FRAMEWORK

MISSION

Mission
The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns.

A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: The way must be tried.

FACULTY OF HEALTH

Mission
The mission of the Faculty of Health is to enhance human health, health equity, health care, and wellbeing through critical inquiry, creative and world leading research, education, service and partnerships for the public good.

VISION

Vision and Values
Vision
To provide a broad sociodemographic of students access to a high quality, research intensive university committed to the public good.

Core Values
- We strive for Excellence in fulfilling all aspects of our mission.
- We are Progressive, encouraging open minded inquiry, innovative approaches, and forward looking solutions.
- We champion Diversity and Inclusivity, embracing differing perspectives, peoples, and ways of knowing, and fostering global fluencies and cross-cultural knowledges.
- We are passionate about advancing Social Justice and Equity through critical insight, creative problem solving, and socially responsible action.
- We uphold Sustainability - environmental, social, and fiscal - as a vital compass for decisions and initiatives.

FACULTY OF HEALTH

Vision
To be global leaders, transformers and positive change makers for enabling better health for all.

Core Values
- We strive for excellence in fulfilling all aspects of our mission.
- We are committed to fulfilling our mission with the highest standards of integrity.
- We are progressive, encouraging open minded inquiry, innovative approaches, and forward looking solutions.
We champion the dignity and fundamental rights of all people.
We champion diversity and inclusivity, embracing differing perspectives, peoples, and ways of knowing, and fostering global fluencies and cross-cultural knowledges.
We are passionate about advancing social justice and equity through critical insight, creative problem solving, and socially responsible action.
We uphold sustainability - environmental, social, and fiscal - as a vital compass for decisions and initiatives.

PRIORITIES

UAP 2020-2025 Priorities
The UAP 2020-2025 contains six priorities for action, which are based on the University’s enduring commitment to critical inquiry and the pursuit of knowledge that comes from many differing perspectives and ways of knowing. The six priorities are:

1. 21st Century Learning: Diversifying Whom, What, and How We Teach
2. Knowledge for the Future: From Creation to Application
3. From Access to Success: Next Generation Student Supports
4. Advancing Global Engagement
5. Working in Partnership
6. Living Well Together

In addition to the six foundational Priorities above, the plan responds with a challenge to elevate York’s contributions to the United Nations Sustainable Development Goals (SDGs), which offer a framework for UN member countries to take urgent action in 17 areas that are critical to ensure peace and prosperity for people and the planet. York University’s new UAP serves as a rallying call for students, faculty and staff – a call to bring their expertise from across disciplines to work together to build new tools, develop strategies and solutions to global challenges.

OUTCOMES

Realizing York’s Vision
To achieve our priorities as set out in our UAP (and related plans) and fulfill our commitments, requires us to regularly evaluate our progress using metrics such as those articulated in the SMA. This will move us towards successfully realizing longer term outcomes as noted below.

- Globally educated graduates prepared for success in a changing world
- Amplified scholarship, research, creative activities and innovation/Knowledge Mobilization
- Maximum societal impact
- Enriching collaboration through elevated community engagement and internationalization

SMA3 Metrics
1. Graduate Employment Rate in a Related Field
2. Institutional Strength/Focus
3. Graduation Rate
4. Community/Local Impact
5. Institution-Specific (Economic Impact)
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured
7. Experiential Learning
8. Research Revenue Attracted from Private Sector Sources
9. Graduate Employment Earnings
10. Skills & Competencies

PLANNING CONTEXT
Institutional Planning Context from UAP 2020-2025

Our new UAP is designed to uphold the fundamental values of the University, even as we evolve our roles and reach to ensure our graduates are equipped for a future that will be defined by dramatic change.

- Climate and environmental change raise urgent questions for virtually every field of endeavour and a need to come up with innovative solutions.
- Digital inter-connectivity and physical mobility of people generate complexity but also immense possibilities to accelerate collaboration and problem solving.
- Technology is simultaneously enabling, enhancing, and disrupting every sphere of life and work, as well as revolutionizing how we all learn, think, and create.
- Global power shifts translate into local tensions and inequities, highlighting the need for meaningful strategies to enhance international cooperation, economic inclusion, and social cohesion.
- The ethical and moral imperatives of social movements—such as #MeToo, #BlackLivesMatter, among others—need to inform our policies and direction as an academic community and as a force for good in the world.

