> • Our Research addresses health and human science at all levels —from molecular to global. It encompasses basic to applied and theory to practice including knowledge mobilization. Our research builds on both disciplinary depth and inter-disciplinary breadth. • Our Education includes a full spectrum of lifelong learning opportunities from undergraduate and graduate through to continuing professional development and community-based education. • Our Service activities engage and support the broader University, local, regional and national communities, and global partners and networks. 				
Values	Excellence & Integrity	Respect & Diversity	Innovation & Creativity	Collaboration & Responsive Partnership	Leadership & Action

Faculty of Health Integrated Resource Plan 2015-2020: Five Strategic Directions

A. Promoting a High Quality Learning Experience	B. Generating Research that Makes a Difference	C. Connecting with Partners – Local to Global Networks	D. Developing our Faculty & Staff	E. Building Key Resources to Make it Happen
<p>A1. Advance educational quality and delivery of teaching.</p> <p>A2. Enhance College and School/Department based support for skills, resiliency and mental health and wellness, and leadership development for students to be global citizens in a changing world</p> <p>A3. Expand and communicate experiential education and new modes of course delivery including eLearning where appropriate</p> <p>A4. Enhance student career development and make career opportunities more apparent and accessible</p> <p>A5. Inspire the student voice in the Faculty, Schools, Department and Colleges</p> <p>A6. Plan proactively for graduate student quality improvement at the Faculty, School – Department and Unit levels</p> <p>A7. Promote a greater sense of community across all learners and opportunities for informal interaction</p> <p>A8. Determine need, develop and launch new programs and certificates</p>	<p>B1. Enhance our support strategy for individual researchers and theme clusters</p> <p>B2. Build on existing strengths to enhance current and create new research partnerships with local, provincial, national, and global organizations.</p> <p>B3. Promote interactions among researchers within and across units and Faculties and with internal supports such as Knowledge Mobilization and Innovation York</p> <p>B4. Support our Organized Research Units to attain financial sustainability and foster interconnections among them.</p> <p>B5. Support the launch and development of the Global Health Research Institute (GHRI) to advance research, education and knowledge mobilization</p> <p>B6. Identify emerging trends and research opportunities, and support responses to them</p> <p>B7. Expand our range of research funders</p>	<p>C1. Develop strategies and incentives to manage diverse partnerships for teaching, research and community engagement</p> <p>C2. Expand the scope of formal community and work based EE, including international placements</p> <p>C3. Develop, maintain and make transparent connections with Alumni and Adjunct Faculty</p> <p>C4. Develop innovations including a <i>Social Innovation Think Tank</i> for collaborative transdisciplinary research, knowledge mobilization and leadership development within the Global Health Research Institute</p> <p>C5. Develop a strategy to recruit and support international students</p>	<p>D1. Promote a culture of shared responsibility and accountability across/within teaching, research and service functions including advancing our collective identity and equity across Units</p> <p>D2. Provide ongoing professional development for all full-time and part-time faculty and staff</p> <p>D3. Implement a comprehensive strategy for faculty and staff mental well-being and physical health</p>	<p>E1. Achieve yearly Faculty and Unit level enrollment targets</p> <p>E2. Expand and improve space for research, students and classroom teaching</p> <p>E3. Accelerate advancement for fundraising</p> <p>E4. Broadly promote our brand of distinctive education, research and community engagement programs</p> <p>E5. Expand alternate resources and revenue streams through the Health Leadership & Learning Network</p> <p>E6. Access appropriate equipment and technology to support our education and research mandate</p> <p>E7. Align resource needs with Faculty goals and develop plans to address these needs</p> <p>E8. Enhance advising services for students</p>

Faculty of Health Integrated Resource Plan 2015-2020

Priority 1: Promoting a High Quality Learning Experience

Objective 1.1: Advance educational quality and delivery of teaching

Action 1.1.1: Undergraduate teaching quality is improved by emphasizing teaching excellence in the selection of new faculty hires and through the tenure and promotion process.

Measurable:

- 1) Complement plan to include alternate stream hires in strategic areas of priority for student learning and academic success;
- 2) Tenure and promotion documents/processes recognize teaching quality;
- 3) Faculty hiring advertisements include language that emphasizes the importance of teaching ability as a requirement

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching and Learning; Chairs & Directors

Dependencies: Chairs, Hiring & Tenure and Promotion Committees; Senate policy

Action 1.1.2: Development opportunities for full and part-time faculty and teaching assistants are provided in collaboration with the Teaching Commons.

Measurable:

- 1) Participation in webinars/workshops offered by the Teaching Commons; compared to benchmark
- 2) Training needs for TAs are determined and addressed

Timeline: 2015-2017

Responsible Party: Associate Dean Teaching and Learning; Chairs & Directors

Dependencies: Teaching Commons; instructors & TAs

Action 1.1.3: Develop and implement fully online teaching evaluation questions to help provide feedback that can be used to contribute to high quality teaching.

