# Faculty of Health

1. The Faculty developed and received approval to create **a new School of Global Health**. The new School will raise the profile of York's work in global health. It will provide a strong administrative foundation to ensure our global health undergraduate programs continue to advance in their level of academic excellence, and enrolment levels. Creation of the School enables global health programs to be represented on Faculty Council subcommittees and participate int eh governance of the Faculty. Initially, the school is expected to have seven full time faculty members, with several others expressing interest in cross appointments. The School provides an opportunity for a growing cadre of faculty members with interest in global health to collaborate in the design and delivery of academic programs, and research. For example, the new School is already in the process of developing a proposal to create a new and highly innovative doctoral program in global health. The School contributes to several strategic goals including innovative, quality programs for academic excellence; advancing exploration, innovation and achievement in scholarship and research; enhancing student success; enabling the plan.

2. The Faculty of Health and the Faculty of Science jointly led the creation and approval of a highly **innovative undergraduate program in neuroscience**. The program combines the expertise of the Department of Biology, the School of Kinesiology and Health Science and the Department of Psychology. Students can enter the neuroscience program by affiliating with any of the three contributing units. AS evidence that the program will attract a number of highly qualified students, applications to join the first cohort in September 2020 have exceeded expectations. The new program contributes to the university's goal to enhance innovative, quality programs for academic excellence and to enhance quality in teaching and student learning.

3. The Faculty of Health has developed or revitalized a number of **new experiential learning opportunities for our students**. This includes a new community-based learning course in the School of Health Policy and Management, a complete overhaul of practical courses for students in the School of Kinesiology and Health Sciences, and double the number of international placements for students in the global health program. Two new experiential learning courses were developed for delivery at Los Nubes campus. WE have also increased the amount of travel support to enable more students to undertake an international placements.

4. The Faculty has developed and implemented several activities to **address needs for academic and research space**. This included completion of a major renovation and expansion of space in Stong College to host the entire School of Health Policy and Management, create new student space, and add research space. We also received approval for a major expansion of the Sherman Health Sciences Building. The architects were selected, consultations around utilization needs undertaken, floor plans developed and preliminary building approvals submitted. Shen completed in 2022 the expansion will host 40 faculty, 80 students, a dozen staff, and two clinics. It will be designed to co locate faculty and students into research teams related to neuroscience neuropsychology, biomechanics and neurodegenerative disorders, and health assessment. Space vacated by those moving to Sherman will also be refurbished and re-purposed including over 8,000 square feet of new research space in the Behavioural Science Building.

5. The Faculty welcomed and on boarded more than 30 new faculty members in 2019-20, the largest single growth in our complement since the Faculty was formed 14 years ago. The additional faculty will be instrumental in enhancing the amount and impact of our research, provide new expertise and critical mass in existing areas, enable us to start the process of reducing student to faculty ratios (which enhance student experience and success), and enabling the Faculty to integrate and better appreciate indigenous ways of learning and knowing. Several of the new faculty members were appointed to the teaching stream where their expertise will lead to innovations in teaching, curricular design, and pedagogy.

<span style="color:blue">Academic Quality</span>
<span style="color:blue">1. Innovative, Quality Programs for Academic Excellence</span>

**Innovative, high quality Faculty of Health mission relevant programs and products for academic excellence**

| Strategy/Action | Measure/Milestone | | |
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| Finalize and launch a teaching chair/fellow | 1) Draft criteria and process for applying and selection.<br>2) Communicate availability to generate nominations and applications<br>3) Create a selection committee to review applications<br>4) Review nominations/applications and make recommendation<br>5) Letter of appointment for start date of July 1 2020 | 🟢 | On Track |
| Jointly develop a proposal with the Faculty of Science to implement an undergraduate program in neuroscience | 1) Form a joint working group<br>2) Draft an initial proposal for review by appropriate School/Dept curriculum committees and Councils. Revise as appropriate.<br>3) Present draft proposal to the Provost for review and feedback.<br>4) Determine intake numbers and business plan for a sustainable program.<br>5) Draft a business plan for review by the appropriate Deans and EOs. Revise as necessary.<br>6) Present the proposal to appropriate Faculty curriculum committees.<br>7) Select external reviewer<br>8) External review<br>9) Present the proposal to appropriate Faculty Councils and Senate<br>10) Submit approved proposal to Ministry/Quality Assurance council.<br>11) Develop recruitment/marketing tools.<br>12) Create joint steering committee<br>13) Appoint a program director<br>14) Develop first year course | 🟢 | On Track |

