

# Integrated Resource Planning

Reporting Year: 2020/21



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

**UNIT:** Faculty of Health

**PLANID:** 1279

## Report of Progress May 1, 2020 to April 30, 2021

## 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.

### 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.

### 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.

Visit for more information at [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

### MISSION

#### 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

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 Priorities of the Faculty of Health are aligned with and designed to advance the University Academic Plan 2020-2025) and its six priorities for action:

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

### 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: 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:**

- Draft criteria and process for applying and selection. **Completed, proposal being reviewed by Provost**
- Communicate availability to generate nominations and applications. **Progressing**
- Create a selection committee to review applications. **Progressing**
- Review nominations/applications and make recommendation. **Progressing**

**Timeline:** Letter of appointment for start date of July 1, 2021

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

#### **Comment:**

**ON TRACK**

**Dependencies:** Dean, Provost

**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. **Completed**
- Create, implement, develop terms of reference for a teaching awards adjudication committee to review files and make recommendations to Dean. **Completed**
- Add new teaching awards committee as a standing committee within governance structure. **Completed**

**Timeline:** Fall 2020

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

**Comment:**

**COMPLETED**

**Dependencies:**

**Action/Strategy 1.1.3: Incorporate transition pedagogy into first- and second-year courses that will contribute to building essential 21<sup>st</sup> 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. **Completed. Proposal approved by Senate in February. Redesign or development of undergraduate courses in SHPM, and KIN completed.**
- Discussions taking place about creation of new Indigenous first year course. **On Track.**
- Improve graduation rates over time. **Progressing**
- Submit major-modification proposal of new 'inside Faculty outside major' degree requirement in order to incorporate courses that use pedagogy to aid transition. **Completed**

**Timeline:** September 2021

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

**Comment:**

**ON TRACK**

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

**Action/Strategy 1.1.4: Promote and Support innovations in Teaching targeting 21<sup>st</sup> 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) **Completed.** 5 FITs awarded between July 2020 and March 2021 for a total of \$12,300.
- NEW - Funds supported hiring RA's to assist with a conference on teaching statistics, create EE activities, evaluating effectiveness of EE satisfying leaning objectives, conducting SWOT analysis for culturally inclusive practices; honorariums for guest speakers; software licenses for virtual simulations. **On Track**
- Raise awareness about Teaching Commons resources. **Completed.** 6 Disco 'communiques' about Teaching commons and other learning and teaching resources shared with full-time and part-time faculty members. These communiques occur throughout the year.
- 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 e-class). **Completed.** Zoom webinars on 15 different eLearning topics were held over the summer 2020 and curated at [LTS](#).
- Each term coordinate and/or facilitate "lessons learned/promising practices" zoom panel discussions with faculty members and/or graduate students Session. 4 virtual sessions held over summer 2020. Educational Developer/curriculum specialist is meeting up with Program specific graduate student organizations to determine TA needs. This work is ongoing. **Progressing**
- NEW – Hire contract position in instructional design to facilitate online learning activities, content and technical support to instructors. **In progress.**
- NEW – Create guiding principals document for outlining pedagogical and practical consideration for selection of online/remote/hybrid learning modalities. **Completed**

**Timeline:** April 2021

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

**Comment:**

**ON TRACK**

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

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

**Measures/Metrics/Milestones:**

- Raise awareness about Teaching Commons resources. **Completed.**
- 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). **Completed**
- Each term coordinate and/or facilitate "lessons learned/promising practices" zoom panel discussions with faculty members and/or graduate students. **Completed.** Health Educational developer continues to collaborate with Teaching Commons educational developers.
- Conduct yearly needs assessment by surveying full-time and part-time faculty members and teaching assistants (TAs) **Progressing.** Nursing needing professional development for addressing changes to curriculum.

- Determine and address professional development of Faculty members and training needs for TAs. **Progressing**

**Timeline:** June 2021

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

**Comment:**

**ON TRACK**

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

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

**Measures/Metrics/Milestones:**

- Employ an in-Faculty educational developer/curriculum development specialist. **Completed**
- Support programs undergoing Cyclical Program Reviews (e.g., development of curriculum maps, reviewing and ensuring appropriate learning outcomes and program level objectives are described). **Completed.** During the past year SHPM, Kin, and Nursing provided assistance by educational developer to create curriculum maps, design new courses, facilitate the writing of CPRs, run focus groups, create student surveys, and contribute to the interpretation of data gleaned through the self-study and from OIPA.
- Facilitate knowledge of and clear writing of course learning outcomes, and appropriate ways to evaluate learning outcomes. **Completed.** Health and TC educational developers added as non-voting members to Faculty Curriculum committee, they created a video resource teaching about learning outcomes, they are available to consult on new course proposals. Health Educational Developer invited to join and provide input in Nursing undergraduate studies committees.
- 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. **Progressing.** SHPM incorporating a curriculum action plan into their self-study for CPR. Guidelines and best practices are being developed for creating and implementing a curriculum action plan.