Measurable:

- 1) % of on line teaching evaluations implemented; increased student response rate

Timeline: 2015-2017

Responsible Party: Associate Dean Teaching and Learning; Chairs & Directors

Dependencies: instructors; students

Action 1.1.4: Student learning is deepened through the use of elearning and experiential education strategies, and engaging external community partners.

Measurable:

- 1) The effectiveness of curricular based reflection activities on learning is evaluated.
- 2) Elearning and EE activities are tracked and evaluated.
- 3) # of courses engaged with community partners engaged in EE; compared to benchmark.

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching and Learning; Associate Dean Community & Global; Chairs & Directors

Dependencies: faculty; students; community partners

Action 1.1.5: Student academic success is supported through the promotion of existing learning skills resources and student success programs.

Measurable:

- 1) SPARK usage rates; compared to benchmark; compared to the total University
- 2) # of learning skills modules and workshops used/attended; compared to benchmark; compared to the total University
- 3) Participation in YUSTART and student success programs; compared to benchmark; compared to the total University
- 4) Development of new student success programs (writing skills, digital literacy, mental health, learning styles, learner reflections, collaborative team based learning, etc)
- 5) Student self-assessment of their senses of resourcefulness and capability; compared to benchmark

Timeline: 2015-2017

Responsible Party: Associate Dean Teaching and Learning; College Masters; Director, OSAS

Dependencies: campus partners delivering programs (Learning Commons, VPS, Learning Skills Services)

Action 1.1.6: Student retention is improved through, a) the development of early alert warning systems to identify students at risk of failing; and, b) intervention with enhanced academic advising, learning skills modules, participation in student success programs.

Measurable:

- 1) Early alert initiatives are developed, promoted and implemented
- 2) Retention rates in high risk courses

Timeline: 2015-2018

Responsible Party: Associate Dean Teaching and Learning; Director, OSAS, College Masters

Dependencies: Teaching Commons, UIT, OIPA, instructors, Student success coordinator

Action 1.1.7: Promote and celebrate our high quality teaching.

Measurable:

- 1) # of stories about our teaching excellence (on social media, in newsletters, Y-File); compared to benchmark
- 2) # of teaching awards given; compared to benchmark
- 3) Attendance at Teaching in Focus conference and teaching excellence celebrations; compared to benchmark
- 4) Increased awareness of promising practices in teaching

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching and Learning; HH Communications & Planning; Chairs and Directors, Teaching Commons

Dependencies: instructors

Action 1.1.8: Support research and scholarship on teaching and learning

Measurable:

1. Presentations at Teaching and Learning, first year experience conferences
2. Funds established and awarded for research on teaching and learning
3. Manuscripts submitted to Teaching and Learning journals

Timeline: 2015-2020

Responsible Party: Associate Dean Research & Innovation; Associate Dean, Teaching & Learning

Dependencies: Teaching Commons, faculty members

Objective 1.2: Enhance College and School/Department based support for skills, resiliency and mental health and wellness, and leadership development for students to be global citizens in a changing world.

Action 1.2.1: Co-curricular and curricular initiatives and partnerships that positively affect student, staff, faculty, and peer leader wellness and mental health are identified, developed, promoted, and implemented.

Measurable:

- 1) Partnerships that recognize and positively affect student wellness and mental health are established.
- 2) Initiatives which support wellness and mental health for students, peer leaders, staff and faculty are supported.
- 3) Initiatives which support wellness and mental health are integrated into curricular and co-curricular programming.
- 4) Wellness and mental health training is incorporated into peer leader training.
- 5) Wellness and mental health promotion strategies (e.g. coping and resiliency) are incorporated into College programming.

Timeline: 2015-2020

Responsible Party: College Masters

Dependencies: Student Success Council, Student Success Team, peer leaders, students

Action 1.2.2: Healthy eating, optimal nutrition, physical education and health, are promoted and advocated for at the Faculty, unit and College programming level.

Measurable:

- 1) Healthy eating, optimal nutrition, physical education and health promotion & advocacy is incorporated into College programming
- 2) Opportunities to incorporate Healthy eating, optimal nutrition, physical education and health into Faculty and unit level activities are explored and implemented.

Timeline: 2015-2020

Responsible Party: College Masters; Chairs and Directors; Faculty Executive Officer

Dependencies: Student Success Council, Student Success Team, peer leaders, students

Action 1.2.3: Create College programming to enhance student engagement.

Measurable:

- 1) New and expanded programs are strategic, theoretically informed and measurable
- 2) Retention rates
- 3) Graduation rates
- 4) Measure connectedness /engagement

Timeline: 2015-2020

Responsible Party: College Masters

Dependencies: Student Success Council, Student Success Team, peer leaders, students

Action 1.2.4: Strategies for ensuring a successful and positive transition of students in their "first year," are identified and implemented, for both undergraduate and graduate students.

Measurable:

- 1) Strategies (informed by Lizzio's five senses) for supporting undergraduate students' transition to university and first year experience are identified and implemented.
- 2) Opportunities to contribute to the successful transition of first year Masters and PhD students are explored and implemented.