| Expand existing and develop new undergraduate majors and certificate programs in areas of demand, including the expansion of the undergrad program in Athletic Therapy | 1) Enrolment targets are established<br>2) % of target achieved<br>3) Collaboration within and between Faculties results in joint programs and expansion of existing programs<br>4) # of joint programs implemented<br>5) New program feasibility study completed and recommendations tabled.<br>6) Degree and certificate proposals tabled.<br>7) # of new degrees & certificates implemented<br>8) Develop proposal and business case for Athletic Therapy (AT)<br>9) Incorporate growth plans in Faculty complement plan and budget for AT<br>10) Expanded enrolment in AT | 🟡 | Progressing |
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| Facilitate a new MoU with nursing collaborative partners at Seneca and Georgian | 1) Draft MoU and circulate to parties for feedback<br>2) New MoU signed by all parties | 🟡 | Progressing |

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| Create a New School of Global Health | 1) Form a working group<br>2) Prepare a discussion paper<br>3) Present to Global Health Steering Committee Executive Committee and solicit feedback from Leadership Committee, Faculty Council Executive Committee for discussion and feedback<br>4) Send to Faculty of Health Council for discussion and decision<br>5) Notify Labour relations re long term plans for school<br>6) Develop proposal to create a new School of Global Health and transfer global health program to new School.<br>7) Consult with Provost, incorporate feedback and seek letter of support<br>8) Consult with other Faculties and seek support<br>9) Obtain approval from Faculty Council<br>10) Seek approval from APPRC<br>11) Seek comment/concurrence from ASCP/Academic Resources Committee<br>12) Seek Senate Approval<br>13) Seek Board of Governors approval<br>14) Develop and implement transition plan for governance of global health programs including budget, program implementation<br>15) Transfer core global health faculty to new school. Invite limited number of cross and joint appointments<br>16) Appoint new School Director<br>17) Create hiring plan, AA plan, workload document, teaching assignments, ToR for School Council | 🟢 | On Track |
| Undergraduate teaching quality is improved by emphasizing teaching excellence in the selection of new faculty hires and through the tenure and promotion process | 1) Complement plan to include alternate stream hires in strategic areas of priority for student learning and academic success;<br>2) Tenure and promotion documents/processes recognize teaching quality;<br>3) Faculty hiring advertisements include language that emphasizes the importance of teaching ability as a requirement | 🟢 | On Track |
| Development opportunities for professorial and teaching stream faculty and teaching assistants are provided in collaboration with the Teaching Commons | 1) Participation in webinars/workshops offered by the Teaching Commons; compared to benchmark<br>2) Training needs for TAs are determined and addressed | 🟢 | On Track |