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

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

**Comment:**

**COMPLETED**

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

**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. **On Track.** For hiring CLA in Kinesiology to conduct Feasibility study for rehab sciences program.
- Gather and identify in-demand labour market skills and trends to inform curricular and co-curricular programs. **On Track**
- Assist in program and curricular design including mapping and course development. **On Track**
- Complete Collab nursing dissolution plan and business plan. **Completed**
- **NEW – Write and submit Bussines Case for new Direct Entry Nursing program. Completed.**
- Complete proposal and CNO course mapping for direct entry BScN **On Track.** Health Faculty Council to consider proposal for approval at April 2021 meeting.
- Revise IEN and second entry BScN to align with new direct entry curriculum. **On Track.** Health Faculty Council to consider proposal at its April 2021 meeting.
- Complete a proposal to create a new research stream for health management and informatics in the Master of Health **On Track.** NOI submitted for a “Health System Management and Health Data Analytics” field. Proposal being created. Will need to be approved by Faculty curriculum Committee by November 2021 and Faculty council by January 2022 to be reviewed by Senate committees and ultimately launched for Sept 2022.
- Complete a proposal to create a new doctorate in global health **On Track.** Proposal completed. External evaluation completed. Faculty of Health Council to review at April 2021 meeting.
- Complete proposal for new bachelor’s degree in critical disabilities (now called “RacializedHealth and Disability Justice”). **Not on Track.** NOI being written.
- Complete a proposal for professional masters in kinesiology. **Progressing.** KINE CLA hire to begin July 2021 in order to undertake feasibility study.
- Complete a proposal for a new professional master’s in health analytics and informatics. **Progressing.** Draft NOI for Professional Masters in “Health Data Analytics” under review by Dean’s office.
- Complete a proposal for a new professional masters in physiotherapy. **Progressing.** Internal advisory committee has been formed. CLA hire to begin July 2021 to undertake feasibility study and draft proposal.
- Complete a proposal for a new professional master’s in occupational therapy or a related program. **Progressing.** Internal advisory committee has been formed. **Progressing.** CLA hire to begin July 2021 in order to undertake feasibility study and write proposal.

**Timeline (proposal completion):** 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:**

**ON TRACK**

**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: Develop, promote, integrate, implement experiential education (EE) opportunities into our programs.**

**Measures/Metrics/Milestones:**

- Hire a second EE coordinator. **Completed**
- All new course proposals involving EE reviewed by EE coordinators to ensure alignment with EE theories and practices. **Progressing. Ongoing, this is a task that is done yearly and thus never completed.**
- 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. **Progressing. This is an ongoing activity.**
- Augment work-integrated learning (WIL) and/or Community Service Learning (CSL) opportunities for students in all of our programs. **Progressing. Successfully applied for CEWIL stipend funding for domestic students on placement with domestic partners.**
- Develop and distribute resources for all stakeholders (students, faculty, community partners) to support engagement in the entire range of EE activities. **Progressing. EE coordinators worked to create and advertise exemplars of using EE while teaching remotely (e.g., online interviews, virtual demonstrations, virtual field trips/simulations, etc.).**
- Track use of resources through EE website analytics and other distribution channels. **Progressing**
- Utilize RIIPEN platform to connect students with 'real-world' industry projects. **On track. At the co-curricular level EE coordinators promote the 'Level Up' program from RIIPEN. Ongoing to March 2022.**
- Promote and support C4 initiative within our programs. **Progressing. Yearly, therefore ongoing.**

**Timeline:** June 2024

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

**Comment:**

**ON TRACK**

**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. **Progressing**
- Design and implement training modules focused on relevant professionalism and transferrable skills to prepare students for community/work-focused experiential learning placements. **On track. Development of professional behaviour guidelines document for experiential education in non-professional programs. First draft complete.**

- Establish a repository of experiential learning placements in collaboration with community partners **Progressing**.
- Expand the program through a peer-led model (e.g., through work-study positions). **Progressing**
- Explore opportunities for linking the program with Becoming YU and/or the micro certification and digital badges related to labour market trends. **On track**. Psychology has developed “course concentrations” and a system to create related badges. Work has been ongoing on campus to obtain approvals at all levels to proceed and sanction the use of a micro-credential framework and taxonomy, that is needed in order to address this milestone. The work of the micro-credentials working group (HLLN is a member) via AVP T&L is producing this needed work.

**Timeline:** June 2024

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

**Comment:**

**ON TRACK**

**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/Metrics/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. **On track for May 2021 practicum partners**. Develop standardized surveys to collect feedback from partners working with us around CSL and other activities or events. **Progressing** for all other partners.
- Use TalentNeuron to gather labour market analytics. **Progressing**. Ongoing activity used for labour market trend projects.
- Establish a health sector partner committee to provide insight into sector trends and labour market skills for Health courses. **Not on Track**. On hold during pandemic due to partner capacity limitations.
- Host yearly panels and networking events with health-sector professionals to inform students of sector-specific skills and market trends. **Completed**. Health Informatics Career Pathways Panel for SHPM and Global Health students. Will continue in future years.
- Create and implement micro certification and digital badges that align with labour market trends. **On Track**. HLLN continues to use labour market trends to build its micro-credentials with corresponding digital badges. HLLN is currently implementing these across all of its programs, and it should be completed by end of 2021.

**Timeline:** June 2022

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

**Comment:**

**ON TRACK**

**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/Metrics/Milestones:**

- Hold discussions between HLLN and stakeholders (undergraduate programs, faculty members, AVP T&L) to determine how it might be possible. **Progressing.** Requires clarification from YUFA and CUPE. May be related to outstanding grievance.
- Determine what role HLLN vs. the undergraduate program plays **Progressing.**
- Pilot micro credentialing framework and badging in at least one program. **Progressing.** This has been ongoing at a slower pace under the advisement of the AVP T&L as they develop an accepted YorkU micro-credential framework and taxonomy with a common language. Psychology has developed a proposal to create concentrations that can be badged. Requires coordination with university wide procedures, vendors.

**Timeline:** June 2021

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

**Comment:**

**PROGRESSING**

**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/Metrics/Milestones:**

- Programs assess strengths/weaknesses. **On track.** Health Policy and Management as well as Kinesiology graduate program currently developing documents for Cyclical Program reviews.
- Assess programs for opportunities to increase the proportion of students who complete their degrees within prescribed term limits. **On track.** Proposal to create a new stream in Master of Health being written to provide more even distribution of students across supervisors. School of Health Policy and Management has been strongly encouraged to assign every new incoming student to a specific supervisor/mentor.
- Develop and implement marketing and recruitment plans for each program. **On track.**
- Evaluate applicant pool for quality, quantity, diversity, number of external applicants. **On track**
- The proportion of international students supported by external awards and research grants. **Progressing.** Faculty implemented a policy which provides investigators with teaching release

only if they include support for graduate students (domestic and international) in their grant proposals. Signed an MoU with University in Ghana to accept two of their faculty members per year into our PhD in nursing for each of the next three years.

