

'Health @ 2020' Five Year Academic Plan 2015-2020

December 2, 2015



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EXECUTIVE SUMMARY

The Faculty of Health at York University is approaching its 10th anniversary on July 1, 2016 as a success story in exceptional team-based academic planning, implementation and outcomes. Our Challenge is to consolidate gains from the initial decade of the Faculty and cultivate bold actions that will move us forward to accomplish our vision and strategic directions for 'Health@2020'.

Three fundamental questions are addressed in our Plan:

- 1) What is our Vision and Strategic Directions for Health at 2020 (*where are we going*) including our Schools/Department, Colleges, Health Leadership & Learning Network (HLLN), and Research Centers?
- 2) What Actions will we take to accomplish this (*how will we get there*)?
- 3) What are our significant Outcomes and Metrics (*how will we know when we have arrived*)?

To consider its future and consolidate planning, a "Health @ 2020" Planning Forum for faculty, staff and student representatives was convened on October 30, 2015 to achieve three outcomes:

- An analysis of learnings from the key Faculty level and School/Department/College level documents that are building blocks for creating Health's five year 2015-2020 Academic Plan, that will be operationalized yearly through the Faculty and Unit level Integrative Resource Plan (IRP)
- Implications of these learnings and recommendations for fine-tuning the Health @ 2020 plan: strategic directions, actions and outcomes
- A common understanding of the senior leadership transition underway and its bearing on the Health @ 2020 plan.

Dean Skinner opened the Planning Forum by stating: *"We have achieved more in the 9 years than many thought possible, and you should all be so proud"*. He provided an overview of the Highlights and Challenges to 2015 and then focused on a number of key opportunities, such as:

- Innovations in Teaching and Learning
- Global Health Institute
- New Campus at Markham
- Integrative Health education and research (Task Force Report May 2015)
- 'York Villages' Retirement Home & LTC: new Building
- Research Opportunities and Funding: e.g., CFREF Canada First Research Excellence Fund; FedDev Health Ecosphere Proposal, and many, many others.

The Dean confirmed two new types of resources to support these key opportunities within the Faculty's academic vision and plan. The first is the new SHARP budget model that will change how the Faculty is funded. The second is success at financial development, such as the recent \$20 million transformative Gift for Global Health from a York Alumnus, Victor Dahdaleh. These significant changes in resourcing will be managed with discipline – investing in the Health's future as well as putting money aside for when it is needed.

In closing, the Dean summarized the context for the Faculty: the challenges are large but not insurmountable. *“We are a high performance team in a new era, so think boldly. The challenge will be to continue the deep culture of teamwork and build on the power of our units. For example, when we get something that builds one area, how do we make the investment in the other areas? Carry the hope!”*

To prepare for developing their planning recommendations, the Planning Forum participants discussed what they learned from the Key Documents on the Faculty’s planning web-site that was most important for 2020’s academic plan (section A). Based on these learnings, a draft academic plan emerged (next page). Participants then asked questions of clarification about the Dean’s presentation and offered their advice about the Faculty’s impending leadership transitions (section B and C). The Planning Forum Agenda is given in section D.

All Supporting Documents <http://health.info.yorku.ca/health2020>

This website contains all of the key documents that are building blocks for creating Health’s overall five year Academic Plan.

A. ‘Health@2020’ Five Year Academic Plan 2015-2020

- Synopsis (2 Page)
- Full Report

B. School/Dept./Colleges Documents

- Psychology 2020 Strategic Plan
- Health Policy & Management 2020 Strategic Plan
- Kinesiology & Health Science 2020 Strategic Plan
- Nursing 2020 Strategic Plan
- Global Health 2020 Strategic Plan
- Calumet & Stong Colleges 2020 Strategic Plan

C. Faculty Level Documents

- Health Academic Planning Cycle 2014_15
- Planning Template for Health’s Units
- Health Response to AAPR (Academic & Administrative Program Review) Results 2015
- Draft 1 page Health Academic Plan 2015-2020
- Faculty of Health Complement Plan for 2015-2016
 - Health 11 Appointments Approved for July 1, 2016
- Teaching and Learning Strategic Plan 2015_2020
- Strategic Research Plan 2015_2020
- Community Strategic Plan 2015-2020
- Global Health Strategic Plan 2015-2020
- Integrative Health Task Force Report 2015
- Guidelines
 - SHARP Budget Funds Allocations: Principles and Prioritization
 - Faculty Complement Recruitment Guidelines
 - Space Planning Principles and Processes

D. Health’s IRP (Integrated Resource Plan)

FACULTY OF HEALTH's 2015-2020 Academic Plan: 'Health@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

All Important Documents <http://health.info.yorku.ca/health2020>

This website contains all of the key documents (School/Department/College plans and Faculty level plans) that were the building blocks for creating Health's overall five year 2015-2020 Academic Plan and yearly IRP (Integrated Resource Plan). This site will be updated on a regular basis to provide a central depository of our 'Health@2020' plans.