Timeline: 2015-2020

Responsible Party: Associate Dean, Teaching & Learning; College Masters; Chairs and Directors; Undergraduate and Graduate Program Directors; Director, OSAS

Dependencies: Student Success Council, Student Success Team, FGS, undergraduate and graduate students

Action 1.2.5: Develop and implement programs, initiatives and activities that encourage and empower members of the Faculty of Health community to become leaders of tomorrow.

Measurable:

- 1) Programs and experiential learning focus on community citizenship/involvement.
- 2) Leadership training programs are developed and implemented.
- 3) Leadership achievements are recognized and rewarded.

Timeline: 2015-2020

Responsible Party: College Masters; Chairs and Directors; Undergraduate Program Directors; Graduate Program Directors; Director, OSAS

Dependencies: Student Success Council, Student Success Team, FGS, undergraduate and graduate students

Action 1.2.6: Mentoring and networking opportunities are facilitated and embedded into the College culture.

Measurable:

- 1) Participation in networking opportunities between College partners (alumni, fellows, graduate peer mentors, community) and students
- 2) All undergraduate students have at least one formal or informal mentoring experience throughout their university experience

Timeline: 2015-2020

Responsible Party: College Masters; Director, OSAS

Dependencies: Student Success Council, Student Success Team, students, alumni, fellows, graduate peer mentors, other members of the College community

Objective 1.3: Expand and communicate experiential education and new modes of course delivery including eLearning where appropriate

Action 1.3.1: Strategic eLearning and experiential education growth targets are established and standard operating procedures for identifying courses offered using different formats (e.g., blended, Community service learning, etc.) are developed and communicated.

Measurable:

- 1) eLearning and experiential education growth targets are established
- 2) # and % of target of courses converted from face-to-face to a blended and/or fully online format or designed; compared to benchmark; compared to University
- 3) # and % of target of courses which have included some EE component; compared to benchmark; compared to University
- 4) SOPs are developed and communicated

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching and Learning; HH Communications & Planning; Chairs and Directors; Undergraduate and Graduate Program Directors

Dependencies: instructors; EE Coordinator

Action 1.3.2: Experiential education opportunities are expanded by building on existing strengths and partnering with new public and private sector agencies to develop opportunities in the community to engage in participatory learning, supervised training and placements, and to action research and program evaluation.

Measurable:

- 1) # of community based EE opportunities; compared to benchmark
- 2) # of supervised training and placement opportunities; compared to benchmark
- 3) # of 4th year capstone courses with external community partners
- 4) # of partnerships in Greater Toronto Area Clinical Psychology Internship Consortium.
- 5) Advisory Committee to meet annually at York to inform clinical placement sites/processes of supervision/support of students in all BScN programs
- 6) # of community placement opportunities with local LHINs
- 7) MOUs with existing partners maintained

Timeline: 2015-2020

Responsible Party: Associate Dean Community & Global; Chairs and Directors; Undergraduate and Graduate Program Directors

Dependencies: Community partners; instructors; students; EE Coordinator

Action 1.3.3: Promote awareness of and interest in experiential education (EE) opportunities, through effective communication of EE common language and resources for instructors and students; and, in-class /community-based EE, and research opportunities, to undergraduate and graduate Health students.

Measurable:

- 1) # of instructors incorporating EE into courses; compared to benchmark; compared to University
- 2) Funds awarded from Teaching & Learning budget to support in class EE initiatives
- 3) # of students enrolled in "EE" courses; compared to benchmark; compared to University
- 4) Develop zero credit research practicum course (to measure volunteerism) with existing and potential new community partners
- 5) # of students participating in independent studies and honours thesis; compared to benchmark; compared to University

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching and Learning, HH Communications & Planning; Chairs and Directors; Undergraduate and Graduate Program Directors

Dependencies: instructors; researchers; students; EE Coordinator

Action 1.3.4: Continue to promote and support elearning innovations in teaching to support student retention & success.

Measurable:

- 1) Funds provided through the Teaching & Learning budget
- 2) Support for faculty provided through Learning Technology Services
- 3) Elearning innovations are showcased at Teaching in Focus conference and teaching excellence celebrations
- 4) # and % of target of courses converted from face-to-face to a blended and/or fully online format; compared to benchmark; compared to the University

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching and Learning; Chairs and Directors; Undergraduate and Graduate Program Directors

Dependencies: instructors; students; Learning Technology Services

Objective 1.4: Enhance student career development and make career opportunities more apparent and accessible

Action 1.4.1: A student career development plan is developed, in collaboration with the Career Centre, to support students in developing their own career path in each year of study, to prepare for life after graduation.

Measurable:

- 1) # of participants in career development events/activities (exploration of career goals, skills, interest; career seminars, fairs, workshops; networking with career counsellors; mock interview; career/job search skills, etc.)
- 2) # of participants using related on-line resources
- 3) # alumni engaged in student mentorship/career discussions

Timeline: 2015-2020

Responsible Party: College Masters, UPDs, Director, OSAS

Dependencies: Student Success Coordinator; Career Centre; students; faculty; alumni

Action 1.4.2: Strategies are developed and implemented to connect alumni, faculty and professional mentors, established in their careers, with mentees.