- The number and amount of donor funded graduate awards and scholarships. **On track.** New graduate support provided through Carswell Chair.
- Number of new or substantially revised graduate programs or specializations available. **On track.** A proposal to create a distinctive PhD in Global Health has been prepared and undergone external review. As noted above, an NOI has been issued to create a new stream in health management and analytics within the Master of Health degree. An NOI is in preparation to create a new professional master's in health analytics and informatics. An advisory committee has been formed to undertake a feasibility study to create professional master's degrees in physiotherapy and occupational therapy.

**Timeline:** 2020-2023

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

**Comment:**  
**ON TRACK**

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

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

**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. **Progressing.** A working group has formed, and work is being undertaken to deliver a report within the requested timeframe of June 2021.
- 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. **Progressing**
- Embed strategies that foster inclusivity in relation to recruitment and retention. **Progressing.** Early discussions of recruitment initiatives with SEM team that Health could build on such as the Black Excellence initiative through Division of Students/Admissions
- Expand College pathways and partnerships that will attract more diverse transfer/mature students **Progressing.** Pending hire of Student Success Manager to build on current College pathways and partnerships. Development of Student Advisory Group that includes mature and transfer students may offer insight into new initiatives.

**Timeline:** September, 2020-20205. 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, Co-Chairs of EDI Work Group

**Comment:**

**PROGRESSING**

**Dependencies:** Faculty of Health Council, Director, Student & Academic Services & Strategic Initiatives, Director, Communications and Planning

**Priority 2 : 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: 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 **Completed. Successful virtual event held in 2020. This will become an annual event.**
- Facilitate access to appreciation mechanisms for community partners who support experiential learning in our courses. **Progressing.**
- Facilitate access to pan-university professional development (PD) and networking opportunities for community partners. **On track. Curating a list of available PD opportunities for partners.**
- Collaborate with the York-TD Community Engagement Centre to support student preparedness for community engagement. **On Track.** An ongoing activity.
- Utilize HLLN sub-brand and network support, deepening external partnership and engagement with them. **Completed. Will be an ongoing activity in future years. Through the HLLN sub-brand, HLLN has well-established partnerships that can be drawn on for ongoing collaboration.**

**Timeline:** May 2021

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

**Comment:**

**ON TRACK**

**Dependencies:** EE coordinators, HLLN

**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). **Completed. This initiative will continue each year.**
- Develop and host a research academy to support early and mid-career investigators.

**Completed.** A two-day academy for early career investigators was held in September 2020. The initiative has temporarily been paused while we determine how the new VPRI program will work.

- Host workshops to bring together research teams and collaborations, for the primarily team-based federal strategic funding opportunities. **Completed.** In 2020-21 The Faculty hosted or contributed to meetings to explore potential opportunities with Southlake Hospital, Mackenzie Health and CAMH. We signed MoUs with CAMH and Sunnybrook to enable our faculty to work on research projects at these facilities part time. The CAMH agreement was later cancelled because of budget constraints and new leadership at CAMH. These types of activities will continue in the future.
- Number of internal peer-reviews. **Completed.** 20 faculty utilized this service in 2020-21 (as of March 23, 2021). This service is continuing and early and mid-career investigators are especially encouraged to utilize it.
- Number of successful grants, success rates, number of faculty members with research funding. **On track.** A total of 142 applications for external research funding were submitted including 81 to Tri Council Agencies. 43 applications were successful including 25% of Tri Council projects and 33% for non-Tri-Council projects. Approximately 80% of professorial stream faculty currently hold at least one externally funded research grant. The majority of unfunded faculty were either new investigators or pre-retirement. COVID may have impacted faculty members ability to complete research and develop new proposals.

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

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

**Comment:** COMPLETE

**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. **Completed.**
- Assist existing Faculty based ORUs and Institutional ORUs with a significant number of health faculty (CVR; DIGHR) to successfully re-charter. **Completed.** Re-charting materials submitted for CVR, the Muscle Health Group. Feedback provided to the LaMarsh Centre and YUCARE to improve their re-chartering requests.
- Develop a proposal to create a new Faculty-based ORU in health informatics and analytics. **Completed.** A team has been identified and we are assisting them to prepare an application for an Faculty level ORU the next time VPRI seeks applications.
- Encourage and assist ORUs and other faculty clusters to proactively prepare for large funding opportunities. **Completed.** In 2020-21 we supported to applications to New Frontiers (one of which was short listed), and an \$8 million grant to Wellcome Trust (which will likely be funded). We will continue to encourage and support clusters to prepare similar proposals in the future. Finally, we supported the development of an MoU with Mackenzie Health.

**Timeline:** May 2020 to December 2021

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

**Comment:** **COMPLETED**

**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. **Progressing.** Held site visits with MacKenzie Health. Wrote and submitted proposals for York to contribute to Ontario Health Team in Western York Region. Meetings with other partners (York Public Health; Vaughan Hospice) had to be deferred because of COVID.
- Vaughn site. **Progressing.** Contributed to Vaughan Precinct Working Group.
- Develop MoUs. **Progressing.** Signed an MoU with Mackenzie Health. Supported development of feasibility study. Nearing completion of a partnership agreement with Alzheimer's Society of York. Signed MoUs with Sunnybrook and CAMH to enable faculty collaborations (CAMH later rescinded due to budget concerns and a change in their leadership group).
- Host targeted-topic research collaboration events with Health faculty members and hospital partners. **Progressing.** Held collaborative meetings with Mackenzie Health, Southlake Hospital.

