

**1. 21st Century Learning**

**Objective 1 .1: High quality, relevant, courses and programs that contribute to students’ academic success, timely graduation, and life-long learning**

**Action/Strategy:**

**Measures/Metrics/Milestones:**

**Evaluation Status:**

Action/Strategy 1.1.1 : Finalize and launch a teaching chair/fellow (target any of the following: building digital fluencies, creating a global mindset, decolonizing curriculum, universal design for learning to address growing need for accommodation and includes equitable access to education for marginalized groups).

- Draft criteria and process for applying and selection.
- Communicate availability to generate nominations and applications
- Create a selection committee to review applications
- Review nominations/applications and make recommendation

On Track

Action/Strategy 1.1.2: Reward high quality teaching and educational leadership, pedagogical/curricular innovations.

- Redesign Deans Excellence in Teaching awards and create two awards one on teaching excellence the other on educational leadership, pedagogical/curricular innovations
- Create, implement, develop terms of reference for a teaching awards adjudication committee to review files and make recommendations to Dean.
- Add new teaching awards committee as a standing committee within governance structure.

Completed

Action/Strategy 1.1.3: Incorporate transition pedagogy into first- and second-year courses that will contribute to building essential 21st C academic skills/qualities/attributes within our programs.

- Create new and/or redesign first/second year courses to pedagogically support student transition in and through their first and second year
- Improve graduation rates over time.
- Submit major-modification proposal of new ‘inside Faculty outside major’ degree requirement in order to incorporate courses that use pedagogy to aid transition

On Track

Action/Strategy 1.1.4: Promote and Support innovations in Teaching targeting 21st C learning and teaching initiatives such as Experiential education and TEL/elearning that builds on remote learning initiatives

- Award yearly Funds for Innovations in Teaching (FIT)
- Raise awareness about Teaching Commons resources
- Work with Learning Technology Services to Curate and advertise Health specific elearning resources (e.g., tips and beginning of term reminders for teaching online, zoom webinars on variety of topics to support using eclass)
- Each term coordinate and/or facilitate “lessons learned/promising practices” zoom panel discussions with faculty members and/or graduate students

On Track

**DIVISION:** Division of the VP Academic and Provost

**UNIT:** Faculty of Health

**PLAN ID:** 1279

Action/Strategy 1.1.5: Augment Professional development opportunities for professorial and teaching stream faculty and teaching assistants

- Raise awareness about Teaching Commons resources
- Work with Learning Technology Services to Curate and advertise Health specific elearning resources (e.g., tips and beginning of term reminders for teaching online, zoom webinars on variety of topics to support using eclass)
- Each term coordinate and/or facilitate “lessons learned/promising practices” zoom panel discussions with faculty members and/or graduate students.
- Conduct yearly needs assessment by surveying full-time and part-time faculty members and teaching assistants (TAs)
- Determine and address professional development of Faculty members and training needs for TAs

On Track

Action/Strategy 1.1.6: Facilitate, support curriculum program reviews (CPR) and reinforce quality programs

- Employ an in-Faculty educational developer/curriculum development specialist
- Support programs undergoing CPR (e.g., development of curriculum maps, reviewing and ensuring appropriate learning outcomes and program level objectives are described)
- Facilitate knowledge of and clear writing of course learning outcomes, and appropriate ways to evaluate learning outcomes
- Explore how to implement a ‘curriculum action plan’ for each program i.e., how to engage in curriculum design and renewal that is collaborative, reflective, evidence-informed, and learner-centered.

Completed

Action/Strategy 1.1.7: Facilitate and support development of high quality in-demand new or substantially revised graduate and undergraduate programs

- Hire expert to conduct environmental scans
- Gather and identify in-demand labour market skills and trends to inform curricular and co-curricular programs
- Assist in program and curricular design including mapping and course development
- Complete Collab nursing dissolution plan and business plan
- Complete proposal and CNO course mapping for direct entry BScN
- Revise IEN and second entry BScN to align with new direct entry curriculum
- Complete a proposal to create a new research stream for health management and informatics in the masters of Health
- Complete a proposal to create a new doctorate in global health
- Complete proposal for new bachelors degree in critical disabilities
- Complete a proposal for professional masters in kinesiology
- Complete a proposal for a new professional masters in health analytics and informatics
- Complete a proposal for a new professional masters in physiotherapy
- Complete a proposal for a new professional masters in occupational therapy or a related program

On Track

**DIVISION:** Division of the VP Academic and Provost

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Action/Strategy 1.1.8: Develop, promote, integrate, implement experiential education (EE) opportunities into our programs.