Faculty of Health's 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>

A: LEARNINGS FROM THE KEY DOCUMENTS

To prepare for developing their planning recommendations, the participants discussed what they learned from the Key Documents on the FoH planning web-site that was most important for 2020's academic plan <http://health.info.yorku.ca/health2020>. Some important points include:

- To pursue goals or achieve outcomes, set priorities, select most achievable first.
Commitment to too many risks not meeting them
- Students are aware of their goals, why they're doing what they're doing and how to get there
 - Health-related career linkages at undergraduate and graduate levels including certifications, regulated health professionals
- Create and enhance "Health" identity across the units
 - Promote the success of our units in our university brand
 - Inter-disciplinarity more challenging with the SHARP model?
 - Interplay between schools, units and programs - have a course where they all interact? We have agents of change course but could we do more of that?
- IT support and space (safe, innovative, clean, enough) needed to enact goals, e.g., computers and labs; current refurbishing insufficient; classrooms cannot fit students
 - We set out to do things but infrastructure doesn't allow us to do it well
 - Infrastructure need to support moving forward to meet goals/achieve outcomes
 - Multiple layers of bureaucracy, systems and processes are unclear in research
 - Everybody needs more resources
 - New gets priority over old
 - Finding a balance between strengthening current initiatives and building new ones
- Reinforce the value of individual and unique basic research discoveries, innovations
 - Find ways of integrating research centres so they are connected to each other
 - Donors want: interfaculty teams; sustainability of research; research to policy change; knowledge translations
 - Keep up with changes in lifestyle, equity groups, technology to stay ahead in research (keep up with shifts in the next 5-10 years)
- Tension between experiential learning and e-learning delivery models
 - Reframe and reinforce the retention of students into further academic success strategies, further student leadership development and engaging faculty and course instructors in developing relevant teaching methods and research related to this
 - Time to be reflective of teaching pedagogy – need additional time, support and infrastructure for quality undergraduate education
 - Credit to professors to increase supporting undergrads performing research in labs
 - Experiential learning embedded in every course in the Faculty of Health
 - Student experience is a balance: experiential, inter-professional, resources, on-line, blended, in class
- Over reliance on contract faculty, need lower student-faculty ratio (under resourced)
 - Our success will require engaging less engaged colleagues. We need strategies to increase academic engagement in all activities including service
 - Teach faculty how to interact and engage with industry and or community partners

- Mental health is part of health and wellbeing and is critical to faculty and student success – needs to be more prominent in the Academic Plan
- New initiatives provide opportunities so how do we invest these initiatives to support all areas/units/programs across FoH. What and how for IRP (FoH)?
 - Find new ways to fund new research
 - Be proactive with funding agencies.

B: ADVICE FOR HEALTH'S LEADERSHIP TRANSITION

Participants provided advice for the faculty's leadership in transition including three searches underway for the new Dean, the Chair of the School of Health Policy & Planning, and the Director of the School of Nursing.:

- Allocate resources to units to maintain status in the “upper right quadrant” from the 2014 Academic and Administrative Program Review (AAPR)
- Specific health and unit level promotion and campaign - messaging is what students and parents want to hear
 - Leverage success
 - Differentiate
 - promote
 - Provide staff resource support
- Don't lose sight of the core vision, mission and values while exploring all the new opportunities
- Consider the opportunities/tensions between Unit level versus Faculty level strategic plans (Agenda setting framework)
- New administration must understand the department/school based structure of the Faculty
- For student retention, focus on the student experience and retention will increase
- Continually evaluate and address the equity and balance across units in terms of access to resources and opportunities and challenges
- Be cognizant of the impact of resources from the \$20 million donation within the Faculty of Health and address this with other units.

C: QUESTIONS ABOUT THE DEAN'S PRESENTATION

In small groups, participants identified questions they had about the Dean's presentation. Responses for each question are provided.

