Integrated Resource Planning

Page 1 of 44

Reporting Year: 2021/22

DIVISION: Division of the VP Academic and Provost

UNIT: Faculty of Health

PLANID: 1364

Annual Evaluation

Report of Progress May 1, 2021 to April 30, 2022

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.

Link to University Academic Plan 2020-2025

PROMISE

Promise and Differentiation

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

We are a community of change makers. Driven by passion, we are committed to creating

POSITIVE CHANGE for our students, our communities, and the world around us.

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

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

FACULTY OF HEALTH

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:   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**
- **Communicate availability to generate nominations and applications. Not on Track**
- **Create a selection committee to review applications. Not on Track** Provost launched the provost fellows program, one fellow was awarded to a FoH faculty member in June 2022 (Cheryl van Daalen-Smith). She will map, track, weave, amplify, and inspire curricular efforts building the SDGs into faculty classrooms. A proposal for an ongoing fellowship in teaching and learning was submitted to the Provost for approval and we await her response.

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

Responsible Party: AD Learning, Teaching, Academic Programs

Comment: NOT ON TRACK

Dependencies: Dean, Provost

SDG: 4 (Quality Education)

Action/Strategy 1.1.2: Incorporate transition pedagogy into first- and second-year courses that will contribute to building essential 21st C academic skills/qualities/attributes within our programs.

Measures/Metrics/Milestones:
- **Create new and/or redesign first/second year courses to pedagogically support student transition in and through their first and second year. On Track** 1) a new online mental health literacy course developed through ecampus Ontario's virtual learning strategy is being reviewed for applicability and to be offered through Dept of Psychology. 2) Creation of transition pedagogy resources and tools is underway (see https://ecampusontario.pressbooks.pub/paths/) The resources will provide opportunities for teamwork/groupwork; build capacity for self-regulation/mindfulness; build capacity for reflection. Supported by a team of faculty, educational development staff, and an instructional designer through an AIF category I grant awarded to Lynda Van-Druemel, UPD in SHPM. (NEW) As of Fall 2021, two first year courses in SHPM are offered with transition pedagogy. 3) KHS is creating "Applied Human anatomy and physiology for Health professionals I and II" courses using pedagogy that assists transition attributes.
- **Improve graduation rates over time. Progressing** The impact will not be felt until the students experiencing PAT in first year have graduated.
- **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 2022

Responsible Party: AD Learning, Teaching, Academic Programs

Comment: ON TRACK

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

SDG: 4 (Quality Education)

Action/Strategy 1.1.3: Promote and Support innovations in Teaching targeting 21st C learning and teaching initiatives such as Experiential education and TEL/eLearning that builds on remote learning initiatives

Measures/Metrics/Milestones:
- **Award yearly Funds for Innovations in Teaching (FIT) Completed** Since last IRP report, between May and March 2022, 9 FITs were awarded for a total of $16,833 impacting 12 courses (some including multiple sections and grad courses). Funds were awarded for paying for different software/technology/licenses, compensating Indigenous members of Sweet Grass roots initiative contributing to a Land based activity, compensating undergraduate research assistance, purchasing incentives/e-gift, purchasing a year memberships fee to access an educator toolkit, assessing impact of providing anti-oppression workshops to practicum students, and recognizing community partners engaged with graduate students. Tied to SMA 3 # 7 (Experiential Learning), this is yearly and thus ongoing.
  - **Raise awareness about Teaching Commons resources. Completed.** Between May and Feb 2022, 4 Disco newsletter were sent out reminding recipients of Faculty of Health and Teaching Commons resources (see **https://www.yorku.ca/health/teaching-learning-resources/)**

- **Work with Learning Technology Services to Curate and advertise Health specific eLearning resources (e.g., tips and beginning of term reminders for teaching online, zoom webinars on variety of topics to support using eClass). Completed.**
- **Each term coordinate and/or facilitate "lessons learned/promising practices" zoom panel discussions with faculty members and/or graduate students Session. Completed**
- **Hire (2 year contract) an instructional designer to contribute to the design and delivery of online learning activities/content that are engaging, accessible, inclusive, contributes to decolonizing the curriculum, and use appropriate assessment techniques. Progressing** Delayed until Jan 2023 for budgetary reasons.

Timeline: April 2023

Responsible Party: AD Learning, Teaching, Academic Programs

Comment: ON TRACK

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

SDG: 4 (Quality Education)

Action/Strategy 1.1.4: 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.**
- **Conduct yearly needs assessment by surveying full-time and part-time faculty members and teaching assistants (TAs) Completed.** Last year worked with faculty members, this year focusing on the TAs.
- **Determine and address professional development of Faculty members and training needs for TAs. Completed** Supporting a Peer Mentorship program (https://www.yorku.ca/health/peer-mentorship-programdev/) creating a resource page (new); Building and curating a website repository of teaching and learning resources. Offering 3 webinars on different topics for graduate students such as enhancing funding applications, finding the balance between being a TA and a grad student, and tools to stay organized.