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| Develop and implement innovative graduate degrees that tap into education market needs and opportunities | 1) Feasibility study completed and recommendations tabled<br>2) Innovative degrees proposal tabled<br>3) # of new degrees implemented | 🟢 | On Track |
| Student success and the quality of student learning is enhanced through review of existing curriculum, consultation, revision and implementation of changes to improve the student experience, retention and academic achievement | 1) Undergrad curriculum review, planning, and revision conducted with important changes related to specifying learning objectives, developing new courses related to writing and communication, and revision of capstone courses.<br>2) Form working group to indigenize our curriculum and Faculty culture with representation from each School/Dept.<br>3) Formulate terms of reference and plan next steps for developing indigenous strategic plan.<br>4) Undertake consultations with each academic unit on indigenization<br>5) Incorporate an Elder in Residence<br>6) Hire an Indigenous Scholar for SHPM with University Funding<br>7) Add a Faculty funded Indigenous scholar position in Kinesiology and create new courses related to indigenous perspectives on sport and physical activity<br>8) Review promising practices at other universities that have internationalized their curriculum with similar cognate areas.<br>9) Review and revise award management for internships abroad | 🟡 | Progressing |
| Explore the adoption of micro credentials and badging into existing curricula | 1) Develop concept paper<br>2) Consult with Chairs and Directors<br>3) Explore integration with continuing education | 🟡 | Progressing |
| Explore the integration of credit and non-credit learning opportunities | 1) Discussions with HLLN to determine how this might be possible | 🟡 | Progressing |
| Explore the creation of more gen eds within the Faculty of Health | 1) SHPM to launch gen ed course: HSLT 1120 6.00 "Uncovering the body: Interdisciplinary perspectives"<br>2) Develop and launch a new SHPM course HLST 1XXX "Mad Peoples History"<br>3) Design and develop new Psych course in Living Well | 🟢 | On Track |

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| Explore the potential of jointly offering our programs with international partners (e.g., Kinesiology programs with a partner in Trinidad and Tobago, Nursing programs with a partner in Ghana) | 1) Joint offerings explored | 🟡 | Progressing |
| Develop and promote high impact practices (HIPs) that includes, development, integration, and implementation of EE and research opportunities on and off campus | 1) Practicum course developed and implemented in SHPM<br>2) Network of community partners determined<br>3) Investigate options for financially resourcing students engaged in research or EE off campus.<br>4) Incorporate new staff positions in 2019-20 rolling budget to extend EE coordinator and add curriculum developer | 🟡 | Progressing |
| Facilitate and support cyclical program reviews | 1) Programs use appropriate measurements of expected learning outcomes (guided by the quality assurance framework)<br>2) Include contract position for evaluation and analytics specialist in 2019-20 rolling budget | 🟡 | Progressing |

## Academic Quality
## 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative

**Build on existing strengths to enhance current and create new research partnerships with local, provincial, national, and global organizations**

| Strategy/Action | Measure/Milestone | | |
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| Work with the Global Strategy Lab to establish it as a WHO collaborating centre | 1) Formal recognition by the WHO<br>2) Complete space renovations for GSL<br>3) Include social epidemiologist into 2019 complement plan | ✅ | Completed |
| Support the development of a proposal for York University to host an international research conference on muscle biochemistry | 1) Proposal submitted<br>2) Establish organizing and scientific committees<br>3) Host conference | 🟢 | On Track |

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| Design and implement a research academy to support faculty to obtain research funding and disseminate results | 1) Host a two-day academy for early career investigators led by senior faculty members and staff from the Faculty of Health<br>2) Design and implement a research academy to support mid-career investigators | 🟡 | Progressing |
| Explore the creation of an academic health science network | 1) Host a meeting to explore research collaborations with Southlake hospital in specific areas such as CVD<br>2) Meet with Baycrest VPR and centre leads to explore research collaborations<br>3) Meet with MacKenzie Health re creation of Academic Health Science Centre<br>4) Identify potential York contributors<br>5) Arrange meeting with YUFA re potential job responsibilities<br>6) Identify and meet with perspective external  partners<br>7) Develop vision<br>8) Develop and sign MoUs<br>9) Host initial exchange event<br>10) # of participating faculty<br>11) # of collaboration requests fulfilled<br>12) # of applications to partnered funding programs | 🟡 | Progressing |
| Find funding to increase the number of research chairs in strategic areas | 1) Proposal to Allan Carswell for Chair in Dementia<br>2) Azrielli chair in Autism<br>3) Maintain our Canada Research Chairs<br>4) Two additional nominations for YRC's | 🟢 | On Track |
| Continue to support the Dahdaleh Institute for Global Health Research | 1) Grant submission support, event support, teambuilding | 🟢 | On Track |
| Increase the impact and reputation of our ORUs | 1) ORUs develop visions and strategic plan<br>2) Solicit new ORU proposals<br>3) Evaluate existing and new ORUs, to determine strategic investments | 🟢 | On Track |