Link to University Academic Plan 2020-2025

PROMISE

Promise and Differentiation

At York, we have a shared sense of purpose and identity that differentiates us from other post secondary institutions.

We are a community of change makers. Driven by passion, we are committed to creating POSITIVE CHANGE for our students, our communities, and the world around us.

When people interact with York they come away feeling: welcomed, proud, cared about, confident, inspired, empowered.

They should also recognize that the positive benefits York University provides are:

- Exceptionally diverse community that works together to tackle complex societal challenges
- Purposeful research that advances knowledge and creates positive change
- Highly valued educational experience that prepares students for meaningful careers and long-term success
- Supportive, inclusive and caring environment that promotes personal growth and well-being
- Effective organization that embraces collaboration, new ideas and a strong sense of purpose

FACULTY OF HEALTH

DISTINCTIVE APPROACH

We are committed to improving health, including but not limited to the treatment and prevention of injury and disease. We regard health as both a desirable state as well as a fundamental resource for achieving social, economic, cultural and development outcomes. It includes physical, emotional, and cognitive dimensions. We understand that health is determined and influenced by a complex interaction of biological, genetic, social, economic, cultural, political developmental behavioural and environmental factors which may vary across the lifespan, populations, and other contexts. We understand that health care on its own cannot protect, restore, and improve health.

Our transformative approach to health and wellness recognizes the importance of high
quality research in a wide variety of stages, methods, and approaches designed to improve health care, health equity, and the broader determinants of health. We embrace systems thinking and health promotion tools to enable individuals, communities, and populations to develop and benefit from policy, strategic design, community action, human connections, organizational collaboration, integrated and effective services, treatments and management, as well as empowering education, to inform decision making. We have particular strength in neuroscience; mental health, illness and addiction; healthy social relationships and development; global health; healthy aging and the dignified care of older adults; muscular-skeletal injuries and conditions; the identification, treatment and prevention of chronic diseases and conditions; effective health and healthcare policy and management; healthy equity; psycho-social-cultural aspects of sport; as well as human nutrition.
**ACTION PLAN – MAXIMIZING IMPACT**

**Priority 1:**

**1. 21st Century Learning**

Every York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant.

**Initiatives noted in the UAP aligned with this priority include:**

- make York a more attractive destination for all potential students, including Indigenous students and equity seeking groups
- growth and diversification of our international student body
- reinvent our programs to address emerging issues and labour market needs
- decolonizing curriculum and ensuring our graduates are known for their global mindset
- build essential 21st century skills into our programs
- offer a wider range of credentials and flexible delivery options
- providing every student with an experiential learning opportunity
- create more physical and virtual capacity for active and collaborative learning
- encourage students to become lifelong learners
- enhance and update teaching and professional development supports for all instructors

**Objective 1.1:**

Objective 1.1: High quality, relevant, courses and programs that contribute to students’ academic success, timely graduation, and life-long learning

**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).

**Measures/Metrics/Milestones:**

- 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

**Timeline:**

Letter of appointment for start date of July 1, 2021

**Responsible Party:**

AD Learning, Teaching, Academic Programs

**Dependencies:**

Dean, Provost

**Comment:**

**Action/Strategy 1.1.2:**

Reward high quality teaching and educational leadership, pedagogical/curricular innovations.

**Measures/Metrics/Milestones:**

- 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.

**Timeline:**
Fall 2020

**Responsible Party:**
AD Learning, Teaching, Academic Programs

**Comment:**

**Dependencies:**

**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.

**Measures/Metrics/Milestones:**
- 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

**Timeline:**
September 2021

**Responsible Party:**
AD Learning, Teaching, Academic Programs

**Comment:**

**Dependencies:**
UPDs, undergraduate studies committees, first year instructors.

**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

**Measures/Metrics/Milestones:**
- 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

**Timeline:**
April 2021

**Responsible**
AD Learning, Teaching, Academic Programs
**Party:**
**Comment:**

**Dependencies:**  Teaching Commons, educational developer/curricular specialist, experiential education coordinators, LTS elearning specialist