Measurable/KPI:

- 1) alumni coordinator established
- 2) # of mentors
- 3) # of mentees
- 4) Track career progression of those in the programs
- 5) # of alumni who return as mentors

Timeline: 2015-2020

Responsible party: College Masters; Chairs and Directors; Director, OSAS

Dependencies: Career Centre; alumni; faculty; professional mentors; Student Success Coordinator; Alumni Coordinator

Objective 1.5: Inspire the student voice in the Faculty, Schools, Department and Colleges

Action 1.5.1: Engage student organizations in developing a peer mentoring program. Encourage student participation on our faculty committees, support the FHSC.

Measurable:

- 1) # of mentors
- 2) # of mentees

Timeline: 2015-2017

Responsible Party: College Masters; Chairs and Directors; Director, OSAS

Dependencies: Student Success Coordinators; student organizations; student participation

Action 1.5.2: Promote shared responsibility for building a vibrant community through interactions among fellows, alumni, faculty, staff, students and community partners.

Measurable:

- 1) Participation in community building events

Timeline: 2015-2017

Responsible Party: College Masters

Dependencies: fellows, alumni, faculty, staff, students and community partners

Objective 1.6: Plan proactively for graduate student quality improvement at the Faculty, Schools – Department and Research Unit levels

Action 1.6.1: Develop funding for graduate students to attend intensive training workshops and boot camps, to learn and enhance skills necessary for their research.

Measurable:

- 1) Funding mechanism implemented.
- 2) # of applications for funding
- 3) amount of funding awarded

Timeline: 2015-2020

Responsible Party: Associate Dean, Research & Innovation

Dependencies: availability of funding

Objective 1.7: Promote a greater sense of community across all learners and opportunities for informal interaction

Action 1.7.1: Expand on existing informal interaction opportunities and common meeting spaces/facilities.

Measurable:

- 1) Opportunities for shared spaces/facilities are explored and expanded (e.g. PKINs, Athletic Therapy, Fitness Assessment certificate programs)
- 2) Participation in undergraduate and graduate activities (e.g. career days, Fall Campus Days, Destination Graduation)
- 3) Opportunities for participation in Faculty and University wide committees are encouraged and supported.

Timeline: 2015-2020

Responsible Party: Chairs & Directors, UPDs

Dependencies: School and Department advising staff; certificate coordinators; Career Centre

Objective 1.8: Determine need, develop, and launch new programs and certificates

Action 1.8.1: Develop and implement innovative graduate degrees that tap into education market needs and opportunities.

Measurable:

- 1) Feasibility study completed and recommendations tabled.
- 2) Innovative degrees proposal tabled.
- 3) # of new degrees implemented

Timeline: 2015-2020

Responsible Party: Associate Dean, Research & Innovation; Chairs and Directors; Graduate Program Directors

Dependencies: Faculty of Graduate Studies

Action 1.8.2: Expand existing and develop new undergraduate majors and certificate programs in areas of demand, including the Markham Campus.

Measurable:

- 1) Enrolment targets are established
- 2) % of target achieved
- 3) Collaboration within and between Faculties results in joint programs and expansion of existing programs
- 4) # of joint programs implemented
- 5) New program feasibility study completed and recommendations tabled.
- 6) Degree and certificate proposals tabled.
- 7) # of new degrees & certificates implemented

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching and Learning, Chairs and Directors; UPDs

Dependencies: Certificate Coordinator/staff to support the administration of Faculty wide and interdisciplinary initiatives

Action 1.8.3: College–university pathways are explored, developed and possibly implemented.

Measurable:

- 1) Enrolment targets are established
- 2) % of target achieved, once implemented
- 3) # of programs implemented
- 4) feasibility study completed and recommendations tabled.
- 5) Proposed pathways are tabled.
- 6) Funding sought and received from ONCAT

Timeline: 2015-2020

Responsible Party: Associate Dean, Teaching and Learning; Chairs and Directors; UPDs

Dependencies: Community College partners; ONCAT

Priority 2: Generating Research that Makes a Difference

Objective 2.1: Enhance our support strategy for individual researchers and theme clusters

Action 2.1.1 : Explore and pilot mechanisms for faculty to access professional grant-writing support; Expand internal peer-review opportunities; Increase seed funding; Support directed funding opportunity searches; Support ongoing grant administration.

Measurable:

- 1) grant-writing support piloted and assessed
- 2) # of internal peer-reviews
- 3) \$ of seed funding
- 4) Develop shared service agreements (under SHARP) with respect to ongoing grant administration
- 5) # faculty requesting funding searches

Timeline: 2015-2020

Responsible Party: Associate Dean Research & Innovation

Dependencies: availability of staff and financial resources; Director, Strategic Research & Partnerships; Chairs

Objective 2.2: Build on existing strengths to enhance current and create new research partnerships with local, provincial, national, and global organizations.

Action 2.2.1: Develop a mailing list or webpage for collaboration requests. Update internal research interest database. Expand the Research Scientist program. Build new partnerships and MOUs.

Measurable:

- 1) Mechanism for collaboration requests established.
- 2) # of participating faculty
- 3) # of collaboration requests fulfilled
- 4) # of research scientists
- 5) # of applications to partnered funding programs
- 6) Research interest database updated.