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| Undertake Director search. Form an External Advisory Council for the Dahdaleh Institute for Global Health Research. Identify a campus location for the DIGHR and develop a space and facilities plan | 1) DIGH granted ORU status.<br>2) Successful Director search completed.<br>3) External Advisory Council appointed<br>4) Location identified and space and facilities plan completed | ✓ | Completed |
| 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 | 1) grant-writing support piloted and assessed<br>2) # of internal peer-reviews<br>3) $ of seed funding<br>4) # faculty requesting funding searches | ● | On Track |
| Establishing teams and supports for strategic/large-scale initiatives. [Research] | 1) Research and Innovation Advisory Council established and functioning;<br>2) Assistance in developing research teams for larger grants;<br>3) # of strategic opportunities pursued;<br>4) funding received from strategic opportunities | ● | On Track |
| Continue to identify non-Tri-Council sources of funding and encourage faculty to apply | 1) # of research funding sources outside of Tri-Council | ● | On Track |
| Work with Faculty Council to establish a graduate sub-committee | 1) Develop working group<br>2) Make recommendations to E&P committee<br>3) Motion to Faculty Council and Senate | ✓ | Completed |
| Increase staffing in the FoH research office to enhance faculty support and oversight | 1) Additional p/t Research Officer<br>2) Replace Research Operations Manager<br>3) Replace Director of Research<br>4) Replace finance administrator<br>5) Include new administrative support for Faculty ORUs in 2019-20 budget | ✓ | Completed |
| Support collaborative and community-based research initiatives | 1) Develop a collaborative seed grant pilot program | ✓ | Completed |

## Student Success

**Advance educational quality and delivery of teaching**

| Strategy/Action | Measure/Milestone | | |
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| Develop a plan to replace the PKINs with IPAL (Integrated Physical Activity for Life) | 1) Discuss potential options with Chair of SKHS<br>2) Review program proposal to replace PKINs<br>3) Make budgetary adjustment for loss of PKIN credits as required<br>4) Engage EE coordinator to provide background information for AIF proposal<br>5) Implement required budget changes for 2019-20 academic year | ✅ | Completed |
| Support research and scholarship on teaching and learning | 1) Presentations at Teaching and Learning, first year experience conferences<br>2) Funds established and awarded for research on teaching and learning<br>3) Manuscripts submitted to Teaching and Learning journals | 🟡 | Progressing |
| Strategies for ensuring a successful and positive transition of students in their "first year," are identified and implemented for undergraduate students | 1) Strategies (informed by Lizzio's five senses) for supporting undergraduate students' transition to university and first year experience are identified and implemented | 🟡 | Progressing |
| Provide funds to faculty members for developing and implementing innovations in Teaching e.g., EE and TEL, scholarship of teaching and learning | 1) Funds for Innovation in Teaching (FIT) established, launched, advertised<br>2) Provide access to and support of effective learning technologies and selectively pilot promising new technologies that support effective pedagogies | 🟡 | Progressing |

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| Continue to promote and support eLearning innovations in teaching to support student retention & success | 1) Funds provided through the Teaching & Learning budget<br>2) Support for faculty provided through Learning Technology Services<br>3) Elearning innovations are showcased at Teaching in Focus conference and teaching excellence celebrations | 🟢 | On Track |
| Explore evaluation of quality teaching and learning | 1) Determine current process for evaluation of teaching for Tenure and Promotion<br>2) Develop discussion paper to redefine quality teaching for Tenure and Promotion for Teaching Stream hires (as required)<br>3) Increase informal in-course evaluation of teaching | 🟡 | Progressing |
| Develop and implement fully online teaching evaluation questions to help provide feedback that can be used to contribute to high quality teaching | 1) % of on-line teaching evaluations implemented; increased student response rate | 🟡 | Progressing |
| Reward Quality teaching | 1) Review and update criteria for Faculty Teaching Awards | ✅ | Completed |
| Promote and celebrate our high quality teaching | 1) # of stories about our teaching excellence (on social media, in newsletters, Y-File); compared to benchmark<br>2) # of teaching awards given; compared to benchmark<br>3) Attendance at Teaching in Focus conference and teaching excellence celebrations; compared to benchmark<br>4) Increased awareness of promising practices in teaching | 🟡 | Progressing |
| Support student success and retention | 1) Explore techniques to check in with students' progress (e.g. formative assessments, behavioral analytics) | 🟡 | Progressing |
| Enhance curricular stability by increasing the portion of courses taught by tenure track faculty | 1) Increase full time tenure track faculty complement including new teaching stream appointments | ✅ | Completed |