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

**Measures/Metric s/Milestones:**  
- 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

**Timeline:**  
June 2021

**Responsible Party:**  AD Learning, Teaching, Academic Programs

**Comment:**

**Dependencies:**  Teaching commons educational developer, Health Educational developer/curriculum development specialist, and LTS elearning specialist

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

**Measures/Metric s/Milestones:**  
- 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.

**Timeline:**  
Kinesiology self-study (2021); Nursing self-study (2021); Health Studies self-study (2021)

**Responsible Party:**  Dean, AD Learning, Teaching, Academic Programs
Comment:

Dependencies: Health Educational developer/curriculum development specialist, office of VP Academic

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

Measures/Metrics/Milestones:
- 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

Timeline: BSc (Nursing) direct entry (August 2021); BSc (nursing) revisions to IEN and second entry (June 2022); BA/BSc in critical disabilities (April 2022); Professional masters in Kinesiology (April 2022); Professional masters in Physiotherapy (feasibility study complete by September 2021); Professional masters in Occupational Therapy (feasibility study compete by September 2021); Professional masters in health analytics and informatics (September 2022); Research oriented masters new stream in health management and informatics (September 2021); PhD in global health (June 2021).

Responsible Party: AD Learning, Teaching, Academic Programs

Comment:

Dependencies: Health Educational developer/curriculum development specialist, office of VP Academic, Health Faculty Council, Senate, Provincial approvals, Professional regulatory approvals

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

Measures/Metrics/Milestones:
- 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

**Timeline:**

June 2024

**Responsible Party:**

AD Learning, Teaching, Academic Programs

**Comment:**

**Dependencies:**

Health Educational developer/curriculum development specialist, EE coordinators, AVP T&L, Director C4, Director YU-Experience hub

**Action/Strategy 1.1.9:**

Develop co-curricular programming to increase access to community- or work focused experiential learning opportunities

**Measures/Metrics/Milestones:**

• 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

**Timeline:**

June 2024

**Responsible Party:**

AD Learning, Teaching, Academic Programs

**Comment:**

**Dependencies:**

Health Educational developer/curriculum development specialist, EE coordinators, HLLN
**Action/Strategy 1.1.10:** Gather and identify in-demand labour market skills and trends to inform curricular and co-curricular programs

**Measures/Metricss/Milestones:**
- 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

**Timeline:** June 2022

**Responsible Party:** AD Learning, Teaching, Academic Programs, Director HLLN

**Comment:**

**Dependencies:** Health Educational developer/curriculum development specialist, EE coordinators, Health Leadership and Learning Network (HLLN).

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

**Measures/Metricss/Milestones:**
- 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 microcredentialing framework and badging in at least one program.

**Timeline:** June 2021

**Responsible Party:** AD Learning, Teaching, Academic Programs, Director HLLN

**Comment:**

**Dependencies:** Health Leadership and Learning Network (HLLN), UPDs, staff in undergraduate programs.

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

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

**Measures/Metricss/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.

**Timeline:** 2020-2023

**Responsible Party:** Associate Dean, Research & Innovation

**Comment:**

**Dependencies:** AD Students, Grad Program Directors

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

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

**Measures/Metrics/Milestones:**

- 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

**Timeline:** September, 2020-2025. Anticipated timeline:
Completion of Phase 1- Workgroup report submitted to Dean, Faculty of Health Council with recommendations for Faculty of Health based on comprehensive consultations with staff, students, faculty by June 2021
Phase 2: Develop process for implementation of short-term, long term recommendations; develop accountability mechanisms within the Faculty of Health (April 2021-2025)

**Responsible Party:** AD Students, EO, Co-Chairs of EDI Work Group

**Comment:**

**Dependencies:** Faculty of Health Council, Director, Student & Academic Services & Strategic Initiatives, Director, Communications and Planning
Priority 2: Knowledge for the Future

As change accelerates around us, York University aims to be more responsive to its communities by generating critical knowledge and works of art, ideas and innovations that engage multiple perspectives while propelling Ontario as a global knowledge-economy leader.