**Timeline:** 2020-2023

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

**Comment:** **PROGRESSING**

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

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

**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. **On track.** This is a continuing activity. In 2020-21 we added: the Helen Carswell Chair (faculty search is currently underway); with the assistance of the President, Provost and Director of the DIGHR, we created the Dahdaleh Chair in Global Health Legal Epidemiology (Steven Hoffman); a new CRC Tier I in visual neurophysiology (a search is currently underway); a new CRC Tier II in data Science (search is underway), and with the generosity of James Orbinski, a second CRC tier II in global health (recruitment in progress). A third CRC Tier II has been allocated to us and we will undertake a search as part of our next Faculty complement plan. Finally, we appointed one new tier I YRC (Laurie Wilcox) and one Tier II YRC (Ali-Abdul-Sater). One CRC Tier II has been approved to receive a YRC Tier two beginning July 2021.

**Timeline:** 2020-2025

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

**Comment:** **ON TRACK**

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

### **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. **Discontinued.** Despite our best effort, our attempt to bring a second CIHR Institute (and CRC tier I scholar) to York was unsuccessful because of an inability to secure permission from YUFA to deviate slightly from our normal hiring procedures. WE remain vigilant for future opportunities to add an Institute.

**Timeline:** 2020-2025

**Responsible party:** Dean, VPRI

**Comment:** **DISCONTINUED.** 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: 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. **On track.** GA hired. Written report from environmental scan completed. A draft form of the report (or its conclusions/framework) is being brought to various representative groups to gain consensus, agreement, and understanding on the document prior to it being sent to the Dean in early summer.
- Develop, support and promote undergraduate and graduate curriculum decolonization actions. **Progressing.** Holding discussion about creating a first-year pan Faculty course. Kine discussed plans to implement a strategy.
- Identify and promote inclusive and culturally responsive pedagogy (e.g., co-constructed learning) **Progressing.**
- Explore decolonization opportunities within the non-degree studies i.e., Health Leadership and Learning (continuing education) sector. **On track.** HLLN has launched several programs in healthcare cultural safety with a focus on the indigenous experience and decolonization. They are specializing in serving the bands through collaboration with them to train health care providers on the reserve – recognizing that the bands are leaders in the needs of their communities and protecting their stories and experience. We are also exploring partnering on a culturally responsive land-based learning experiences with Joanna McCarthy from Mohawk College.

**Timeline:** June 2022

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

**Comment:** **ON TRACK**

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

### **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 **On track**. Three net new academic advisor positions were included in the approved 3 year rolling budget. In 2020-21 we added one net new Advising Coordinator. One net new academic advisor positions are planned in each of 21-22 and 22-23.
- Guidelines developed and implemented for OSAS advisors to improve recruitment, retention and professional development. **Progressing**.
- Report examining current organization of and effectiveness of Faculty of Health advising Resources within OSAS and unit-specific advising. **Not on track due to COVID and staff shortages**.

**Timeline:** May 2020-2023

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

**Comment:** **ON TRACK**. 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, Director of OSAS, new contract evaluation specialist

**Comment:** **NOT ON TRACK**. Hiring of an evaluation specialist was deferred due to COVID related budget cuts.

**Dependencies:** Dean, 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: 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 **On track- Plan to finalize when staffing plans for 2021 are finalized.**
- Align relevant organizational job descriptions and processes for reporting, mechanisms to align strategic directions of College-delivered programs with Faculty of Health. **Progressing**

**Timeline:** September 2021

**Responsible Party:** AD Students

**Comment:** **PROGRESSING**

**Dependencies:** Student Success Task Force; College Heads, Director, Student & Academic Services & Strategic Initiatives, Human Resources Department

### **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

**Responsible Party:** AD Students, Executive Officer, new evaluation specialist

**Comment:** **NOT ON TRACK.** Planned hiring was deferred due to COVID related budget cuts. Hiring is scheduled to resume in 2021-22.

**Dependencies:** AVP of Students, OIPA, Director, Student & Academic Services & Strategic Initiatives. Approval from Provost to proceed with new staff positions.

### **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. **Progressing.** Over the past year an early alert pilot test was implemented in one section of Kine 1000 and two sections of Psych 1010. However technical issues and resource limitations necessitated stopping the pilot. Our plan is to try again in the fall of 2021.
- Participate in development of Civitas advising program capacity to enhance Early Alert mechanisms. **Progressing.** OSAS is using Civitas to enhance messaging about academic policies and they have set up a pilot project to bolster relevant messaging to all of our HH VISA students across years. Messaging for the nudge campaign pilot – for this pilot, OSAS selected a target group of students (HH VISA students from all majors/study levels who are registered in courses for FW20 – total of 610 students) and send them monthly messages using Civitas about important dates/reminders/resources (e.g., how to check your enrolment date, upcoming drop deadlines, how to prepare for exams, etc). The messages are personally addressed to the student and get sent from Civitas to their preferred e-mail account. OSAS also offers group advising for these students (approximately twice per term), where they have the opportunity to meet with an advisor to discuss their academic record.

**Timeline:** 2020-2022

**Responsible Party:** AD Students

**Comment:** **ON TRACK**

**Dependencies:** Director, Student & Academic Services & Strategic Initiatives, Manager, Student Services; OSAS, Unit-level advisors; Chairs and Directors, UPDs/coordinators; OIPA; Division of Students

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

#### **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). **On Track.** ADS has consulted with the RO regarding self-identification categories that York is developing for the Student Census that can be incorporated into call to HH students to invite expressions of interest from diverse HH students in participating in an informal student advisory group. Anticipated responses from students by April 1; first meeting of monthly advisory group with ADS expected late April. Student perspectives on Faculty programs and services will also be informed by both the WG on Anti-Black & Anti-Indigenous racism and the new Indigenous action plan. These are both on track to be delivered to the faculty in early summer 2021.

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

**Responsible Party:** AD Students

**Comment:** **ON TRACK**

**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:** 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. **Progressing.** With York's strategic focus on EDI and building capacity for BIPOC students, there have been increased numbers of student club activities including panel presentations, focus on Black student mentorship, and other activities geared to BIPOC students such as Indigenous strategies to enhance health and wellbeing. All College- delivered leadership training for student leaders and programming has more explicitly integrated an EDI lens. Student Success staff recently participated in EDI-related student success sessions at a recent conference.
- Collaborate/coordinate programming with York International to support international student participation. **Progressing.** York International has built significant online supports for international students.