Timeline: June 2021

Responsible Party: AD Learning, Teaching, Academic Programs

Comment: COMPLETED

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

SDG: 4 (Quality Education)

Action/Strategy 1.1.5: **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. Completed**. CLA hired in Kinesiology to conduct Feasibility study for rehab sciences program.
- **(NEW) KHS landscape analysis for rehab science professional graduate programs progressing. Progressing**
- **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. Completed**. 1) A curriculum action plan template has been created and reviewed with UPDs. This curriculum action plan outlines how to engage in curriculum design and renewal that is collaborative, reflective, evidence-informed, and learner-centered, and utilize evidence for curriculum evaluation and enhancement. The curriculum action plan is now available in the FoH curriculum toolkit eClass site. 2) created and shared guiding principles outlining pedagogical and practical consideration for programs course modality/format planning post pandemic. 3) Created a template for requests for course format changes. This new template now is available on the curriculum toolkit site.
- **Complete Collab nursing dissolution plan and business plan. Completed**
- **(NEW) Write and submit Business Case for new Direct Entry Nursing program. Completed**.
- **(NEW) Introduce stream options in acute care and mental health in all three undergraduate programs in the School of Nursing. Completed.** Stream options introduced in all 3 undergraduate programs (4-Year Direct Entry, 2nd Entry and Post-RN IEN).
- **Complete proposal and CNO course mapping for direct entry BScN Completed**. Approved by Senate summer 2021.
- **Revise IEN and second entry BScN to align with new direct entry curriculum**. **Completed**. Approved by Senate Summer 2021.
- **Complete a proposal to create a new field for health management and informatics in the Master of Health. On Track** NOI submitted for a "Health System Management and Health Data Analytics" field. Development of proposal authorized by VPA Dec 9 2021. Proposal being created and will be submitted through the curricular approval process in 2022**.**
- **Complete a proposal to create a new doctorate in global health. Completed**
- **Complete proposal for new bachelor's degree in critical disabilities (now called "Racialized Health and Disability Justice"). On Track** NOI submitted, development of proposal authorized by VP-Academic Nov 11th 2021. Completed a collaborative curriculum development exercise to determine content, proposal being assembled and facilitated by educational developer/curricular design specialist. Submission through curricular approval process early spring 2022.
- **Complete a proposal for a new professional master's in health analytics and informatics. On Track.** Draft NOI for Professional Masters in "Health informatics, Analytics, and Intelligence or Professional Master of Health Intelligence" Development of proposal authorized by VPA Dec 9 2021. Proposal being created, collecting market research, determining design. Submission to School/Faculty curriculum approval channels Fall 2022.
- **Complete a proposal for a new professional masters in Kinesiology. On Track**. Early draft NOI for Masters in Science in Athletic Therapy under review.
- **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. Met with educational developer and curriculum design specialist. Environmental scan being conducted. Targeting June 2022 Grad committee for review.
- **Create a proposal for a new professional masters in occupational therapy or related program. Progressing.** Internal advisory committee has been formed. CLA hire to begin July 2021 to undertake feasibility study and draft proposal. Met with educational developer and

curriculum design specialist. Targeting June 2022 grad committee for review.

- **(NEW) Create a Certificate in Counseling and Mental Health in Psychology. On Track** Disciplinary certificate created and has been approved by Curriculum committee and Faculty council.
- **(NEW) Create an unregulated professional masters in Psychotherapy. Progressing** NOI created.
- **(NEW) Develop curriculum content for either Master of Applied Kinesiology and or Master of Athletic Therapy. Progressing** Information is being gathered by KHS on the curriculum content needed for either a Master of Applied Kinesiology and/or Master of Athletic Therapy.
- **(NEW) Develop a certificate in muscle health. Progressing** KHS is developing a certificate in Muscle Health in conjunction with the Muscle Health Research Centre

Timeline: Kinesiology self- study (2021); Nursing self-study (2021); Health Studies self-study (2022)

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

Comment: ON TRACK

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

SDG: SDG: 4 (Quality Education)

Action/Strategy 1.1.6: 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. On Track.** Completed and ongoing, this is a task that is done yearly.
- **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. On Track.** Successfully applied for CEWIL stipend funding "Reducing Barriers to Participation in Health-Sector Work-Integrated Learning" for domestic students on placement with domestic partners. As of winter, 2021, expanded the weighting of the practicum course (HLST 4990 9.00) from 6.00 to 9.00 credits allowing for 250-300 field hours). Open to students in the BHS specialized honours program with the required GPA and co/prerequisites. This year 19 students are enrolled and completing HLST 4990.
- **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.**
- **Promote and support C4 initiative within our programs. Progressing.** The cross-campus capstone course (C4) co-founders were invited to give a presentation to Faculty council November 2021. The number of students in C4 from the Faculty of Health has been growing

steadily over time. In the 2021 academic year 77 applied to participate (total registrants: KINE=20, Health Policy/Management = 6, Psychology = 22, Global Health = 6). There was some unmet demand, so we are exploring the creation of a pan-faculty centralized gateway course into C4 i.e., a "multidisciplinary capstone course in Health".