Timeline: 2015-2020

Responsible Party: Associate Dean Research & Innovation

Dependencies: Director, Strategic Research & Partnerships; Chairs

Objective 2.3: Promote interactions among researchers within and across units and Faculties and with internal supports such as Knowledge Mobilization and Innovation York

Action 2.3.1: Host internal events where researchers can meet one another. Hold cross-faculty research collaboration events. Partner with the Knowledge Mobilization Unit (KMb) to offer suite of KMb services. Create opportunities for faculty to learn about Innovation York's services and resources and identify commercialization opportunities.

Measurable:

- 1) # of events
- 2) # of cross-faculty grants
- 3) # of cross-faculty collaborations
- 4) # of users of KMb services
- 5) # of users of IY services

Timeline: 2015-2020

Responsible Party: Associate Dean, Research & Innovation

Dependencies: Director, Strategic Research & Partnerships; Chairs and Directors

Objective 2.4: Support our Organized Research Units to attain financial sustainability and foster interconnections among them

Action 2.4.1: Work with ORUs to produce financial plans. Organize theme-based research seminars. Provide opportunities for ORUs to become better known to faculty.

Measurable:

- 1) # of seminars produced
- 2) # of ORU members
- 3) Financial plans developed.

Timeline: 2015-2020

Responsible Party: Associate Dean, Research & Innovation

Dependencies: Director, Strategic Research & Partnerships; Chairs

Objective 2.5: Support the launch and development of the Dahdaleh Institute for Global Health (DIGH) to advance research, education and knowledge mobilization

Action 2.5.1: Undertake Director search. Form an External Advisory Council for the Dahdaleh Institute for Global Health. Identify a campus location for the DIGH and develop a space and facilities plan.

Measurable:

- 1) DIGH granted ORU status.
- 2) Successful Director search completed.
- 3) External Advisory Council appointed.
- 4) Location identified and space and facilities plan completed.

Timeline: 2015-2017

Responsible Party: Associate Dean, Community & Global; Associate Dean Research & Innovation; Director, DIGH

Dependencies: Dean; Manager, Physical Resources, Health & Safety, Research Support; availability of space

Objective 2.6: Identify emerging trends and research opportunities, and support responses to them

Action 2.6.1: Establishing teams and supports for strategic/large-scale initiatives.

Measurable:

- 1) Research and Innovation Advisory Council established and functioning;
- 2) Assistance in developing research teams for larger grants;
- 3) # of strategic opportunities pursued;
- 4) funding received from strategic opportunities

Responsible Party: Associate Dean Research & Innovation

Timeline: 2015-2020

Dependencies: Director, Strategic Research & Partnerships

Objective 2.7: Expand our range of research funders

Action 2.7.1: Continue to identify non-Tri-Council sources of funding and encourage faculty to apply. Continue to connect foundations/private donors with appropriate researchers.

Measurable: # of research funding sources outside of Tri-Council

Timeline: 2015-2020

Responsible Party: Associate Dean Research & Innovation

Dependencies: Director, Strategic Research & Partnerships; Chairs; GPDs

Priority 3: Connecting with Partners – Local to Global Networks

Objective 3.1: Develop strategies and incentives to manage diverse partnerships for teaching, research and community engagement

Action 3.1.1: New local community and international partnerships are established for teaching, research and community engagement.

Measurable:

- 1) # of articulated program agreements with community college partners
- 2) # of agreements and MOUs with local and international universities and organizations
- 3) # of new community Research Scientists
- 4) Strategic partnership opportunities identified

Timeline: 2015-2020

Responsible Party: Associate Dean, Community & Global; Associate Dean, Research & Innovation; Chairs & Directors

Dependencies: faculty; students; community partners

Objective 3.2: Expand the scope of formal community and work based EE, including international placements

Action 3.2.1: New community and work based EE, including international placements, have been established

Measurable:

- 1) # of new local EE community partnerships established for capstone programs and certificates
- 2) A database of MOUs is established for international placements

Timeline: 2015-2020

Responsible Party: Associate Dean, Community & Global; Chairs & Directors

Dependencies: faculty; students; community partners, EE Coordinator, Director, Dahdaleh Institute for Global Health

Objective 3.3: Develop, maintain and make transparent connections with Alumni and Adjunct Faculty

Action 3.3.1: Connections established and maintained with alumni and adjunct faculty

Measurable:

- 1) FoH Alumni lead identified
- 2) Database established of alumni working with key employers such as Ministry of Health and related government ministries, Local Health Integration Networks (LHINs) and health and social organizations.
- 3) Strategies identified to engage adjunct faculty in meaningful ways; include adjuncts on Faculty of Health and unit websites

Timeline: 2015-2020

Responsible Party: Alumni lead (TBD); Chairs & Directors

Dependencies: Faculty members; alumni; relevant school and department staff; HH Communications & Planning

Action 3.3.2: Identify opportunities for alumni engagement

Measurable:

- 1) Alumni strategy is finalized
- 2) Units identify opportunities to engage alumni
- 3) Alumni visiting classes (guest speakers)
- 4) Alumni speaking at conversion events
- 5) Alumni providing their stories to the HH career pages
- 6) Class reunions for alumni
- 7) Alumni facilitate community- and work-focused EE opportunities

Timeline: 2015-2020

Responsible Party: Alumni lead (TBD); Chairs & Directors

Dependencies: Faculty members; alumni; relevant school and department staff; HH Communications & Planning

Objective 3.4: Develop innovations including a Social Innovation Think Tank for collaborative transdisciplinary research, knowledge mobilization and leadership development within the Dahdaleh Institute for Global Health.