- Hire a second EE coordinator
- All new course proposals involving EE reviewed by EE coordinators to ensure alignment with EE theories and practices
- Increase visibility and promote EE opportunities in the Faculty of Health by communicating and marketing EE courses, communicating EE successes in Faculty and pan-university promotional channels (e.g., Y-file), and contributing to pan-university EE course-coding surveys
- Augment work-integrated learning (WIL) and/or Community Service Learning (CSL) opportunities for students in all of our programs
- Develop and distribute resources for all stakeholders (students, faculty, community partners) to support engagement in the entire range of EE activities
- Track use of resources through EE website analytics and other distribution channels
- Utilize RIIPEN platform to connect students with 'real-world' industry projects
- Promote and support C4 initiative within our programs

 On Track

Action/Strategy 1.1.9: Develop co-curricular programming to increase access to community- or work focused experiential learning opportunities

- Run a pilot co-curricular program that equips students with the skills to identify, access and succeed in community or work-focused experiential learning placements
- Design and implement training modules focused on relevant professionalism and transferrable skills to prepare students for community/work-focused experiential learning placements
- Establish a repository of experiential learning placements in collaboration with community partners
- Expand the program through a peer-led model (e.g. through work-study positions)
- Explore opportunities for linking the program with Becoming YU and/or the microcertification and digital badges related to labour market trends

 On Track

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Action/Strategy 1.1.10: Gather and identify in-demand labour market skills and trends to inform curricular and co-curricular programs

- Conduct feedback surveys of health sector partners involved in Community Service Learning (CSL) or Work Integrated Learning (WIL), or other co-curricular events such as alumni panels
- Use TalentNeuron to gather labour market analytics
- Establish a health sector partner committee to provide insight into sector trends and labour market skills for Health courses
- Host yearly panels and networking events with health-sector professionals to inform students of sector-specific skills and market trends
- Create and implement microcertification and digital badges that align with labour market trends

On Track

Action/Strategy 1.1.11: Explore the integration of credit and non-credit learning to create lifelong learning opportunities

- Hold discussions between HLLN and stakeholders (undergraduate programs, faculty members, AVP T&L) to determine how it might be possible.
- Determine what role HLLN vs. the undergraduate program plays
- Pilot microcredentialling framework and badging in at least one program.

Progressing

**Objective 1.2: Growth and Diversification of our Graduate Students**

**Action/Strategy:**

Action/Strategy 1.2.1: Identify and implement strategies to attract diverse and highly qualified graduate students.

**Measures/Metrics/Milestones:**

- Programs assess strengths/weaknesses
- Assess programs for opportunities to increase the proportion of students who complete their degrees within prescribed term limits.
- Develop and implement marketing and recruitment plans for each program
- Evaluate applicant pool for quality, quantity, diversity, number of external applicants
- The proportion of international students supported by external awards and research grants
- The number and amount of donor funded graduate awards and scholarships
- Number of new or substantially revised graduate programs or specializations available.

**Evaluation Status:**

On Track

**Objective 1.3: To enhance recruitment of diversely situated students to the Faculty of Health**

**Action/Strategy:**

**Measures/Metrics/Milestones:**

**Evaluation Status:**

**DIVISION:** Division of the VP Academic and Provost

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Action/Strategy 1.3.1: Identify and implement strategies to attract diverse undergraduate students

- Identify and implement findings from FoH EDI Working Group that identify recruitment-related recommendations
- Provide professional development opportunities for Faculty recruiters (faculty, staff and student ambassadors) about the relevance of Equity, Diversity and Inclusion (EDI) for recruitment, conversion activities
- Embed strategies that foster inclusivity in relation to recruitment and retention
- Expand College pathways and partnerships that will attract more diverse transfer/mature students

Progressing

**2. Knowledge for the Future**

**Objective 2.1: Broaden and deepen our external partnerships engagement**

**Action/Strategy:**

Action/Strategy 2.1.1: Foster respectful community partnerships and engagement

**Measures/Metrics/Milestones:**

- Host annual Cultivating Community Partnership networking event
- Facilitate access to appreciation mechanisms for community partners who support experiential learning in our courses
- Facilitate access to pan-university professional development and networking opportunities for community partners
- Collaborate with the York-TD Community Engagement Centre to support student preparedness for community engagement
- Utilize HLLN sub-brand and network support, deepening external partnership and engagement with them.