Initiatives noted in the UAP aligned with this priority include:
- increasing the research participation of faculty and trainees at all levels across the institution
- growth in the number and diversity of our scholarly and artistic outputs and research funding base
- broadening and deepening our external partnerships and engagement
- fully implementing our Open Access Policy (2019)
- building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities

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

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.

Timeline: May 2021

Responsible Party: AD Learning, Teaching, Academic Programs, Director HLLN

Comment: Dependencies: EE coordinators, HLLN

Objective 2.2: Objective 2.2: Increase external research funding success

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-Tri council 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

**Timeline:**
July 1, 2020 – June 30, 2021, and yearly thereafter

**Responsible Party:**
Associate Dean, Research & Innovation

**Comment:**
Early Career two-day academy superceded by VPRI Research Commons. Focusing on mid-career researchers, developing research teams and collaborations.

**Dependencies:**
Director, Strategic Research and Partnerships

**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.)

**Measures/Metrics/Milestones:**
- 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.

**Timeline:**
May 2020 to December 2021

**Responsible Party:**
Associate Dean Research; ORU Directors

**Comment:**

**Dependencies:**

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

**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
**Timeline:** 2020-2023

**Responsible Party:** Dean; Associate Dean, Research and Innovation

**Comment:**

**Dependencies:** Many, including impact of COVID 19 on perspective partners.

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

**Action/Strategy 2.4.1:** 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

**Timeline:** 2020-2025

**Responsible Party:** Dean, Associate Dean Research & Innovation

**Comment:**

**Dependencies:** Approvals by BoG, Senate, Provost, Faculty Council; Role of the President and VP Advancement in securing major gifts. Ability to find host academic unit for Scientific Director. Hiring procedures and collective agreements.

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

**Action/Strategy 2.5.1:** 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

**Timeline:** 2020-2025

**Responsible Party:** Dean, VPRI

**Comment:** One major opportunity was scuttled by the inability to reach a settlement with YUFA re an appointment process.

**Dependencies:** Ability to find host academic unit for Scientific Director. Hiring procedures and collective agreements.
Priority 3 : 3. From Access to Success

With many of the University’s students facing current challenges and uncertain futures, York will devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potentials.

Initiatives noted in the UAP aligned with this priority include:

- reliable access to excellent academic and career advising
- use of data analytics to enable proactive, early interventions for students
- more robust resources to assist international students with their distinctive needs
- achievement of our Faculty Complement Renewal Strategy
- enhanced opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples
- track our progress on improving outcomes for all of our students and especially those from underrepresented groups

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

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

Timeline: June 2022

Responsible Party: AD Learning, Teaching, Academic Programs, Special Advisor to the Dean on Indigenous Resurgence

Comment:

Dependencies: Educational Developer, HLLN, Chairs/Director, UPD, GPDs

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

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

**Timeline:** May 2020-2023

**Responsible Party:** AD Students, Executive Officer

**Comment:** 2020-21 budget included provisions for additional advisors but hiring was deferred because of request to achieve COVID-related savings. Requested approval to proceed at mid-term budget review but Provost has not yet authorized.

**Dependencies:** Approval of the Provost, Director of Student & Academic Services & Strategic Initiatives, ability to recruit qualified candidates.

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

**Measures/Metrics/Milestones:**
- 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

**Timeline:** 2021-2023

**Responsible Party:** AD Students, EO, Director of OSAS, new contract evaluation specialist

**Comment:** Hire of contract evaluator put on hold due to COVID budget impact

**Dependencies:** Authorization from Provost to hire evaluation specialist, Director, Student & Academic Services & Strategic Initiatives, Manager, Student Services, OSAS, Faculty of Health student advisory group

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

**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

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

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.

Timeline: July 1, 2021

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

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.

Timeline: 2020-2022

Dependencies: Director, Student & Academic Services & Strategic Initiatives, Manager, Student Services; OSAS, Unit-level advisors; Chairs and Directors,
Objective 3.6: Objective 3.6: Enhance the student experience for diversely situated undergraduate students

Action/Strategy 3.6.1: 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).