Question	Dean's Response
<p>How do we ensure reaching enrolment targets in the current climate when enrolments in general are going down?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Key: Maintain and improve quality of programs and student experience <input type="checkbox"/> We're on this relentlessly – the President and Provost and the Deans, VP Students, as well as in our Faculty <input type="checkbox"/> We are in the fastest growing region (GTA) in Canada and we need to keep reaching out to the community <input type="checkbox"/> Situation is National - we need to wait out demographic shift but also do targeted outreach; in 5-6 years the # of high school students graduating will pick up <input type="checkbox"/> Adjust programs and offerings to what people are asking for to attract them to York, e.g., at student fairs people are asking what can I do with a BA so we are looking at a “4 year plus 1” (undergraduate and masters) degree model, increasing certificate program model; raise the profile of neuroscience at York to make it a major consideration
<p>Could you speak a bit about the implications of SHARP for Graduate Programs in Health</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We'll have substantial new resources that we can invest <input type="checkbox"/> We will be able to increase special scholarships <input type="checkbox"/> When/If we get the 'Named' donation for the faculty this will provide substantial increase in student scholarships and research support <input type="checkbox"/> We need to look at the whole Faculty and investing in all areas to ensure a broad balance <input type="checkbox"/> There is a lot of interest in developing our own post docs as a powerful attracter – I would encourage us (from unit level), look at ways to shorten time to completion of degrees and then funds available to provide more post docs
<p>Can we stagger paying off the debt over 5 years rather than in the first year? And invest in improving programing in Faculty of Health?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Short answer is 'no' <input type="checkbox"/> Next week we have our periodic meeting with the Provost and we have to show where we get to a balanced budget. We can't overspend when we are balancing <input type="checkbox"/> But we can start to make strategic investments. These things take time to plan, e.g., creating a new position, advertising, etc. Let's get the planning in place so we already are investing.

Question	Dean's Response
<p>How will the SHARP model be used to reinforce strength in existing units (sustaining)?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The simple answer is what we are doing today is so important in creating our Five Year Academic Plan. It is really the unit plans where you show what your needs are: eg. prepare 5 year faculty and staff complement plans <input type="checkbox"/> There is a perception that the Dean keeps the money in our office, but I flow it back out. We are so lean and we do have to add new positions but our budget is built on the needs of schools. Align your Unit plans with our Faculty plans. <input type="checkbox"/> That's the process – we need the Unit plans finished and then operationalize them yearly via the IRP process. You are in control of your destiny. The new Dean will build on this.
<p>Talking about strategic enrollment management, how will the “strategic” components of the SEM, be implemented?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Just like our budget, enrolment is 3 year rolling analysis. We get and adjust to fluctuations and trends <input type="checkbox"/> As we add new programs and certificates, it makes us more robust, makes programs more attractive <input type="checkbox"/> The fact is that we're in this together. We're large but we're concentrated in 4 programs – this makes Health very efficient in how we are organized and work together <input type="checkbox"/> This year, York overall enrollment was best on conversion ratios (helps mitigate risks) <input type="checkbox"/> We'll manage over the next while. We are large enough that we have the flexibility for offsets and dealing with the issues.
<p>How can we address York's reputational challenges in our plan?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Issues to be addressed: quality, second rate, safety. <input type="checkbox"/> Internal – educating central marketing on Faculty/ program needs 	<ul style="list-style-type: none"> <input type="checkbox"/> At the core is the Quality of our programs. We need to ensure high quality programs and communicate this broadly <input type="checkbox"/> We have to keep innovating <input type="checkbox"/> The challenge for other parts of York is that there are some very small programs that need to address this reality <input type="checkbox"/> I think there is going to be a positive flip on reputation. When you travel nationally and internationally, the perception of York is very good and it is growing. <input type="checkbox"/> We have a new 30 second video clip that is really cool <input type="checkbox"/> Our brand has to be from the inside out - from the Quality of our programs - otherwise we are just trying to 'sell soap'. We are on the right track in building and sustaining Quality. <input type="checkbox"/> Locally it is changing. Feedback I get from the community is good. We still have safety concerns and they are legitimate. They are happening at other places as well and we don't try to hide it. We are trying to systematically address it. <input type="checkbox"/> I see the core building blocks and our Faculty of Health is key to this. 10 years from now the external perception of York will live up to the excellence that we have. It will happen.

Question	Dean's Response
<p>What is the plan for health at the Markham campus and how does it integrate with existing programs?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Still very early. The Provost is putting together a committee with representatives from each faculty <input type="checkbox"/> It is going to kick into gear in the next few months, they need signatures first on various contracts <input type="checkbox"/> We are developing the construct on making Markham a 'change maker campus' and I'd like Health to take a lead. I will be putting together a planning group. And we are talking with a potential donor which would be a huge catalyst <input type="checkbox"/> We all need to think through how we can make the most of this significant opportunity for Health and York University at large.
<p>If YUFA negotiations do not solve teaching load disparities, what are you prepared to do to address the teaching load inequities facing Nursing and Health Policy and Management?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I know this one is fundamentally important issue for faculty in Nursing and for Health Policy & Management. <input type="checkbox"/> Now with YUFA, I can't say what is going to be in the new collective agreement, but this is a primary item in the current negotiations. Once the new Collective Agreement is ratified – hopefully before the end of this 2015 calendar year – we will have clarity and can then look at the teaching workload drafts that we have from the 2 schools, see what additional considerations may be needed, and then start discussions with the Provost <input type="checkbox"/> This is a last big issue on my 'to do list' to resolve by June 30, 2016.