**Evaluation Status:**

On Track

**Objective 2.2: Increase external research funding success**

**Action/Strategy:**

Action/Strategy 2.2.1: Provide support and guidance to faculty members to develop competitive funding applications

**Measures/Metrics/Milestones:**

- Provide opportunities for internal peer review for all Tri-council and major non-Tricouncil competitions (diversifying funding base)
- Develop and host a research academy to support early and mid-career investigators
- Host workshops to bring together research teams and collaborations, for the primarily team-based federal strategic funding opportunities.
- Number of internal peer-reviews
- Number of successful grants, number of successful non-tricouncil grants, number of faculty members with research funding

**Evaluation Status:**

Completed

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Action Strategy 2.2.2: Increase the number of formal and informal collaborative research clusters positioned to pursue large research opportunities (Wellcome Trust, New Frontiers, CFREF, CFI, etc.)

- Review and where necessary, assist existing Faculty-based ORUs to enhance their leadership, vision, impact, collaborations, performance indicators and membership
- Assist existing Faculty based ORUs and Institutional ORUs with a significant number of health faculty (CVR; DIGHR) to successfully re-charter.
- Develop a proposal to create a new Faculty-based ORU in health informatics and analytics
- Encourage and assist ORUs and other faculty clusters to proactively prepare for large funding opportunities.



**Objective 2.3: Explore the creation of an academic health science network**

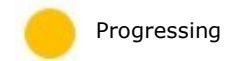
**Action/Strategy:**

Action/Strategy 2.3.1: Develop connections and research collaborations with York Region healthcare centres

**Measures/Metrics/Milestones:**

- Meet with Mackenzie Health, York Public Health, potential new Ontario Health Team, Long term care and other regional providers
- Vaughn site
- Develop MoUs
- Host targeted-topic research collaboration events with Health faculty members and hospital partners

**Evaluation Status:**



**Objective 2.4: Increase the number of research chairs within the Faculty of Health**

**Action/Strategy:**

Action/Strategy 2.4.1: Seek opportunities for endowed, expendable and jointly funded research chairs, YRCs and CRCs.

**Measures/Metrics/Milestones:**

- The number of net new YRCs, and externally funded or partially funded research chairs

**Evaluation Status:**



**Objective 2.5: Explore and facilitate hosting a second CIHR Research Institute at York**

**Action/Strategy:**

Action/Strategy 2.5.1: Identify existing and potential Scientific Directors interested having York host their Institute

**Measures/Metrics/Milestones:**

- Number of net new CIHR Institutes hosted by York/Faculty of Health

**Evaluation Status:**



**3. From Access to Success**

**Objective 3.1: Determine and develop opportunities for learning about indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples**

**Action/Strategy:**

Action/Strategy 3.1.1 : Develop and implement indigenization of the Faculty/decolonization of the curriculum strategy

**Measures/Metrics/Milestones:**

- Hire GA to conduct an environmental scan on decolonization practices in higher education particularly targeting Health fields.
- Develop, support and promote undergraduate and graduate curriculum decolonization actions
- Identify and promote inclusive and culturally responsive pedagogy (e.g. co-constructed learning)
- Explore decolonization opportunities within the Non-degree studies i.e., Health Leadership and Learning (continuing education) sector

**Evaluation Status:**

On Track

**Objective 3.2: Enhance reliable access to excellent academic and career advising for diverse undergraduate students**

**Action/Strategy:**

Action/Strategy 3.2.1: Build Faculty of Health advising staffing capacity and support to better meet our diverse student needs

**Measures/Metrics/Milestones:**

- Improve student to advisor ratios by adding two net new Faculty Advisors in each of the next two years
- Guidelines developed and implemented for OSAS advisors to improve recruitment, retention and professional development
- Report examining current organization of and effectiveness of Faculty of Health advising Resources within OSAS and unit-specific advising

**Evaluation Status:**

On Track

Action/Strategy 3.2.2: Evaluate access to and quality of advising resources

- Identify key evaluation metrics and data sources to align with University and SMA3 metrics
- Collect and analyze data
- Prepare and disseminate report of findings and recommendation to key stakeholders
- Develop action and budget plan to address findings