Action 3.4.1: Innovations or collaborative transdisciplinary research, knowledge mobilization and leadership development within the Dahdaleh Institute for Global Health established.

Measurable:

- 1) Plan for a Social Innovation Think Tank through the Dahdaleh Institute for Global Health to foster Global Leadership development and mentorship in collaboration with global partners developed.
- 2) Proposal for a Community Visiting Scholar Partner in Residence to the Faculty is developed.

Timeline: 2015-2020

Responsible Party: Associate Dean, Community & Global; Director, Dahdaleh Institute for Global Health

Dependencies: Associate Dean, Research & Innovation; Chairs & Directors; faculty members; Global Health Program Coordinator

Objective 3.5: Develop a strategy to recruit and support international students

Action 3.5.1: Strategy to recruit and support international students developed

Measurable:

- 1) Academic supports identified for international students, including advising needs and English language support.
- 2) Scholarships for International students have been identified.

Timeline: 2015-2020

Responsible Party: Associate Dean, Community & Global; Stong and Calumet College Masters

Dependencies: Chairs & Directors; Graduate Program Directors; Stong and Calumet College support staff; FGS; York International

Priority 4: Developing our Faculty & Staff

Objective 4.1: Promote a culture of shared responsibility and accountability across/within teaching, research and service functions including advancing our collective identity and equity across Units

Action 4.1.1: Faculty members' engagement within unit and Faculty level functions is enhanced.

Measurable:

- 1) # of available positions on unit governance and Faculty Council committees filled
- 2) A succession plan is in place
- 3) # of faculty members involved in SEM (e.g. recruitment and conversion activities)

Timeline: 2015-2020

Responsible Party: Dean; Associate Deans; Chairs & Directors

Dependencies: Faculty members

Objective 4.2: Provide ongoing professional development for all full-time and part-time faculty and staff

Action 4.2.1: Identify and implement teaching support for full-time and contract faculty.

Measurable:

- 1) Attendance at Teaching in Focus conference and teaching excellence celebrations; compared to benchmark
- 2) Information about the demographic profile of incoming students is provided to UPDs. Encourage the dissemination of this information to first year instructors.
- 3) Increased awareness of promising practices in teaching.
- 4) Instructors of first year classes are made of aware of incoming student needs, issues, vulnerabilities and the challenges these pose for them.
- 5) YU-Link teaching resource for first year full-time and contract faculty is maintained
- 6) Participation in webinars/workshops offered by the Teaching Commons; compared to benchmark
- 7) Introduce a coaching/mentorship program for new faculty.

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching and Learning; Chairs & Directors

Dependencies: Teaching Commons; instructors & TAs

Action 4.2.2: Faculty, managers and staff are engaged in professional development opportunities to develop their skills to contribute to a high performance organization.

Measurable:

- 1) Professional development is addressed as part of employee onboarding
- 2) Managers and staff have regular formal and informal dialogue in support of staff development

- 3) Professional development opportunities are accessed (external development fund, tuition waiver, and internal non-academic offerings)
- 4) Promote and support participation in internal development programs
- 5) Introduce a coaching/mentorship program for new staff
- 6) A succession plan, with related development opportunities, for faculty administrative appointments/leadership is developed

Timeline: 2015-2020

Responsible Party: Chairs & Directors; Executive Officer; Administrative Officer; Managers

Dependencies: staff; Talent Acquisition & Development

Objective 4.3: Implement a comprehensive strategy for faculty and staff mental well-being and physical health

Action 4.3.1: Continue to contribute to the development of a pan university mental health strategy, as a member of the Mental Health Action Group with other university offices that creates a better workplace for all faculty and staff.

Measurable:

- 1) Participation in community consultations
- 2) Participation in Mental Health and Wellness at York activities, events and training are encouraged and supported

Timeline: 2015-2020

Responsible Party: L. Beagrie, School of Nursing; Executive Officer; Administrative Officer; Chairs and Directors; managers

Dependencies: Mental Health Steering Group, faculty, staff

Priority 5: Building Key Resources to Make it Happen

Objective: 5.1: Achieve yearly Faculty and Unit level enrollment targets

Action 5.1.1: Marketing strategies for new and existing degree and student success programs are enhanced, developed and launched.