| Enhance the effectiveness of teaching stream appointments | 1) Provide teaching start-up funds of $5,000 to all new teaching stream hires.<br>2) Undertake consultation with existing faculty and new hires to identify methods to support and disseminate excellence and innovation<br>3) Improve clarity of expectations through appointment letters<br>4) Create teaching stream positions in Nursing with clinical responsibilities and experiences | ✅ Completed |

## Student Success
## 4. A Student-Centred Approach

**Improve the success and positive experiences of our students**

| Strategy/Action | Measure/Milestone | |
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| Appoint a new Associate Dean for Students | 1) Letter of appointment issued<br>2) Create role expectations<br>3) Provide orientation, transition plan, and mentorship | ✅ Completed |
| Revise role descriptions for all Associate Deans | 1) Meet with Exec Committee to review and revise previous role descriptions.<br>2) Incorporate changes into a revised document to be used when hiring new ADs | ✅ Completed |

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| Commission and undertake a review of the structure, roles, and resourcing for student recruitment, enrolment, orientation, academic advisement and support.  This includes a review of the role of Colleges | 1) Advisory committee appointed.<br>2) Terms of reference approved<br>3) Phase 1 of the review completed (Examine the resources, including people and their roles/expectations that support Student Success programs)<br>4) Results of phase 1 incorporated into the annual budget, as appropriate.<br>5) Role descriptions and staff levels adjusted, as appropriate.<br>6) examination of current Student Success programs and initiatives currently offered<br>7) undertake consultations with students, faculty, other stakeholders<br>8) identification of current and future opportunities/current and future needs with respect to Student Success<br>9) identification of clear performance benchmarks (including those mandated through SMA2)<br>10) establishing a method for sharing with stakeholders FoH level of performance on these key indicator<br>11) Undertaking a similar review with report and recommendations to Dean with respect to Student Services | 🟡 | Progressing |
| Student academic success is supported through the promotion (and ongoing evaluation) of existing learning skills resources and student success programs | 1) SPARK usage rates; compared to benchmark; compared to the total University<br>2) # of learning skills modules and workshops used/attended; compared to benchmark; compared to the total University<br>3) Participation in YUSTART and student success programs; compared to benchmark; compared to the total University<br>4) Development of new student success programs (writing skills, digital literacy, mental health, learning styles, learner reflections, collaborative team based learning, etc)<br>5) Student self-assessment of their senses of resourcefulness and capability; compared to benchmark | 🟢 | On Track |
| Strategies for ensuring a successful and positive transition of students in their "first year," are identified and implemented for undergraduate students | 1) Strategies (informed by Lizzio's five senses) for supporting undergraduate students' transition to university and first year experience are identified and implemented.<br>2) Opportunities to contribute to the successful transition of first year Masters and PhD students are explored and implemented. | 🟢 | On Track |