Not On Track

**Objective 3.3: Optimize oversight and alignment of Student Success programs and services with Faculty of Health governance mechanisms and strategic directions**

**Action/Strategy:**

**Measures/Metrics/Milestones:**

**Evaluation Status:**

**DIVISION:** Division of the VP Academic and Provost

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Action/Strategy 3.3.1 : Finalize and implement recommendations of the Task Force on Student Success related to organizational structure, priority programs and services, resource requirements, and the Role of the Colleges

- Task Force final recommendations for organizational structure
- Align relevant organizational job descriptions and processes for reporting, mechanisms to align strategic directions of College-delivered programs with Faculty of Health

Progressing

**Objective 3.4: Track our progress on improving outcomes for all of our students and especially those from underrepresented groups**

**Action/Strategy:**

Action/Strategy 3.4.1: Build Faculty of Health capacity to support data collection, analysis and reporting of student success and experience

**Measures/Metrics/Milestones:**

- Implement hiring plan recommended by Student Success Task Force with hiring of Manager, Student Success and Evaluation specialist.

**Evaluation Status:**

Not On Track

**Objective 3.5: Build capacity in use of data analytics to enable proactive, customized early interventions for students**

**Action/Strategy:**

Action/Strategy 3.5.1: Enhance Early Alert mechanisms to support timely support for students

**Measures/Metrics/Milestones:**

- Participate in Early Alert program through Division of Students with attention to examining impacts of such interventions on diverse groups of students
- Participate in development of Civitas advising program capacity to enhance Early Alert mechanisms.

**Evaluation Status:**

On Track

**Objective 3.6: Enhance the student experience for diversely situated undergraduate students**

**Action/Strategy:**

Action/Strategy 3.6.1: Enhance student perspectives in Faculty programs, services.

**Measures/Metrics/Milestones:**

- Create a student advisory group with diverse representation (e.g., transfer, mature, first gen, part-time, International, Indigenous, LGBTQ, racialized, people with disabilities, International students) to provide feedback on HH programs, services and support, recruitment strategies and communication channels (e.g. website).

**Evaluation Status:**

On Track

Action/Strategy 3.6.2: Increase the reach of Faculty of Health co-curricular and extra-curricular Student Success programming across student constituencies (e.g., part-time, mature, International, students with disabilities, Indigenous, commuters)

- Examine, track and evaluate strategies to engage diverse students in student success programs
- Collaborate/coordinate programming with York International to support International student participation

Progressing



**DIVISION:** Division of the VP Academic and Provost

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Action/Strategy 3.6.3: Enhance student experience of remote learning

- Create opportunities for student engagement with faculty and staff to dialogue on experiences with remote learning and identification of directions for creating support
- Engage with units, College Heads, OSAS, Division of Students, Office of AVP to identify barriers and strategies for engaging and supporting students in a context of remote access to academic programs
- Identify and implement findings from Working Group on Anti-Black and Anti-Indigenous Racism that identify relevant recommendations.

On Track

**Objective 3.7: Build Faculty of Health undergraduate student and faculty capacity related to academic integrity**

**Action/Strategy:**

Action/Strategy 3.7.1: Build understanding of academic integrity issues, challenges, opportunities, and solutions with a particular focus on those that have emerged through remote course delivery

**Measures/Metrics/Milestones:**

- Forums created for faculty, staff and students to dialogue and reflect on strategies that enhance a culture of integrity in the Faculty of Health
- Share e-resources and webinars for faculty on pedagogical strategies, evaluation strategies that can build their capacity to enhance a culture of academic integrity
- Engage interested students in development of AH resources geared to students

**Evaluation Status:**

On Track

**4. Advancing Global Engagement**

**Objective 4.1: Create opportunities for global outlook and fluency in degree and non-degree studies**

**Action/Strategy:**

**Measures/Metrics/Milestones:**

**Evaluation Status:**

**DIVISION:** Division of the VP Academic and Provost

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Action/Strategy 4.1.1: Facilitate student learning opportunities globally for both degree and non-degree studies