**Timeline:** 2020-2024

**Responsible Party:** AD Students, College Heads

**Comment:** **PROGRESSING.** 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:** Enhance student experience of remote learning

**Measures/Metrics/Milestones:**

- Create opportunities for student engagement with faculty and staff to dialogue on experiences with remote learning and identification of directions for creating support. **On track.** SHPM conducted focus groups with all of our 4<sup>th</sup> year students on the remote learning experience at the end of the Fall 2020 term. KHS has had survey results and discussion with our student government in regard to remote learning. Development of advisory group to ADS will help build opportunities to better understand the needs of diverse students and responsive 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. **Progressing.** Our Faculty has taken a supportive approach to technology to address student stresses associated with technologically facilitated learning and exams. Faculty have been proactively provided with resources from UIT and the Teaching Commons as well as back up support for using technology, especially during test-taking. Colleges and the Student Success Office have been using social media platforms and to increase engagement with students around co-curricular and academic supports (e.g., PASS and peer tutoring programs) to build students' sense of connection/community and mental wellbeing. Monthly discussions at Student Success Council suggest that BIPOC students and Student Club leaders continue to report strong student interest in EDI-focused activities within the Colleges, units and student clubs such as panels and discussions of building mentorship networks (delivered remotely) that they see as meaningful strategies to addressing barriers to academic success. The Student Success teams have increased their strategies to engage unit-level faculty in promoting the Student Success programs with some success especially in the large first year programs.
- Identify and implement findings from Working Group on Anti-Black and Anti-Indigenous Racism that identify relevant recommendations. **On track.** Working group consultation and report expected by early summer.

**Timeline:** 2020-2022

**Responsible Party:** AD Students

**Comment:** **ON TRACK**

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

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

**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. **On track.** As co-chair of Technology enhanced learning subgroup of Associate Deans of Teaching and Learning, discussing ways that Academic integrity can be promoted consistently pan-university given online proctoring no longer a viable alternative. Provided feedback to Libraries on [Open Educational modules on Academic integrity](#) created for ESL. Numerous discussions taking place with UPDs, faculty, students, staff and administrators involved with academic honesty panels, student leaders, College Heads and Student Success teams. Increases in academic honesty breaches during the pandemic and the recent consultation for the revised Senate Policy on Academic Honesty have sparked strategies to support administrative staff (UPAs, OSAS) and faculty (e.g., UPDs) involved in managing academic honesty breaches, such as hiring of dedicated CUPE faculty as UPD-designate in exploratory meetings. As well, there is continued interest in building on the webinars, resources

created by the Teaching Commons to implement promising practices and support development of enhanced AH resources for students created/informed by students. New Senate guidelines on academic honesty being has been reviewed by undergrad committee and Faculty and Council and will come to the April meeting of the full Council.

- Share e-resources and webinars for faculty on pedagogical strategies, evaluation strategies that can build their capacity to enhance a culture of academic integrity. **On track.** Recent discussions with UPDs, faculty and students involved with CEAS, sparked by the consultation on the revised Senate Policy on Academic Honesty have reignited a call to build full-time and part-time course directors' capacity to support a culture of academic integrity and to manage academic honesty breaches.
- Engage interested students in development of AH resources geared to students. **On track.** Focused discussions at three Student Success Councils (February, March and April 2021) are focused on academic integrity and development of AH resources geared to students. Discussions between ADS, College Heads and staff are exploring involvement of student leaders'/student clubs'/work-study students' roles in facilitating resource development such as those using social media. ADS will also explore strategies for action with student advisory group.

**Timeline:** 2020-2022

**Responsible Party:** AD Students; AD Learning and Teaching, Chairs and Directors, UPDs

**Comment:** **ON TRACK**

**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: 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. **On track.** Doubled the number of students (n = 28) working with international partners on virtual placements in 2020-21, mainly from GH and SHPM.
- 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). **On track.** GNL program with Germany & Romania completed – currently engaged in writing up the experience and process for potential publication Another GNL program currently underway with UTN in Costa Rica related to the Grounded project.
- Build online professional program offerings targeting a global uptake (e.g. Cancer Coaching and Acupuncture) **Completed.**
- Create and implement virtual exchange opportunities. **On track.** Partnership with UTT saw 8 students from Trinidad & Tobago join virtual classes this past summer. Currently hosting 6 students from Fulda, Germany in GH and SHPM courses.
- Facilitate development of outward-bound pathways into international programs. **Progressing.** Draft pathway agreement for 3+4 and 4+4 agreement with St. George's Medical University (Grenada) under review. Discussions with Ross Medical University pending introduction to contact at Ross.
- Build and Integrate cultural competence into curriculum by reviewing and piloting “Effective Intercultural Communications” (EIC) modules for usability within Global Health program. **Progressing.** First review of EIC modules occurred, piloted with focus group of GH students, identified concerns. Modules being reviewed by ADs for use with professionalism guidelines.
- 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.** Planning for a donor focused webinar scheduled April 28 – in partnership with Nursing, advancement, alumni events, and planning. Coordinating with UHAS offices for the School of Nursing, International Programs, Office of the Vice-Chancellor and Advancement. Request made to advancement to consider approach to Mastercard Foundation as part of a combined programs ask for pan-university initiatives in Africa. Realigned ASCEND current budget to account for current pandemic realities and potential mobility in 2021.

**Timeline:** June 2021

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

**Comment: ON TRACK**

**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. **On track.** SSHRC Insight grant submitted for deadline Sept 30, 2020 – awaiting response.
- Facilitate international virtual practicum/GNL opportunities for global health students to work on virtual platform. **On track.** Final documentary film production expected end of April.
- 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. **Progressing.** Application submitted for Canadian Global Affairs funding of Emerging Faculty Leadership Mobility Award (Dr. Poirier) – invited to teach at UTN (Universidad Technica Nacional) and UNA in Costa Rica. Semester abroad course at Eco-campus approved but pending due to COVID-19 on hold.