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| Develop and implement programs, initiatives and activities that encourage and empower members of the Faculty of Health community to become leaders of tomorrow | 1) Programs and experiential learning focus on community citizenship/involvement.<br>2) Leadership training programs are developed and implemented.<br>3) Leadership achievements are recognized and rewarded. | ✔ | Completed |
| Engage student organizations in developing a peer mentoring program. Encourage student participation on our faculty committees, support the FHSC | 1) # of mentors<br>2) # of mentees | 🟢 | On Track |
| Marketing strategies for new and existing degree and student success programs are enhanced, developed and launched | 1) Marketing strategy is developed, in consultation with individual departments<br>2) Programs are aggressively and strategically marketed; strategic emphasis on 105 applicants<br>3) Investigate working with School of Continuing Studies to recruit and convert 105 students to programs with capacity.<br>4) Student success and First Year Transition programs are aggressively promoted through all mediums<br>5) Increase in the number of first choice 101 and 105 applications to degree programs | 🟢 | On Track |
| Recruitment and conversion activities continue to be enhanced to achieve maximum outcomes | 1) Recruitment and conversion activities (events, communications, activities) are tracked through the CRM and evaluated.<br>2) Recruitment and conversion plans are enhanced and developed, in consultation with individual departments<br>3) Faculty engagement in recruitment and conversion activies is increased<br>4) Increased 101 and 105 first choice applications<br>5) Increased conversion rates | 🟢 | On Track |
| Identify and implement strategies to attract quality graduate students | 1) Graduate recruitment and marketing plans developed and implemented.<br>2) GPA of incoming students<br>3) # of students bringing their own funding<br>4) # of students receiving awards<br>5) # of publications per student (overall ratio, not individual) | 🟡 | Progressing |

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| Faculty members' engagement within unit and Faculty level functions is enhanced | 1) # of available positions on unit governance and Faculty Council committees filled<br>2) A succession plan is in place<br>3) # of faculty members involved in SEM (e.g. recruitment and conversion activities ) | 🟡 | Progressing |
| Student academic success is supported through the promotion of existing learning skills resources and student success programs | 1) SPARK usage rates; compared to benchmark; compared to the total University<br>2) # of learning skills modules and workshops used/attended; compared to benchmark; compared to the total University<br>3) Participation in YUSTART and student success programs; compared to benchmark; compared to the total University<br>4) Development of new student success programs (writing skills, digital literacy, mental health, learning styles, learner reflections, collaborative team based learning, etc)<br>5) Student self-assessment of their senses of resourcefulness and capability; compared to benchmark | 🟢 | On Track |
| Increase reach of FoH curricular, co-curricular and extra-curricular student success programming to diverse FoH students (part-time, mature, international, student with disabilities, etc.) | 1) Review of Student Success Programs<br>2) Examine strategies to engage diverse students in student success programs | 🟢 | On Track |
| Identify improvements/additions to student advising services | 1) Survey and hold focus groups with students<br>2) Communicate the enhanced services offered to students | 🟡 | Progressing |

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| 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 | 1) # of community-based EE opportunities; compared to benchmark<br>2) # of supervised training and placement opportunities; compared to benchmark<br>3) # of 4th year capstone courses with external community partners<br>4) # of partnerships in Greater Toronto Area Clinical Psychology Internship Consortium.<br>5) Advisory Committee to meet annually at York to inform clinical placement sites/processes of supervision/support of students in all BScN programs<br>6) # of community placement opportunities with local LHINs<br>7) MOUs with existing partners maintained | 🟡 | Progressing |
| 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 | 1) # of instructors incorporating EE into courses; compared to benchmark; compared to University`<br>2) Funds awarded from Teaching & Learning budget to support in class EE initiatives<br>3) # of students enrolled in "EE" courses; compared to benchmark; compared to University<br>4)      # of students participating in independent studies and honours thesis; compared to benchmark; compared to University | 🟢 | On Track |
| Improve student retention | 1) Provide information about the demographic profile of incoming students to UPDs). Encourage the dissemination of this information to first year instructors.<br>2) Review of current evaluation of student success programs in relation to student retention; develop strategies to optimize retention based on data from program evaluation<br>3) Development of student success indicators that relate to student retention; data collection<br>4) Review early warning systems to target students at risk of failing.<br>5) Develop and implement early warning systems, aligned with academic advising and learning skills modules.<br>6) Encourage faculty member buy-in to support and advertise evidenced based student success programs<br>7) Early alert initiatives are developed, promoted and implemented<br>8) Retention rates in high risk courses | 🟡 | Progressing |

<span style="color:blue">Engagement and Outreach</span>
<span style="color:blue">5. Enhanced Campus Experience</span>