- Cultivate and build meaningful international community partners by increasing number of placement opportunities
- Raise awareness about and facilitate globally networked learning (GNL) opportunities, i.e., faculty to faculty engagement with international institutions to develop virtual classrooms: develop content, determine synergies (e.g., Germany)
- Build online professional program offerings targeting a global uptake (e.g. Cancer Coaching and Acupuncture)
- Create and implement virtual exchange opportunities
- Facilitate development of outward-bound pathways into international programs
- Build and Integrate cultural competence into curriculum by reviewing and piloting "Effective Intercultural Communications" (EIC) modules for usability within Global Health program
- Contribute to the Success of the ASCEND project (PhD collaboration between Health/York University and University of Health and Allied Sciences, Ghana) by finding financial resources to support and assist our Ghanaian PhD candidates

On Track

Action/Strategy 4.1.2: Collaborate with other Faculties to build ongoing programming in Costa Rica/Las Nubes related to health, environmental sustainability, and well being

- Seek SSHRC Insight funding to finance building documentary series, resource materials on virtual platform to support semester abroad program at Las Nubes in Costa Rica.
- Facilitate international virtual practicum/GNL opportunities for global health students to work on virtual platform
- Facilitate opportunities for faculty members to provide either for credit or not for credit course offering at Las Nubes campus or at other international sites.

On Track

Action/Strategy 4.1.3: Explore strategies to introduce and/or expand alumni engagement programs to stay connected with graduates

- Discuss potential strategies with Chairs and UPDs to stay connected with graduates that may return and become future students
- Develop plans for introducing and/or expanding alumni engagement programs
- Garner insights from alumni about program quality and effectiveness that can inform accreditation and cyclical program reviews.
- Encourage lifelong learning in not for credit programs and through Faculty and University promotional vehicles (e.g., Faculty website)

On Track

**Objective 4.2: Host International Conferences**

**Action/Strategy:**

**Measures/Metrics/Milestones:**

**Evaluation Status:**

**DIVISION:** Division of the VP Academic and Provost

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Action/Strategy 4.2.1:  
Host International Biochemistry of Exercise Conference

- Organize Conference
- Hold Conference

Progressing

Action/Strategy 4.2.2: Support a Toronto bid to successfully host a world congress on non-communicable disease in Toronto in June 2023.

- Help develop and present a collaborative bid to the World NCD Federation
- Support the creation and execution of congress executive committee
- Support the creation and implementation of a scientific committee
- Be recognized as a major sponsor of the congress through modest financial and human resources support.
- Encourage York faculty and students to contribute to the congress

On Track

**Objective 4.3: Facilitate the creation of or entry into international and global health partnerships**

**Action/Strategy:**

Action/Strategy 4.3.1: Support the creation of a new York University – WHO Collaborating Centre dedicated to Anti-microbial Resistance

**Measures/Metrics/Milestones:**

- Support the development of a proposal to WHO, including allocating a new faculty position in global health
- Provide financial and human resource support to launch the Centre
- Provide space within the Faculty’s allocation to host the Centre
- Help promote the Centre’s work through media, Faculty annual reports, Alumni newsletters, etc.

**Evaluation Status:**

Completed

**Objective 4.4: To enhance recruitment of International Students to Faculty of Health**

**Action/Strategy:**

Action/Strategy 4.4.1: Develop and implement an enhanced International student strategy specific to the Faculty of Health

**Measures/Metrics/Milestones:**

- Number of international undergraduate students
- Number of nations of origin for our undergraduate students
- Develop and implement an International student recruitment strategy in collaboration with Strategic Enrolment Management team, York International, OSAS, Manager, International Relations, International students and alumni
- Improve number and utilization of international exchanges and partnerships as recruitment aids
- Increase experiential learning opportunities for domestic students going aboard
- Increase the international relevance of our programs and courses

**Evaluation Status:**

On Track

**DIVISION:** Division of the VP Academic and Provost

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## 5. Working in Partnership

### Objective 5.1: Explore the creation of a healthcare precinct in the City of Vaughan


**Action/Strategy:**

Action/Strategy 5.1.1: Work with the City of Vaughan, Mackenzie Healthcare, and Venture Lab to explore the feasibility and potential uses of a healthcare precinct.