Some additional questions that were not addressed within the Forum time-frame

- How will new funding and initiatives impact all students in Health?
 - We will be able to hire additional (net new) faculty and staff that will support more full time faculty teaching in our undergraduate programs, as well as enhance opportunities graduate education/supervision and growth of new programs (eg. new PhD in Nursing). Also, both undergraduate and graduate student scholarships and travel funds (eg. international) will be enhanced.
- What is the most important role of faculty in student recruitment? How do we best engage all faculty in student recruitment and retention?
 - Having faculty available at our off-campus student fairs and on-campus events (eg. tours of our research labs) is extremely important, so prospective students see our faculty 'faces' with their welcoming enthusiasm and excellence
- How do you plan to support quality recruitment (all levels of students) while increasing enrolment levels?
 - Outside of planned growth of the new Global Health BA/BSc program, our overall enrollment target will be stable over the near future. We are putting a huge amount of effort in increasing student retention that will take pressure off the absolute number of students ('heads") we need to recruit to meet yearly enrollment targets. We will look at increasing the GPA of new students and other

quality measures. And with the addition of (net new) faculty members over the next five years, we will have more full time faculty teaching undergraduate courses and will look at ways to decrease class size, and promote more eLearning and Experiential Education options that will help attract students to our programs.

- What are the plans for a collective, physical space for FOH?
 - Several options are being acted on:
 - When the Department of English moves in spring 2016 to their new location, we will have substantially increased space in Calumet and Stong Colleges to meet short term needs
 - A Task Force, joint between Sports & Recreation and the School of Kinesiology & Health Science, is beginning its work on planning a new building that will serves the needs of both.
 - A plan is underway regarding 'York Villages': retirement and LTC facility on the perimeter of York 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, ...
- How will the alignment of needs and resources occur? Must be a clear link so we can build sustainability in the schools/departments?
 - This will be based on our Five Year Academic Plan and how it is operationalized yearly in our Faculty level aligned with Unit level IRPs. Also, we have various Guidelines in place (eg. SHARP Priorities, new Faculty Complement planning, Space management) that are on the academic plan website <http://health.info.yorku.ca/health2020>.
- How will the funding from the GH institute impact our schools/departments in Health?
 - This important concern will be addressed through a collegial planning process for the new Global Health Research Institute and related education programs in our Schools/Department. For example, a guideline will be developed to determine what portion of GH Scholarships and Travel grants will be made available to undergraduate and graduate students.
 - The three new Chair positions funded from the donation will result in the recruitment of three new faculty members that will have their primary academic appointment in Health's Schools/Department
- How can we promote the overall goals of the Faculty as well as maintain the ethos of the specialized programs and schools?
 - We continue with our multi-faceted approach of targeted communications for each of our Schools/Department (eg. our 5 undergraduate programs), our research and ORUs, as well as the Faculty as a whole (eg. graduating student 'Agents of Change').

D: PLANNING FORUM AGENDA, OCTOBER 30, 2015

OUTCOMES:

1. A common understanding of the context for the Health @ 2020 planning
2. Implications of key documents for FoH's academic plan – the strategic directions and goals
3. Recommendations for fine-tuning the Health @ 2020 plan.

PREPARATION:

- Review documents on the web-site <http://health.info.yorku.ca/health2020>

AGENDA:

8:30am	Gathering and Continental Breakfast
9:00	1. Welcome and Agenda Overview: Marian Pitters – facilitator
9:10	2. The Future – Setting the Stage: Harvey Skinner
9:40	3. Discussion: All <ul style="list-style-type: none"><input type="checkbox"/> Questions of clarification and comments re Dean's presentation
10:30	Break and stretch
10:45	4. The Key Documents & the Plan <ul style="list-style-type: none"><input type="checkbox"/> Discussion of learnings that are most important for 2020's academic plan<input type="checkbox"/> Implications of those learnings for FoH's Strategic Directions and the Goals indicated within each, i.e., what refinements need to be made?
12:15 – 1:05pm	Networking Lunch (Change tables)
1:05	5. Updating the Plan <ul style="list-style-type: none"><input type="checkbox"/> Report proposed refinements back to new table groups
2:05	6. Recommendations for The Plan's Goals <ul style="list-style-type: none"><input type="checkbox"/> In re-configured small groups, discuss top 3 recommendations for refining each strategic direction and its goals
2:40	7. Wrap-Up <ul style="list-style-type: none"><input type="checkbox"/> Summary, Next Steps<input type="checkbox"/> My take home message is ...
2:50	Closing Remarks - Harvey Skinner Evaluation
3:00	Adjourn