Measurable:

- 1) Marketing strategy is developed, in consultation with individual departments
- 2) Programs are aggressively and strategically marketed; strategic emphasis on 105 applicants

- 3) Investigate working with School of Continuing Studies to recruit and convert 105 students to programs with capacity.
- 4) Student success and First Year Transition programs are aggressively promoted through all mediums
- 5) Increase in the number of first choice 101 and 105 applications to degree programs

Timeline: 2015-2020

Responsible Party: Dean; Chairs and Directors; Director, Communications & Planning

Dependencies: Faculty members; staff; Communications & Public Affairs; School of Continuing Studies; PSE market factors

Action 5.1.2: Recruitment and conversion activities continue to be enhanced to achieve maximum outcomes.

Measurable:

- 1) Recruitment and conversion activities (events, communications, activities) are tracked through the CRM and evaluated.
- 2) Recruitment and conversion plans are enhanced and developed, in consultation with individual departments
- 3) Faculty engagement in recruitment and conversion activities is increased
- 4) Increased 101 and 105 first choice applications
- 5) Increased conversion rates

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching & Learning; Chairs and Directors; Director, Communications & Planning; HH EMG

Dependencies: Division of Students; faculty members; staff; PSE market factors

Action 5.1.3: Opportunities to recognize enhanced transfer credit from other institutions are explored and initiated.

Measurable:

- 1) ONCAT funding proposal is submitted
- 2) Opportunities for the development of new multi-lateral pathways between college diploma/post-graduate certificate programs and undergraduate degrees in Health are researched
- 3) Transfer credit opportunities are identified
- 4) Institutional MOUs are struck

Timeline: 2015-2020

Responsible Party: Associate Dean Teaching & Learning; Chairs and Directors; UPDs; Director, OSAS

Dependencies: Community College and University partners; ONCAT; Registrar's Office; Vice-Provost Academic

Action 5.1.4: Identify and implement strategies to maximize and sustain graduate funding.

Measurable:

- 1) SHARP-based funding and enrolment models developed and tested.
- 2) SHARP-based funding model implemented.
- 3) Graduate funding strategies developed and implemented.
- 4) \$ of average funding per graduate student
- 5) Ratio of internal vs external funding for graduate students
- 6) # of graduate students supported

Timeline: 2015-2020

Responsible Party: Associate Dean, Research & Innovation

Dependencies: Availability of resources

Action 5.1.5: Identify and implement strategies to attract quality graduate students.

Measurable:

- 1) Graduate recruitment and marketing plans developed and implemented.
- 2) GPA of incoming students
- 3) # of students bringing their own funding
- 4) # of students receiving awards
- 5) Time to completion
- 6) # of publications per student (overall ratio, not individual)

Timeline: 2015-2020

Responsible Party: Associate Dean, Research & Innovation; Director, Communications & Planning

Dependencies: Graduate Program Directors; availability of funding; Faculty of Graduate Studies

Objective: 5.2: Expand and improve space for research, students and classroom teaching

Action 5.2.1: A Space planning committee is established to determine short and long term space needs to support research, students and teaching in the Faculty of Health, and to make recommendations to the Dean, to address these needs.

Measurable:

- 1) HH Space Committee is established by the Dean; planning process and mandate established
- 2) Audit of all research, teaching, student and administrative space is complete
- 3) Begin to explore space efficiencies across departments
- 4) Deficiencies are identified and a plan to address these is developed
- 5) Space recommendations are made to the Dean

Timeline: 2015-2020

Responsible Party: Dean; Associate Dean Research & Innovation; FEO; Manager, Physical Resources, Health & Safety and Research Support; HH Space Committee

Dependencies: availability of space; funding to support renovations/address deficiencies; new capital opportunities

Action 5.2.2: New space for innovation and creativity (MakerSpaces; Innovation Hubs) in a social entrepreneurship campus is planned for the Markham Campus.

Measurable:

- 1) Space requirements will be identified
- 2) Technology needs will be identified

Timeline: 2015-2020

Responsible Party: Dean; Associate Dean Research & Innovation

Dependencies: Markham Campus Planning Group; availability of space

Action 5.2.3: Develop a sound academic and business plan for a new capital facility for meeting the needs of both Athletics & Recreation and the School of Kinesiology & Health Science.

Measurable:

- 1) Task Force is established
- 2) Academic and business plan is developed

Timeline: 2015-2020

Responsible Party: Dean; Members of the Task Force

Dependencies: Athletics & Recreation; availability of funding

Action 5.2.4: Develop a sound academic and business plan for a 'York Villages': retirement and LTC facility on the perimeter of the York campus that would include additional space for Teaching Labs, YU-CARE (York University Center for Aging Research & Education), possibly a health clinic run by nurse practitioners

Measurable:

- 1) Discussions with York University Development Corporation re feasibility
- 2) Academic and business plan is developed

Timeline: 2015-2020

Responsible Party: Dean; Associate Dean Research & Innovation

Dependencies: YUDC; funding; LTC providers

Objective: 5.3: Accelerate advancement for fundraising

Action 5.3.1: Support our fundraising strategy by ensuring that our academic community takes a leadership/collaborative role in raising necessary funds/resources

Measurable:

- 1) Units identify opportunities for community engagement in fundraising
- 2) # of community members engaged in fundraising activities
- 3) # of alumni engaged as campaign leads and donors

Timeline: 2015-2020

Responsible Party: Dean; Senior Development Officer; Director, Communications & Planning

Dependencies: Faculty members; staff; alumni; Office of Advancement

Action 5.3.2: School/Department identify programs/initiatives with unique attributes that would be attractive to potential donors that have an interest in those areas.