**Timeline:** June 2022

**Responsible Party:** International relations Manager

**Comment: ON TRACK**

**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. **Completed.**
- Develop plans for introducing and/or expanding alumni engagement programs. **Progressing.**
- Garner insights from alumni about program quality and effectiveness that can inform accreditation and cyclical program reviews. **Not on track.**
- Encourage lifelong learning in not for credit programs and through Faculty and University promotional vehicles (e.g., Faculty website). **On track.** Focus groups were run in early 2020 showing high interest from upcoming graduates and recent alumni in lifelong learning offerings and staying connected to Health via HLLN. One education program has been launched, and several programs are in the planning for launch by end of year, if not early in 2022.

**Timeline:** June 2022

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

**Comment: ON TRACK**

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

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

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

**Measures/Metric s/Milestones:**

- Organize Conference. **On track.** Conference deferred because of COVID. Event organizer contracted. Hotel and conference facilities contracted. Identification of potential funders is in progress.
- Hold Conference. **Progressing.**

**Timeline:** 2020-2022

**Responsible Party:** AD Research & Innovation; David Hood (Director of MHRC)

**Comment:** **PROGRESSING.** Conference Delayed Due to Covid

**Dependencies:** 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. **Completed.**
- Support the creation and execution of congress executive committee. **Completed.**
- Support the creation and implementation of a scientific committee. **On track.**
- Be recognized as a major sponsor of the congress through modest financial and human resources support. **On track.** Initial contribution of funds authorized and paid. York represented on all major committees including Executive Committee. Website identifies York as a major sponsor.
- Encourage York faculty and students to contribute to the congress.

**Timeline:** 2020 to 2023.

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

**Comment:** **ON TRACK.** Bid proposal submitted and notice of success received in June 2020.

**Dependencies:** 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. **Completed.**
- Provide financial and human resource support to launch the Centre. **Completed.**
- Provide space within the Faculty's allocation to host the Centre. **Completed.**
- Help promote the Centre's work through media, Faculty annual reports, Alumni newsletters, etc. **Completed.**

Timeline: 2020

Responsible parties: Dean, Director of the Centre, VP of Advancement

Comments: **COMPLETED.**

Dependencies:

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

#### 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 **On track.** Over last 3 years, Faculty of Health has increased total numbers of International students to 655 (Nov 1, 2020) from 582 (2019) from 483 (2019). Continued uncertainty regarding COVID context, remote learning and challenges for International students to acquire study visas in a timely way may affect 2021 enrolments. Despite challenges in 2020-21 we fell only 15 FFTEs short of our target.
- Number of nations of origin for our undergraduate students. **On track.** Our students reflect increased numbers of nations of origin over the last 3 years (108 on Nov 1, 2020; 108 in 2019 and 98 in 2018).
- 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. **On Track.** Building data collection to inform strategy; development of collaborative working relationships between recruitment team; Manager International Partnerships and key partners such as York International; coordination of meetings to build comprehensive understanding of factors shaping current International student recruitment are underway, e.g., SEM team meeting with Regional Recruitment representatives from Office of Registrar; revisiting internationalization framework to start strategy conversations; collecting market data; strategies to increase access for students from priority countries such as India to programs through undeclared major in KINE/PSYC being discussed where students lack prerequisites because of streaming processes;
- Improve number and utilization of international exchanges and partnerships as recruitment aids. **On track.** Kin had exchange students participation our courses

remotely from the University of Trinidad and Tobago. Signed an MoU with UHAS in Ghana; created virtual exchange with Fulda in Germany. Discussing partnership with St. George Medical University in Grenada. Developed new international placements for Global Health students. New PhD in Global Health will develop partnership with United Nations University.

- Increase experiential learning opportunities for domestic students going abroad. **Progressing.** Developing strategy framework for how to approach when travel is a possibility-see Internationalization framework. Limited by COVID-related restrictions.
- Increase the international relevance of our programs and courses. **Progressing.** Recruitment team meetings with regional recruitment representatives from OUR; will need further discussions with units.

**Timeline:** December 2021

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

**Comment:** **ON TRACK**

**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: Explore the creation of a healthcare precinct in the City of Vaughan**

**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. **Complete.**
- Work within the York community to explore uses of a potential building/health campus within the Precinct. **Progressing.**
- Consult with Faculty of Health Faculty about potential programs, research teams, and services which could potentially be located at a Vaughan building/campus. **Progressing.** Interest to date has been expressed by some aspects of Nursing; moving HLLN in its entirety, establishing an informatics program and research group; establishing a biomechanics and neuro-motor clinic and research group. Vaughan is also the logical location of a potential new School of Rehabilitative Science.
- Identify Faculty of Health space and infrastructure needs. **Progressing.** Several places identified in need of renewal/refurbishment. Space for human physiology and nutrition research identified. Plan to modestly improve biomechanics research space approved. Still require additional space to accommodate growth in global health research; growth in neuroscience; growth in psychology; new nursing simulation space; additional wet lab facilities. Require additional space for School of Rehab Science in short term (and long term if Vaughan site is not a possibility). Need to improve office space for student advising and success. Need to improve on campus office/work space for graduate students. Need to improve facilities for co-curricular activities and undergrad work/meeting spaces.
- Work with PVP to identify potential funding sources. **Progressing.** Some potential donors have been identified.