Timeline: April 2021 (Create Advisory Group); 2022 (Governance)

Responsible Party: AD Students

Comment:

Dependencies: Director, Student & Academic Services & Strategic Initiatives, Special Advisor to the Dean on Indigenous Resurgence; Faculty Council; College Heads; Manager, Student Services, OSAS, Data analyst

Action/Strategy 3.6.2: 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)

Measures/Metrics/Milestones: • Examine, track and evaluate strategies to engage diverse students in student success programs
• Collaborate/coordinate programming with York International to support International student participation

Timeline: 2020-2024

Responsible Party: AD Students, College Heads

Comment: Capacity to collect and analyze data has been slowed by deferring the hire of an Evaluation specialist (due to COVID).

Dependencies: Director, Student & Academic Services & Strategic Initiatives, Manager, Student Services, Manager, Student Success, Evaluation specialist, OSAS, Chairs & Directors, UPDs, Division of Students, York International, OIPA

Action/Strategy 3.6.3: Action/Strategy 3.6.3: Enhance student experience of remote learning

Measures/Metrics: • Create opportunities for student engagement with faculty and staff to
**Milestones:**

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.

**Timeline:**

2020-2022

**Responsible Party:**

AD Students

**Comment:**

**Dependencies:**

Associate Dean, Learning, Teaching and Academic Programs; Chairs and Directors, UPDs, Student Advisory Group; Office of AVP, OIPA

**Objective 3.7:**

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

**Action/Strategy 3.7.1:**

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

**Timeline:**

2020-2022

**Responsible Party:**

AD Students; AD Learning and Teaching, Chairs and Directors, UPDs

**Comment:**

**Dependencies:**
Priority 4: 4. Advancing Global Engagement

York University draws people from around the world who seek to learn from each other and to gain the global fluencies needed to work locally and across borders toward a better future.

Initiatives noted in the UAP aligned with this priority include:
- global outlook and fluency informing curricula and global learning
- research attracting international scholars and support international collaborative research
- recruit international students from a multitude of countries
- communicate more actively, cultivating new partnerships, and fostering alumni connectivity

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

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

Measures/Metrics/Milestones:
- 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

Timeline: June 2021

Responsible Party: International relations Manager, HLLN

Comment:

Dependencies: AD Learning, Teaching, Academic Programs, EE coordinator(s)

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

Measures/Metrics/Milestones:
- 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/ GN L 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.

**Timeline:** June 2022

**Responsible Party:** International relations Manager

**Comment:**

**Dependencies:** AD Learning, Teaching, Academic Programs, HLLN

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

**Measures/Metrics/Milestones:**
- 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)

**Timeline:** June 2022

**Responsible Party:** International relations Manager, HLLN

**Comment:**

**Dependencies:** AD Learning, Teaching, Academic Programs

**Objective 4.2:**
Objective 4.2: Host International Conferences

**Action/Strategy 4.2.1:**
Host International Biochemistry of Exercise Conference

**Measures/Metrics/Milestones:**
- Organize Conference
- Hold Conference

**Timeline:** 2020-2022

**Responsible**
AD Research & Innovation; David Hood (Director of MHRC)
Conference Delayed Due to Covid

Director, Strategic Research & Partnerships; Chair, School of Kinesiology and Health Science

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

Measures/Metrics/Milestones:
- 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

Timeline: 2020 to 2023

Dean, Associate Dean Research & Innovation

Bid proposal submitted and notice of success received in June 2020.

World NCD Federation; engaging other major sponsors

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

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.

Timeline: 2020

Dean, Director of the Centre, VP of Advancement

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

**Action/Strategy 4.1.1:** 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 abroad
- Increase the international relevance of our programs and courses

**Timeline:** December 2021

**Responsible Party:** AD Students; Executive Officer; Director, Communications & Planning

**Comment:**

**Dependencies:** Dean, SEM Team (including Faculty of Health Recruitment Council representatives), Chairs/Directors, UPDs. International Relations Manager, Student Advisory Group; York International, York’s Office of Recruitment
Priority 5: 5. Working in Partnership

York University understands that by partnering with other entities and sectors it gains vital insights and capacity to create positive impact for its students, campuses, and broader communities.