**Measures/Metrics/Milestones:**

- Assist in the development and signing of an MoU to study the feasibility of a healthcare precinct.
- Work within the York community to explore uses of a potential building/health campus within the Precinct
- Consult with Faculty of Health Faculty about potential programs, research teams, and services which could potentially be located at a Vaughan building/campus.
- Identify Faculty of Health space and infrastructure needs
- Work with PVP to identify potential funding sources

**Evaluation Status:**

 Progressing

### Objective 5.2: Explore the creation of an academic health science network


**Action/Strategy:**

Action/Strategy 5.2.1 : Develop connections and research collaborations with York Region healthcare centres to facilitate the formation of a unique academic health science research network.

**Measures/Metrics/Milestones:**

- Identify perspective partners in acute care, public health, community health, long term care, home care, hospice/palliative care, rehabilitation
- Meet with perspective partners to sensitive the idea
- Host targeted research collaboration events with faculty and partners
- Develop MoUs with interested parties
- Develop a strategic vision and multi-lateral terms of reference
- Develop a potential funding and operating plan
- Facilitate joint research funding proposals

**Evaluation Status:**

 Not On Track

## 6. Living Well Together

### Objective 6.1: Incorporate accessibility fully into our planning

**Action/Strategy:**

**Measures/Metrics/Milestones:**

**Evaluation Status:**

**DIVISION:** Division of the VP Academic and Provost

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Action/Strategy 6.1.1 : Facilitating access to accessibility services for students enrolled in work-integrated learning (WIL)

- Develop a guideline document to inform students of accessibility services and accommodation processes
- Participate in knowledge-exchange with Student Accessibility Services to support placement students' accommodation plans
- EE Coordinators serve on the committee of ActON, an AIF project aiming to develop resources to support faculty and students in navigating accessibility/accommodations during practica.

On Track

**Objective 6.2: Develop enabling spaces for research and academic excellence**

**Action/Strategy:**

Action/Strategy 6.2.1 : Sherman Health Sciences Expansion

**Measures/Metrics/Milestones:**

- Design and develop new facility including state of the art vivarium/research labs, neuropsychology & physical activity clinics, faculty and student office and collision spaces
- Construct facility and furnish
- Occupy facility

**Evaluation Status:**

On Track

Action/Strategy 6.2.2: Farquharson West Wing Wetlab Renovations

- Design and develop new wetlabs on the 2nd floor, shared with Science & Engineering
- Secure contractor and obtain permits
- Renovate space
- Occupy space

On Track

Action/Strategy 6.2.3: Refresh office and research spaces in Stong College (ground, first and second floors).

- Design and develop plans with Facilities and users
- Secure contractor
- Refresh and furnish space
- Occupy space

On Track

Action/Strategy 6.2.4: Refresh office and research spaces in HNES (ground and 4th floors)

- Design and develop plans with Facilities and users
- Secure contractor
- Refresh and furnish space
- Occupy space

On Track

**DIVISION:** Division of the VP Academic and Provost

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Action/Strategy 6.2.5: Reconfigure space in existing Sherman Health Sciences Building to enhance biomechanics research (in three phases)

- Design and develop plans with Facilities and users
- Secure contractor
- Refresh and furnish space
- Occupy space

On Track

Action/Strategy 6.2.6: Reconfigure and remodel vacated Vivarium space on 3rd floor of BSB for wetlab and nutrition lab

- Design and develop plans with Facilities and users
- Secure contractor
- Refresh and furnish space
- Occupy space

On Track

Action/Strategy 6.2.7: Establish and implement a budget plan to fund major expansions and refurbishment of space as well equipment purchase, replacement and maintenance (e.g., MRI).

- Refresh capital needs assessment and budget plan

On Track

Action/Strategy 6.2.8: Work with senior administration to identify and explore future space opportunities including an integrated community health campus as part of Lands for Learning, and/or a potential Engineering, Science and Health building on the Keel campus.

- Explore space sharing opportunities with Mackenzie Health
- Work with consultants, PVP re potential integrated community health centre as part of the Lands for Learning
- Draft concept paper on vision for integrated health centre

Progressing

**Objective 6.3: Refresh the Faculty of Health strategic plan**

**Action/Strategy:**

- Action/strategy 6.3.1:
- Draft a white paper identifying major trends, challenges, and opportunities
  - Circulate paper for discussion and feedback across the Faculty
  - Use feedback to draft strategic plan including mission, vision, values for decision making, and goals which aligned to the UAP.
  - Circulate draft plan for feedback
  - Finalize plan