**Timelines:** 2020 to 2022

**Responsible Party:** Dean, VPRI, Provost

**Comment:**

**PROGRESSING**

**Dependencies:** Provost

**Objective 5 .2: Explore the creation of an academic health science network**

**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. **On track.**
- Meet with perspective partners to sensitive the idea. **Progressing.** Initial discussion held with Mackenzie Health, Hospice York, York Public Health, Southlake Hospital, CAMH., Alzheimer's Society of York Region. Progress has been delayed due to COVID.
- Host targeted research collaboration events with faculty and partners. **Progressing.** Delayed at the request of prospective partners during COVID.
- Develop MoUs with interested parties. **Progressing.** MoU signed with Mackenzie Health. Partnership agreement with Alzheimer's Society of York is nearing completion.
- Develop a strategic vision and multi-lateral terms of reference. **Not on track.** Additional development work is required. Delayed by COVID.
- Develop a potential funding and operating plan. **Not on track.** Additional development of the network is required. Delayed by COVID.
- Facilitate joint research funding proposals. **Not on track.** Delayed by COVID.

**Timeline:** 2020-2021

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

**Comment:** **NOT ON TRACK**

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

## Priority 6: 6. Living Well Together

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: 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. **On track.** Initial conversation with Accessibility Services with plans for a follow-up meeting to exchange perspectives on accessibility considerations for practicum experiences. The goal is to develop something (e.g., resource, guideline, communication) for Fall 2021.
- Participate in knowledge-exchange with Student Accessibility Services to support placement students' accommodation plans. **On Track for Fall 2021.**
- 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 practicum. **Progressing.**

**Timeline:** June 2021

**Responsible Party:** EE coordinators

**Comment:** **ON TRACK**

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

**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. **Complete.** Architect selected. Initial design complete. User group established and consulted in the design. Detailed room by room analysis completed. Construction firm awarded a contract. Planning approvals complete. Budget signed off by Dean and VPRI.
- Construct facility and furnish. **Progressing.**
- Occupy facility. **Progressing.** Expected occupancy in late summer 2022.

**Timeline:** 2020-2023

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

**Comment:** **ON TRACK**

**Dependencies:** VPRI/VISTA

**Action/Strategy 6.2.2: Farquharson West Wing Wetlab Renovations****Measures/Metric s/Milestones:**

- Design and develop new wetlabs on the 2<sup>nd</sup> floor, shared with Science & Engineering. **Complete.**
- Secure contractor and obtain permit. **Complete.**
- Renovate space. **On track.**
- Occupy space. **On track.**

**Timeline:** 2020-2023

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

**Comment:** **ON TRACK**

**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. **Completed.**
- Secure contractor. **Completed.**
- Refresh and furnish space. **On track.** New offices for School of Health Policy

and Management, some student spaces, and a small number of offices for Kinesiology faculty members have been completed and are now occupied. Additional refresh required in old Zacks Gallery, two office suites, and teaching technology for use by Kinesiology.

- Occupy space. **On track.**

**Timeline:** Spring 2021 to Spring 2022

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

**Comment:** **ON TRACK**

**Dependencies:** Possible delay due to COVID

#### **Action/Strategy 6.2.4: Refresh office and research spaces in HNES (ground and 4<sup>th</sup> floors)**

##### **Measures/Metrics/Milestones:**

- Design and develop plans with Facilities and users. **Complete.**
- Secure contractor. **Complete.**
- Refresh and furnish space. **Progressing.**
- Occupy space. **Progressing.** COVID has caused some delays. Dependent upon when work can be completed.

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

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

**Comment:** **ON TRACK.** Budget available in FoH capital reserve. Possible delay due to COVID.

**Dependencies:**

#### **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. **Phase 1 is complete. Phases 2 and 3 are progressing.** A faculty user group has been established and design planning is underway. Faculty has set aside appropriate funding.
- Secure contractor. **Completed.**
- Refresh and furnish space. **Phase 1 complete. Phases 2 and 3 are on track.**
- Occupy space. **On track.**

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

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

**Comment:** **ON TRACK.** 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 3<sup>rd</sup> floor of BSB for wetlab and nutrition lab**

**Measures/Metrics/Milestones:**

- Design and develop plans with Facilities and users. **On track.** Funding has been secured. A user group has been established. We are working with Facilities to establish a budget and preliminary design.
- Secure contractor. **On track.**
- Refresh and furnish space. **On track.**
- Occupy space. **On track**

**Timeline:** 2024

**Responsible Parties:** Dean; EO; Associate Dean, Research & Innovation; Facilities Manager.

**Comment:** **ON TRACK.** 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. **On track.** A multi-year capital plan has been developed and funds are being set aside to cover estimated costs. To date, our 700-capital account has a balance of \$6M and we will be seeking permission to transfer another \$6M at the end of the 2020-21 budget year. Our operating budget includes funding for smaller refurbishment projects in Sherman, HNES, and Stong.

**Timeline:** Spring 2021

**Responsible Parties:** Dean; Executive Officer; Associate Deans; FoH Facilities Manager

**Comment:** **ON TRACK**

**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. **Progressing.**
- Work with consultants, PVP re potential integrated community health centre as part of the Lands for Learning. **Progressing.**
- Draft concept paper on vision for integrated health centre. **Progressing.** Initial brief has been written and shared with the Provost, VPFA, UEC retreat, consultants.

**Timeline:** 2020-2025**Responsible Parties:** Dean**Comment:** **PROGRESSING****Dependencies:** University Master Plan**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 Parties:** Dean; Associate Deans; EO; Faculty Council Exec and Planning**Comment:** **DISCONTINUED. At request of Provost.****Dependencies:** Pace and extent of collegial feedback**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. **On track.**
- Three-year plan developed. **Completed.** The 2020 approved complement plan replaces all resignations and retirements and includes four net new tenure stream faculty members plus two new CLAs. The tentative 2021 complement will also replace all retirements, resignations, and failed searches, and include two net new positions. The tentative 2022 complement plan includes replacements due to resignations, retirements, and failed searches, plus 9 net new positions, largely associated with new programs in rehabilitation and informatics.