Initiatives noted in the UAP aligned with this priority include:
- an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation
- establish a UN-sponsored CIFAL1 centre to provide cross-sectoral training and development programs that will advance the UN SDGs
- attract partners to help realize the potential of our Keele campus Lands for Learning
- implement York University's social procurement policy
- strengthen the Indigenous presence on campus
- connect our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario

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

Action/Strategy 5.1.1: 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

Timeline: 2020-2022

Responsible Party: Dean, VPRI, Provost

Comment: 

Dependencies: Provost

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

Action/Strategy 5.2.1: 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:
- Identify perspective partners in acute care, public health, community
**Milestones:**
- 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

**Timeline:**
2020-2021

**Responsible Party:**
Dean, Associate Dean, Research and Innovation, VPRI

**Comment:**
Many. May be delayed due to prospective partners focus on COVID 19 and its impact.

Making positive change requires that all members of the University’s diverse community feel welcomed into a sense of belonging, common purpose, and shared responsibility to support and enrich each other’s work.

**Initiatives noted in the UAP aligned with this priority include:**

- commitment to open, transparent collegial governance
- renew our physical environment with inspiring and humane natural and built spaces
- enhance our virtual presence
- continue to implement mental health and wellbeing strategies
- incorporate accessibility fully into our planning
- actively implement the recommendations of the recently released Cromwell Report
- optimize our Libraries as both physical and virtual spaces
- draw upon our strengths in the creative and performing arts to enrich social connection and community pride
- support reconciliation through our Indigenous Framework,
- intensify our systematic efforts to embed human rights, equity, diversity, and inclusion training across the University
- deepen our engagement and support for our vibrant network of alumni and donors
- embrace a culture of service excellence

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

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

**Measures/Metrics/Milestones:**

- 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.

**Timeline:** June 2021

**Responsible Party:** EE Coordinators

**Comment:**

**Dependencies:** AD, Learning, Teaching, Academic Programs, Student Accessibility Services

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

**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

**Timeline:** 2020-2023

**Responsible Party:** Associate Dean, Research & Innovation

**Comment:** Vivarium floor in partnership with VISTA/VPRI

**Dependencies:** VPRI/VISTA

**Action/Strategy 6.2.2:** Farquharson West Wing Wetlab Renovations

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

**Timeline:** 2020-2023

**Responsible Party:** Associate Dean, Research & Innovation, Facilities Managers FoH & Science

**Comment:** Shared with Science & Engineering; In FoH budget

**Dependencies:** Faculty of Science, Facility Services, potential delays due to COVID and planning

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

**Measures/Metrics/Milestones:**
- Design and develop plans with Facilities and users
- Secure contractor
- Refresh and furnish space
- Occupy space

**Timeline:** Spring 2021 to Spring 2022

**Responsible Party:** Associate Dean of Research; Executive Officer; FoH Facilities Manager

**Comment:**

**Dependencies:** Possible delay due to COVID
**Action/Strategy 6.2.4:** Refresh office and research spaces in HNES (ground and 4th floors)

**Measures/Metrics/Milestones:**
- Design and develop plans with Facilities and users
- Secure contractor
- Refresh and furnish space
- Occupy space

**Timeline:** Spring 2021 to Spring 2022.

**Responsible Party:** Executive Officer; FoH Facilities Manager

**Comment:** Budget available in FoH capital reserve

**Dependencies:** Possible delay due to COVID

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

**Measures/Metrics/Milestones:**
- Design and develop plans with Facilities and users
- Secure contractor
- Refresh and furnish space
- Occupy space

**Timeline:**
- Phase 1 May 2020 to Spring 2021 (delayed by COVID)
- Phase 2 Spring 2021 to Summer 2022
- Phase 3 2024

**Responsible Party:** Executive Officer; FoH Facilities Manager

**Comment:** Delays due to COVID. Funds available from FoH capital reserve.

**Dependencies:** Phase 4 dependent upon completion of Sherman extension and relocation of faculty

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

**Measures/Metrics/Milestones:**
- Design and develop plans with Facilities and users
- Secure contractor
- Refresh and furnish space
- Occupy space

**Timeline:** 2024
Responsible Party: Dean; EO; Associate Dean, Research & Innovation; Facilities Manager.

Comment: BoG have approved project. One million to come from University Fund; one million from VISTA/Sherman, and remainder from FoH capital reserve.

