

Strategic Plan 2023-2028

School of Global Health

YORK 



School of Global Health

STRATEGIC PLAN 2023-2028

The School of Global Health

The School of Global Health is committed to building an innovative and exciting research and training environment. We are questioning and addressing global health challenges through interdisciplinary approaches rooted in equity, and meaningful partnerships that engender global allyship, solidarity, collaboration, and respect, and align and support the UN Sustainable Development Goals.

To guide our activities and realize our goals and initiatives over the next five years, we have engaged and consulted with School members, including faculty, staff, and students, with planned opportunities for purposeful reflection and continued feedback. We will also use our priorities to continue our effort to make the School a centre of teaching, learning, and research within the Faculty of Health and York University.

Our Vision, Mission, and Values

› Vision (*Why we exist and the future we want*)

- To achieve health and health equity for all, by tackling structural challenges to solve our biggest global health problems.

› Mission (*What are we doing to get there*)

- Using an equity-centred approach to help train and empower the next generation of global health scholars and practitioners by 1) developing inclusive evidence and recommendations to ensure health policy and practice improve global health, reduce inequity, and respect the global commons, and 2) engaging in and promoting authentic partnerships with organizations across power structures, income-levels, and geographic locations to allow for a supportive exchange of knowledge.

› Values (*Our guiding principles in the pursuit of our vision*)

- *Equity* – seeking and supporting policies and practices that produce a fair balance of benefits and burdens and the remediation of unfair inequalities.
- *Decolonization* – while sometimes contentious and involving contestable meanings, we understand decolonization as a process that includes adopting anti-colonial practices; questioning and challenging colonial structures that reinforce inequities; acknowledging a diverse set of relevant knowledge systems, holding a respect for traditional knowledge, wisdom and practices; and supporting ways in which to advance the repatriation of Indigenous land, life, and ways of knowing, locally and globally.
- *Social Justice and Solidarity* – recognition of mutuality and the need for public action that strengthens social relations in a way that, where appropriate, co-creates, represents, or advocates with and/or for those who are disadvantages or marginalized.
- *Collaboration* – seeking to work together with shared goals or through partnerships in ways that foster mutual trust and support, promotes, and recognizes diversity, and enhances problem-solving and creativity derived from joint pursuit of common problems.
- *Community* – seeking to clarify and motivate the social responsibility to address global health concerns and promote the conditions necessary to achieve health and health equity in ways that recognize and engage with the interests and goals of the diverse communities we work with.

- *Critical Engagement* – applying a critical lens to our research, teaching, and service activities to question conventional knowledge bases, methodologies, and scholarly knowledge, and to seek productive avenues for reform and action resulting from this critical engagement.
- *Transdisciplinary* – using different social and disciplinary methods, approaches, and process to create new theoretical and practical approaches that integrate and surpass existing perspectives to address our biggest global health problems.

Strategic Priorities

The School of Global Health has identified four key strategic priorities to support our efforts to improve health and health equity worldwide over the next five years. These priorities were selected as pillars of our work across research, teaching, and service and to provide direction to our growing School.

1. Decolonizing practices to support equity, diversity, and inclusion
2. Supporting the global commons and enabling authentic partnership
3. Fostering student-centred and research-led global teaching and learning
4. Enabling and promoting innovative research trajectories, impact, and mobilization

1. Decolonizing practices to support equity, diversity, and inclusion

The School of Global Health is committed to the decolonization of global health policy, practice, research, and teaching, and supporting similar efforts within the Faculty of Health and York University.

GOAL

To support our commitment to decolonizing practices, we will identify and acknowledge the past and current colonizing practices that exist across research, teaching, and service domains and connection with equity, diversity, and inclusion efforts within the School of Global Health. We will also support the adoption and implementation of principles and practices that could support the dismantling of colonial practices through a reimagining of the status-quo and valuing co-creation processes.

PRIORITY INITIATIVES AND ACTIVITIES

- › Conduct an in-depth review of potential colonizing practices relevant to our post-secondary context.
- › Develop a set of guidelines and tools specific to research, teaching, and service activities with a particular focus on providing support and resources to put the guidance into practice.
- › Demonstrate the benefits of decolonization strategies in the classroom for faculty.

2. Supporting the global commons and enabling authentic partnership

The School of Global Health has a responsibility to focus on issues of relevance to the global commons and ensure that authentic partnerships are a central part of our activities across research, teaching, and service.

GOAL

To ensure we are supporting the global commons and authentic partnerships, we will respond to current and future issues of the global commons and to build equitable and committed partnerships across incomes

and geographic regions and help preparing the next generation of global health scholars, practitioners, and leaders to address future challenges through collaboration and diverse, inclusive, and equitable partnership.