**Measures/Metrics/Milestones:**

- White paper drafted
- Consultation of white paper complete
- Draft of strategic plan and subsequent consultations
- Adoption of final plan through Faculty Council

**Evaluation Status:**

Discontinued

**Objective 6.4: Continue to grow the faculty and staff complement**

**Action/Strategy:**

**Measures/Metrics/Milestones:**

**Evaluation Status:**

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Action/strategy 6.4.1:  
 • Use FoH Strategic Plan, UAP, University Complement Plan, FoH budget forecast, cross Faculty comparisons, and competitor comparisons to estimate optimal number of faculty and staff  
 • Prioritize areas of growth based on performance and emergent opportunities  
 • Develop a three-year rolling complement plan

- Priorities identified
- Three-year plan developed

On Track

## Objective 6.5: Enhance collegial governance and transparency

### Action/Strategy:

Action/strategy 6.5.1: Create a new teaching awards sub-committee of Faculty Council

### Measures/Metrics/Milestones:

- Draft terms of reference for the new committee
- Vet with Faculty Executive and Planning Committee and make required edits
- Bring Notice of Motion to Faculty Council
- Bring ToR and a motion to establish a new sub-committee to Faculty Council

### Evaluation Status:

Completed

## Objective 6.6: Enhance our equity, diversity and inclusion culture and practices

### Action/Strategy:

Action/strategy 6.6.1: Create and support an EDI work group to undertake consultations and make policy and practice recommendations to improve EDI within the Faculty, with initial focus on initiatives which enhance EDI for Black and Indigenous faculty, staff and students.

### Measures/Metrics/Milestones:

- Establish ToR, appoint Co-Chairs and provide funding support to the work group
- EDI work group submits an initial report and recommendations to the Dean and Faculty Council

### Evaluation Status:

On Track

Action/strategy 6.6.2: Continue to ensure we maintain a diverse and inclusive faculty complement

- Designated Indigenous and Black hires are incorporated into the 2020-21 and 2021-2022 complement plans
- All academic units meet or exceed AA objectives in the YUFA CA
- A minimum of 5% of our faculty self-identify as Black
- A minimum of 2% of our faculty self-identify as Indigenous

On Track

## Objective 6.7: Enhance resources through advancement and engagement with alumni

### Action/Strategy:

### Measures/Metrics/Milestones:

### Evaluation Status:

**DIVISION:** Division of the VP Academic and Provost

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Action/strategy 6.7.1: Work with the President, VP Advancement to identify opportunities, build relationships, and present proposals for major gifts (>\$1 million)

- Develop a proposal for at least one major gift per year
- Sign one major donor agreement at least once every three years

On Track

Action/strategy 6.7.2: Identify opportunities, build relationships, enhance stewardship, and present proposals to friends of York

- Generate a three-year rolling annual average total one million dollars (excluding major gifts)
- Sign donor agreements with at least two new donors per year
- Identify at least five new prospects each year
- Ensure ongoing correspondence with new and established friends (cards, alumni news, Impact reports, etc.)
- Invite new and established friends to attend at least one special event per year (e.g., Tennis, Red Rose, celebrations, Bryden awards, etc.)
- Personally visit at least 5 new or existing friends each year

On Track

Action/strategy 6.7.3: Enhance engagement with FoH alumni.

- Include additional staff for alumni/communications in 2020-21 budget
- Hire additional staff hired to enhance capacity for alumni engagement and communication
- Database of alumni is created/improved.
- E-newsletter created and sent to alumni at least once per year
- Key alumni invited to participate in student career days and other events
- 50th anniversary celebration for Calumet College

On Track

**7. Answering the Call**

**Objective 7.1: Promote SDG Goal 4 on Quality Education**

**Action/Strategy:**

Action/Strategy 7.1.1: Chair in Learning and Teaching Excellence target universal design for learning strategies that would include equitable access to education for marginalized groups

**Measures/Metrics/Milestones:**

- Chair in LTE established and launched

**Evaluation Status:**

Discontinued

Action/Strategy 7.1.2: Provide opportunities for learners to acquire knowledge and skills needed to support health and global citizenship and appreciation of cultural diversity

- Opportunities sought out and encouraged for practicum students
- Build and Integrate cultural competence into curriculum by reviewing and piloting "Effective Intercultural Communications" (EIC) modules for usability within Global Health program

Progressing