Dependencies: Completion of Sherman expansion and relocation of Vivarium, CSBO

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).

Measures/Metrics/Milestones: • Refresh capital needs assessment and budget plan

Timeline: Spring 2021

Responsible Party: Dean; Executive Officer; Associate Deans; FoH Facilities Manager

Comment:

Dependencies:

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.

Measures/Metrics/Milestones: • 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

Timeline: 2020-2025

Responsible Party: Dean

Comment:

Dependencies: University Master Plan

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

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

**Timeline:** Winter 2021 to Winter 2022

**Responsible Party:** Dean; Associate Deans; EO; Faculty Council Exec and

**Comment:**

**Dependencies:** Pace and extent of collegial feedback

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

**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

**Measures/Metrics/Milestones:**
- Priorities identified
- Three-year plan developed

**Timeline:** June 2021 to May 2022

**Responsible Party:** Dean; Associate Deans; EO; Chairs and Directors

**Comment:** May change based on completed FoH strategic plan

**Dependencies:** Changes made to SHARP especially relief from transition tax, interfaculty teaching and university fund.

**Objective 6.5:** Objective 6.5: Enhance collegial governance and transparency

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

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

Timeline: October 2022

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

Measures/Metrics/Milestones:
- 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 at Indigenous

Timeline: June 2020 to July 2022
**Dependencies:** Provost approval, JCAA

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

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

**Measures/Metrics/Milestones:**
- Develop a proposal for at least one major gift per year
- Sign one major donor agreement at least once every three years

**Timeline:** June 2020 to May 2021

**Responsible Party:** Dean

**Comment:**

**Dependencies:** Role that Dean is asked to play by President and VP Advancement

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

**Measures/Metrics/Milestones:**
- 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

**Timeline:** May 2020 to April 2021

**Responsible Party:** Dean; FoH Campaign Director

**Comment:** COVID has disrupted/delayed planned special events and donor meetings.

**Dependencies:**

**Action/Strategy 6.7.3:** Action/strategy 6.7.3: Enhance engagement with FoH alumni.

**Measures/Metrics/Milestones:**
- 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

**Timeline:** May 2020 to 2025

**Responsible Party:** Executive Officer; Campaign Director

**Comment:** Some activities delayed because of COVID

**Dependencies:** Budget approval for additional staff by Provost
Priority 7: 7. Answering the Call

A University-Wide Challenge to Contribute to the UN Sustainable Development Goals.
York University is already recognized as an international leader in SDG-relevant research, teaching, partnerships, and campus practices. By challenging ourselves to deepen this work over the next five years, and to track and report on our contributions, we reaffirm longstanding York values of social justice, equity, sustainability, and excellence in all that we do. This SDG Challenge will galvanize our community in coming together to engage critically with the SDGs and to take meaningful steps, both small and large, toward a more just and sustainable future.

GOAL 1: No Poverty
GOAL 2: Zero Hunger
GOAL 3: Good Health and Well-being
GOAL 4: Quality Education
GOAL 5: Gender Equality
GOAL 6: Clean Water and Sanitation
GOAL 7: Affordable and Clean Energy
GOAL 8: Decent Work and Economic Growth
GOAL 9: Industry, Innovation and Infrastructure
GOAL 10: Reduced Inequality
GOAL 11: Sustainable Cities and Communities
GOAL 12: Responsible Consumption and Production
GOAL 13: Climate Action
GOAL 14: Life Below Water
GOAL 15: Life on Land
GOAL 16: Peace and Justice Strong Institutions
GOAL 17: Partnerships to achieve the Goal

Objective 7.1: 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
Timeline: Letter of appointment for start date of July 1, 2021
Responsible Party: AD Learning, Teaching, Academic Programs
Comment: Dependencies: Dean, Provost

Action/Strategy 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

Measures/Metrics/Milestones: • 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

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<td><strong>Responsible Party:</strong></td>
<td>Manager, International relations</td>
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<td><strong>Comment:</strong></td>
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<td><strong>Dependencies:</strong></td>
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