Measurable:

- 1) # of programs/initiatives identified
- 2) # of prospective donors identified/approached

Timeline: 2015-2020

Responsible Party: Dean; Senior Development Officer; Chairs & Directors; Director, Communications & Planning

Dependencies: Faculty members; FoH Research Office

Objective: 5.4: Broadly promote our brand of distinctive education, research and community engagement programs

Action 5.4.1: Develop and implement brand and marketing strategies for the Faculty and individual Schools/Department to better raise the profile, enhance the reputation of our programs, research and community engagement activities, and position Health as a destination of choice.

Measurable:

- 1) Develop and implement internal and external communication plans that raise our profile and enhance our reputation.
- 2) Develop a 3 year marketing plan
- 3) Develop 101 and 105 marketing and advertising campaign
- 4) Expanded communications activities that highlight research excellence and success
- 5) Increase opportunities to profile student, faculty, alumni, and staff achievements in our publications and media

Timeline: 2015-2020

Responsible Party: Dean; Associate Deans; Chairs and Directors; Director, Communications & Planning

Dependencies: Communications and Public Affairs

Objective: 5.5: Expand alternate resources and revenue streams through the Health Leadership & Learning Network

Action 5.5.1: Continue to action the five-year strategic plan for HLLN to support program sustainability and growth.

Measurable:

- 1) Growth in custom program enrolment; number of repeat customers/clients
- 2) Growth in open program enrolment
- 3) Comparison to industry benchmarks
- 4) Partner with University continuing educations units (SEEC, OPD, SCS, etc.) to co-market programs and leverage existing infrastructure to keep costs to a minimum.

Timeline: 2015-2020

Responsible Party: Dean; Director of HLLN

Dependencies: Existing customers/clients; campus continuing education partners; market conditions

Action 5.5.2: Pilot continuing education programs with ORUs to support knowledge translation and exchange and sustainability

Measurable:

- 1) Course enrolment; year over year growth
- 2) Net revenue compared to target; year over year growth

Timeline: 2015-2018

Responsible Party: Dean; Director, HLLN; ORU Directors; Chairs and Directors

Dependencies: Campus continuing education partners

Action 5.5.3: Launch the Health Coach Certificate program, in partnership with other Universities to co-offer a growing roster of health coach programs, offering consultation services, in-house custom programming, a network of partners and sponsors, knowledge translation and exchange on a global scale to create a global identity.

Measurable:

- 1) # of programs developed
- 2) Course enrolment; year over year growth
- 3) Consultation services offered
- 4) Sponsorship \$
- 5) Size of network established
- 6) Net revenue compared to target; year over year growth

Timeline: 2015-2020

Responsible Party: Dean; Director, HLLN

Dependencies: Program coordinators; instructors; external partners

Action 5.5.4: Establish ongoing relationships with large scale health sector leaders to provide professional training to their staff on an ongoing and annual basis.

Measurable:

- 1) Sign MOU with major LTC facilities
- 2) Leverage relationship to open up new opportunities for partnerships

Timeline: 2015-2020

Responsible Party: Dean; Director, HLLN

Dependencies: partners

Objective: 5.6: Access appropriate equipment and technology to support our education and research mandate

Action 5.6.1: The Dean's Advisory Committee on Technology (DACT) determines short and long term equipment and technology needs to support teaching and research in the Faculty of Health, and to make recommendations to the Dean to address these needs.

- 1) DACT identifies equipment and technology needs through the Call for Academic Equipment exercise
- 2) Enhancements to the UIT Service Agreement are recommended to better address all technology needs

Timeline: 2015-2020

Responsible Party: Dean; FEO; DACT; Associate Dean Research & Innovation

Dependencies: UIT

Objective: 5.7: Align resource needs with Faculty goals and develop plans to address these needs

Action 5.7.1: Faculty and staff complement plans align with the Faculty's Academic Plan priorities and Integrated Resource Plan for the next 5 years.

Measurable:

- 1) Gap/needs analysis is completed to identify resource needs
- 2) Faculty and staff complement plans are developed
- 3) HR needs are prioritized and planned for in the 5 year budget
- 4) Position summaries are developed and opportunities are advertised to attract the best candidates
- 5) Plan for management of major research infrastructure

Timeline: 2015-2020

Responsible Party: Dean; Chairs and Directors; FEO; Managers

Dependencies: Budget resources; availability of space; ability to attract top quality candidates

Objective: 5.8: Enhance advising services for students

Action 5.8.1: Identify improvements/additions to student advising services

Measurable:

- 1) Survey and hold focus groups with students
- 2) Communicate the enhanced services offered to students

Timeline: 2015-2017

Responsible Party: OSAS Director

Dependencies: OSAS Manager; OSAS staff; HH Communications & Planning Unit