PRIORITY INITIATIVES AND ACTIVITIES

- › Identify principles of authentic partnership and develop materials to support practices that foster authentic partnerships to guide global health research, practice, and training within the School.
- › Build an organizational culture of collaboration and identify resources to share opportunities across faculty, partners, students, and staff.
- › Identify resources that would support low- and middle-income country partners or marginalized communities, including support short term visits for global partners to engage in knowledge sharing, training opportunities, capacity building, fostering collaboration and amplifying work.
- › Expand engagement with alumni, community partners, and wider stakeholders to develop and sustain connections with the School of Global Health.
- › Lobby and build alternative structures that facilitative and support research and community partners that contribute to research and teaching activities.

3. Fostering student-centred and research-led global teaching and learning

The School of Global Health is positioned well for growth in our undergraduate and graduate program, with continued focus on student experience. We are committed to excellence in teaching, value opportunities for research-led teaching, foster pedagogical innovations that support student centred approaches in the classroom and connect students with real world experiences in a global context.

GOAL

To foster student-centred and research-led teaching and learning we will promote educational excellence and opportunity at the undergraduate, graduate, and post-doctoral levels, while building and connecting with our partners.

PRIORITY INITIATIVES AND ACTIVITIES

- › Increase the number of professorial- and teaching-stream appointments, with a view to building ‘critical mass’ in the School, especially in priority areas.
- › Identify resources and support to revise and refocus student recruitment and enrolment strategies in line with our values to increase enrollment in the undergraduate and graduate programs in global health, including addressing barriers to international student recruitment and support for retention.
- › Work with the Faculty of Health, Calumet and Stong Colleges, Career Centre, and others to enhance career and employability resources and training specifically related to global health, with a view to improving student success after graduation in the workforce
- › Create more opportunities for research experience and experiential learning opportunities throughout the undergraduate program, such as the new World Health Assembly Simulation and develop a network of partners that support experiential education and to enable a lifelong relationship with alumni.
- › Strengthen our sense of community through School-wide events that promote intellectual and social interactions among faculty, staff, students, and alumni, especially through collaboration with the Global Health Student Association and building an Alumni Network for a lifelong relationship with graduates.
- › Identifying and overcoming barriers to the student learning experience within the current undergraduate program, ensuring access to required course credits and appropriate faculty to teach key content areas, and creating micro-credential, diploma, short courses, and professional training.

- › Promote alignment of course learning outcomes and core knowledge and skills, revise key core courses, foster team teaching and alternative teaching approaches, and create new/refresh stream specializations, in alignment with the plan from recent cyclical program review.

4. Enabling and promoting innovative research trajectories, impact, and mobilization

The School of Global Health is committed to excellence in research and is highly research active and are committed to conducting research that embodies our values and supports all other strategic priorities. With our diverse, multi-disciplinary faculty, trainees, students, and staff, we have the potential to inform policies and practice critical for advancing global health that are grounded in robust, inclusive, pluralistic, and relevant evidence and scholarship that also fosters equity, diversity, inclusion, and decolonization. This priority is therefore closely connected with the preceding priorities.

GOAL

Promote our vision and pluralistic approach for global health within the School and across the University to enable partnership development and engagement within and beyond York University and to advocate for research practices that support equity, diversity, inclusion, decolonization, and authentic partnership.

PRIORITY INITIATIVES AND ACTIVITIES

- › Promote alignment of course learning outcomes and core knowledge and skills, revise key core courses, foster team teaching and alternative teaching approaches, and create new/refresh stream specializations, in alignment with the plan from recent cyclical program review.
- › Identifying space for faculty, students, trainees, staff, and partners to congregate and host visitors, hold seminars, and socialize to build a sense of community within the School.
- › Develop a communication strategy to support outreach and improve visibility within and outside of York University.
- › Develop tenure and promotion criteria for research, teaching, and service excellence that reflect the interdisciplinary nature of the discipline and the need for equitable global health research practices and authentic partnership.
- › Seeking resources and administrative supports for supporting experiential education activities and embedded scholarship and training to co-create research with partners, organizations, and communities.
- › Encourage and incentivise research and training projects that focus on leadership by partners in low- and middle-income countries, or among members of marginalized communities.
- › Develop guidance and tools, and identify practices and partnerships, that advance research and teaching activities that align with global health values of equity, diversity, inclusion, and decolonization.

Accountability

We envision our Strategic Plan to be a living document. We will revisit and reflect on our goals and strategic priorities annually, to assess our progress and determine whether any adjustments need to be made for the coming year. We will also invite our students, staff, alumni, and partners to engage and provide feedback on the implementation of our Strategic Plan. An annual report will be made by the Director at a School of Global Health Council meeting highlighting key activities relating to the Strategic Plan and the extent to which these activities are satisfying key indicators and metrics.