**To provide a welcoming, safe, inclusive and accessible campus space to contribute to a sense of community for students, faculty, staff and the community at large.**

| Strategy/Action | Measure/Milestone | | |
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| Improve experience of inclusion by faculty, staff and students | 1) Write a discussion paper to generate ideas on how to improve inclusiveness of CUPE instructors, persons from AA groups<br>2) Send welcome letters to all CUPE II instructors<br>3) Explore feasibility, cost and parameters of creating a fund to provide a stipend to CUPE II instructors to attend T and L development activities.<br>4) Include fund in budget starting in July 2020<br>5) Include hoteling offices for CUPE instructors in new space plans | 🟡 | Progressing |
| Expand on existing informal interaction opportunities and common meeting spaces/facilities | 1) Opportunities for shared spaces/facilities are explored and expanded (e.g. PKINs, Athletic Therapy, Fitness Assessment certificate programs)<br>2) Participation in undergraduate and graduate activities (e.g. career days, Fall Campus Days, Destination Graduation)<br>3) Opportunities for participation in Faculty and University wide committees are encouraged and supported. | 🟡 | Progressing |

<span style="color:blue">Engagement and Outreach</span>
<span style="color:blue">6. Enhanced Community Engagement</span>

**Advancing the depth and impact of our engagement with external stakeholders and communities.**

| Strategy/Action | Measure/Milestone |
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| Design and implement a plan to improve engagement with our Alumni | 1) Hire dedicated staff to identify, enhance contact and utilization of alumni.<br>2) Focused alumni strategy developed in conjunction with units, Director of Communications & Planning's team<br>3) Activities identified to engage alumni | 🟢 | On Track |
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| Continue to action the five-year strategic plan for HLLN to support program sustainability and growth | 1) Growth in custom program enrolment; number of repeat customers/clients<br>2) Growth in open program enrolment<br>3) Camparison to industry benchmarks<br>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. | 🟡 | Progressing |
| 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 | 1) # of programs developed<br>2) Course enrolment; year over year growth<br>3) Consultation services offered<br>4) Sponsorship $<br>5) Size of network established<br>6) Net revenue compared to target; year over year growth | ✅ | Completed |
| Establish ongoing relationships with large scale health sector leaders to provide professional training to their staff on an ongoing and annual basis | 1) Sign MOU with major LTC facilities<br>2) Leverage relationship to open up new opportunities for partnerships | 🟢 | On Track |
| New local community and international partnerships are established for teaching, research and community engagement | 1) # of articulated program agreements with community college partners<br>2) # of agreements and MOUs with local and international universities and organizations<br>3) # of new community Research Scientists<br>4) Strategic partnership opportunities identified | 🟡 | Progressing |
| Increase budget for international travel to facilitate MoUs and student exchanges | 1) Increase Faculty of Health budget | ✅ | Completed |

| 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 | 1) Paricipation in community consultations<br>2) Participation in Mental Health and Wellness at York activities, events and training are encouraged and supported | ✅ | Completed |
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| 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 | 1) Partnerships that recognize and positively affect student wellness and mental health are established.<br>2) Initiatives which support wellness and mental health for students, peer leaders, staff and faculty are supported.<br>3) Initiatives which support wellness and mental health are integrated into curricular and co-curricular programming.<br>4) Wellness and mental health training is incorporated into peer leader training.<br>5) Wellness and mental health promotion strategies (e.g. coping and resiliency) are incorporated into College programming. | 🟡 | Progressing |

## Enabling the Plan
## 7. Enabling the Plan

**Enable priorities 1 to 7 through deliberate mission and goal focused planning and management, resource acquisition, allocation and stewardship, as well as a supportive and collegial culture.**

| Strategy/Action | Measure/Milestone | | |
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| Help prepare and review the Faculty of Health 2019-20 budget | 1) Submit draft annual budget to Provost | ✅ | Completed |