**Timeline:** June 2021 to May 2022**Responsible Parties:** Dean; Associate Deans; EO; Chairs and Directors

**Comment:** **ON TRACK.** May change based on completed FoH strategic plan and budgetary considerations.

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

## **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. **Completed.**
- Vet with Faculty Executive and Planning Committee and make required edits. **Completed.**
- Bring Notice of Motion to Faculty Council. **Completed.**
- Bring ToR and a motion to establish a new sub-committee to Faculty Council. **Completed.**

**Timeline:** April 2020 to January 2021

**Responsible Parties:** Dean; Associate Dean for Learning, Teaching and Curriculum; Faculty Council Secretary; Chair of Faculty Council.

**Comment:** **COMPLETED**

**Dependencies:** 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  
**On Track.** The working group has been formed and will be meeting in late March to establish its guiding principles. Meetings with broader stakeholders will begin by the end of March. The Working group has been staffed with a part time staff member and GA funded by the Faculty. Discussions remain underway as to other financial supports required for the WG to complete its tasks.
- Increased faculty and administrators' awareness of the need to consider an EDI lens in curriculum and everyday practices. **Progressing.** Faculty of Health Working Group developed a draft document with Guidelines for Student Professional Behaviour for Non-Regulated Health Professions that explicitly embedded an EDI lens into the document. Early indications of consultation within and beyond our Faculty suggest that there is broad support for such strategies to build inclusive and equitable practices that can improve the student experience in relation to EE.

**Responsible Parties:** Dean; Associate Dean, Students; EDI Co-chairs

**Timeline:** October 2022

**Comment:** **ON TRACK.** The Work group report is expected to identify specific actionable items related to policy, practices, training, etc. Their mandate includes recommendations to improve EDI for faculty,

**Dependencies:** Faculty Council; School/Department Councils

**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. **On track.** SHPM had one Faculty funded, designated black hire in 2020 and this position was filled. Psychology and Nursing each have an Indigenous hire underway. An additional designated Black hire will be incorporated into our 2021 complement plan.
- All academic units meet or exceed AA objectives in the YUFA CA. **On track.** All units within the Faculty of Health currently met or exceed all AA minimum targets except Psychology which is slightly below the threshold for Visible Minorities and Racialized groups.
  - A minimum of 5% of our faculty self-identify as Black. **On track.** As of September 2020, 3.5% of faculty in Health self-identified as Black. In SHPM 4% of faculty self-identify as Black including 6% in Nursing; 4% in Health Policy and Management; 3.6% in Kinesiology; and 1.36 in Psychology.
  - A minimum of 2% of our faculty self-identify as Indigenous. **On track.** As of September 2020, 1.8% of faculty member in Health self-reported as being Indigenous. This included 4% in Health Policy and Management; 1.8% in Kinesiology; 1.4% in Psychology; and 1.4% in Nursing. These data do not include the current searches for Indigenous hires in Nursing and Psychology.

**Timeline:** June 2020 to July 2022

**Responsible Parties:** Dean; Unit Chairs/Directors

**Comment:** **ON TRACK**

**Dependencies:** Provost approval, JCAA

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

**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. **On track.** The Dean has been supporting the President and VP Advancement to develop a proposal for \$25M. The Dean also provided support to the President and VP Advancement from a donor who has given a verbal commitment of \$5M. Two other proposals for funding in the \$2M to \$5M range are in development by the Dean's Office.
- Sign one major donor agreement at least once every three years. **On track.** Two gifts of more than \$1M each have been received within the last two years.

**Timeline:** June 2020 to May 2021

**Responsible Parties:** Dean

**Comment:** **ON TRACK**

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

**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). Progressing. **On track.** As of March 23, 2021, we had received confirmed gift commitments of \$283,000 and have a three-year rolling average of of approximate \$1.1M/yr.
- Sign donor agreements with at least two new donors per year. **On track.** Six other proposals with a collective value of \$605,000 were developed and are under consideration by donors, including at least six new prospects.
- Identify at least five new prospects each year. **On track.** We are in the early stages of conversation with six other perspective donors with the potential to provide up to \$1.35M.
- Ensure ongoing correspondence with new and established friends (cards, alumni news, Impact reports, etc.). **On track.** An annual Alumni newsletter has been created and distributed. A 2020 Faculty Impact Report was created and distributed to alumni, friends, faculty and staff. More than 100 Philanthropy Day cards were sent to donors and friends of the Faculty.
- Invite new and established friends to attend at least one special event per year (e.g., Tennis, Red Rose, celebrations, Bryden awards, etc.). **On Track.** A special virtual event is scheduled for April to profile our new collaboration with a University in Ghana where will be setting the stage for gifts to support students.
- Personally visit at least 5 new or existing friends each year. **On track.** The Dean and/or Development Officer met with more than a dozen donors and friends.

**Timeline:** May 2020 to April 2021

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

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

**Dependencies:**

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

**Measures/Metrics/Milestones:**

- Include additional staff for alumni/communications in 2020-21 budget. **Completed.**
- Hire additional staff hired to enhance capacity for alumni engagement and communication. **Not on track.** A staff hire was deferred by COVID related budget cuts.
- Database of alumni is created/improved. **Progressing.**
- E-newsletter created and sent to alumni at least once per year. **Completed.** There are two e-newsletters each year. In 2020-21 they deployed in June and January. The next edition is scheduled for distribution in May 2021 and will apply to the 2021-22 IRP. This is an ongoing initiative.
- Key alumni invited to participate in student career days and other events. **Completed.**
- 50<sup>th</sup> anniversary celebration for Calumet College. **On Track.** Calumet's 50th anniversary, with virtual events, will be completed by the end of the 2020 winter term.

**Timelines:** May 2020 to 2025

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

**Comment:** **ON TRACK.** Some activities delayed because of COVID

**Dependencies:** Budget approval for additional staff by Provost

**Priority 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: Promote SDG Goal 4 on Quality Education**

**Action/Strategy 7.1.1: 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 **On Track.**
- Build and Integrate cultural competence into curriculum by reviewing and piloting “Effective Intercultural Communications” (EIC) modules for usability within Global Health program **Progressing**

**Timeline:** ongoing

**Responsible Party:** Manager, International relations

**Comment:** **PROGRESSING**

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