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| Develop and implement a long-term space plan for the Faculty of Health | 1) Draft an initial space plan to accommodate Faculty and staff growth<br>2) Begin discussions with impacted units and revise plan as necessary<br>3) Present a draft plan to Faculty Council<br>4) Complete Farq renos and move in<br>5) Develop detailed plans for updating Stong and transitioning faculty, staff and students<br>6) Develop user group for potential uses of expanded Sherman Complex/re-purposed BSB<br>7) Develop proposal for expansion of Sherman Health Science Centre<br>8) Prepare strategic funding proposal to UBAC for BSB refurbishment<br>9) Meet with City of Vaughan and MacKenzie Health to discuss potential health precinct in Vaughan<br>10) Hold discussions with potential occupants and users of a Vaughan campus to develop a vision and preliminary profile for use<br>11) Renovate wet labs in west wing of Farq | 🟡 | Progressing |
| SHARP Review –<br>Participate in the review of the SHARP budget model. | 1) Identify strengths and challenges associated with the current model<br>2) Advocate for adjustments to ensure the underlying principles of the model recognize the Faculty's contributions to the university and the resources required to sustain it | ✅ | Completed |
| Service Transformation – Participate in the University-wide Service Transformation initiative. | 1) In partnership with academic and administrative units, engage with the York community in re-designing Human Resource and Finance services and service structures to help the University use its resources differently, efficiently and more effectively in support of the University's academic goals.<br>2) Participate in co-design and implementation consultations and feedback sessions. | 🟢 | On Track |

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| Faculty and staff complement plans align with the Faculty's Academic Plan priorities and Integrated Resource Plan for the next 5 years. | 1) Gap/needs analysis is completed to identify resource needs<br>2) Faculty and staff complement plans are developed<br>3) HR needs are prioritized and planned for in the 5 year budget<br>4) Position summaries are developed and opportunities are advertised to attract the best candidates<br>5) Plan for management of major research infrastructure | 🟢 | On Track |
| Develop FoH's annual Impact Report to enhance FoH and York's reputation | 1) Publish a print version of the Faculty's Impact Report<br>2) Publish the Impact Report on the FoH website | 🟢 | On Track |
| 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. | 1) Develop and implement internal and external communication plans that raise our profile and enhance our reputation.<br>2) Develop a 3-year marketing plan<br>3) Develop 101 and 105 marketing and advertising campaign<br><br>4) Expanded communications activities that highlight research excellence and success<br>5) Increase opportunities to profile student, faculty, alumni, and staff achievements in our publications and media | 🟡 | Progressing |
| Design and implement a Faculty plan for Advancement and Development | 1) Develop and present proposals for at least three multi-million dollar donor requests | 🟢 | On Track |
| Support our fundraising strategy by ensuring that our academic community takes a leadership/collaborative role in raising necessary funds/resources | 1) Units identify opportunities for community engagement in fundraising<br>2) # of community members engaged in fundraising activities<br>3) # of alumni engaged as campaign leads and donors | ✅ | Completed |
| School/Department identify programs/initiatives with unique attributes that would be attractive to potential donors that have an interest in those areas. | 1) # of programs/initiatives identified<br>2) # of prospective donors identified/approached | 🟢 | On Track |

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| Identify and implement strategies to maximize and sustain graduate funding. | 1) SHARP-based funding and enrolment models developed and tested.<br>2) SHARP-based funding model implemented.<br>3) Graduate funding strategies developed and implemented.<br>4) $ of average funding per graduate student<br>5) Ratio of internal vs external funding for graduate students<br>6) # of graduate students supported | ✓ | Completed |
| Faculty, managers and staff are engaged in professional development opportunities to develop their skills to contribute to a high performance organization. | 1) Professional development is addressed as part of employee onboarding<br>2) Managers and staff have regular formal and informal dialogue in support of staff development<br>3) Professional development opportunities are accessed (external development fund, tuition waiver, and internal non-academic offerings)<br>4) Promote and support participation in internal development programs<br>5) Introduce a coaching/mentorship program for new staff<br>6) A succession plan, with related development opportunities, for faculty administrative appointments/leadership is developed | 🟡 | Progressing |