- **(New) Promote EE opportunities in our programs by establishing a fund to reduce financial barriers for under-represented students. Progressing** Created an EE fund, beginning in May 2022, for full-time undergraduate students to defray financial costs (max $250 per student) for conference registration, transportation, poster production, bloodwork and immunization, police record and vulnerable sector checks ($5000 for 2022 to increase to $10,000 in 2023 and beyond).
- **(New) EE coordinators participate in consultation process for Academic Innovation funded proposals (e.g., Pedagogy Assisted Transition in Health -PATH project) targeting experiential education. Progressing**
- **(New) Utilizing Experience York platform (formally known as Orbis) to send health specific volunteer and employment opportunities to students. Progressing**

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

SDG: 4 (Quality Education)

Action/Strategy 1.1.7: 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. On Track** Health Informatics Peer Group available to SHPM students piloted a co-curricular initiative in collaboration between community partners, Dhara Desai & Jennifer Pinto, the School of Health Policy and Management and the Becoming YU program. Both Dhara and Jen have been featured guest speakers in SHPM courses and have conducted presentations more broadly for our FoH students on career readiness. The objective of this program is to offer students an opportunity to learn about industry and career trends, develop professionalism skills and learn from industry insiders. An initiative that is a testament to value of meaningful collaborations with our community partners. Partners volunteered and were given a token of our appreciation with gift cards.
- **Design and implement training modules focused on relevant professionalism and transferrable skills to prepare students for community/work-focused experiential learning placements. On Track.** Created and now piloting Professional behaviour guidelines in 4 courses in Winter 2022. The guidelines incorporate principles of equity, diversity, and inclusion for experiential education in non-professional programs. The pilot will survey CDs and students to determine the types of educational/training modules required to operationalize the guidelines.
- **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. Progressing.** Developing a co-curricular peer and mentorship program to support student career exploration, professional

development through engagement with health sector experts, and facilitate capturing this experience on the co-curricular record (Becoming YU Program).

- **Explore opportunities for linking with the micro certification and digital badges related to labour market trends. On Track** Our continuing education division (HLLN) submitted 3 applications for eCampus Ontario funding through their virtual learning strategy Jan 2022 to create digital content and facilitate and augment our Microcredential initiatives.

Timeline: June 2024

Responsible Party: AD Learning, Teaching, Academic Programs

Comment: ON TRACK

Dependencies: Health Educational developer/curriculum development specialist, EE coordinators, HLLN

SDG: 4 (Quality Education)

Action/Strategy 1.1.8: 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. Progressing.** Developing standardized surveys to collect feedback from partners working with us around CSL and other activities or events.
- **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 microcertification and digital badges that align with labour market trends. Progressing.** 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. The Micro-credential Implementation Project Lead has been hired and all project objectives are underway and on-track that include providing insight on diversifying and sustaining this new education format in a competitive marketplace and creating a strategy to align with current and future labour market trends.
- **(NEW) Assess career specific requirements for a registered Kinesiologist. Progressing.** KHS is working with the academic advisory committee of the College of Kinesiologists of Ontario to assess career specific requirements for a registered Kinesiologist.

Timeline: June 2022

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

Comment: PROGRESSING

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

SDG: 4 (Quality Education)

Action/Strategy 1.1.9: 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.** 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.
- **Determine what role HLLN vs. the undergraduate program plays Progressing** The micro-credential project lead has included this as part of their project objectives.
- **Pilot microcredentialling framework and badging in at least one program. On Track.** Psychology has developed "concentrations" and a system to create related badges.

Timeline: June 2023

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

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

Comment: PROGRESSING

SDG: 4 (Quality Education)

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 the Kinesiology graduate programs have completed their Cyclical Program reviews. Nursing MScN Program completed 2 Cyclical Review documents (1 for the MScN Program; 1 for the MScN-PHCNP program that includes province-wide as well as York site-specific review).
- **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 field in the Graduate Program in Health in Health System Management and Health Data Analytics has been approved and first intake is set for September 2022. Intake numbers have been set to ensure that the School has adequate supervision for all incoming graduate students. Supervisors and units are being encouraged to make use of FGS Individual Development Plans (IDP) as part of faculty advising.
- **Develop and implement marketing and recruitment plans for each program. Progressing.** The Faculty of Health Graduate Committee is examining recruitment strategies and opportunities. Units will be encouraged to consult with Communications to develop tailored recruitment approaches, and to identify necessary supports.
- **Evaluate applicant pool for quality, quantity, diversity, number of external applicants. Progressing.** Faculty of Health Graduate Committee is reviewing application data and identifying

strategies at both the unit and Faculty level to consider issues related to access and diversity of the student applicant pool, as well as ongoing supports. Acknowledging potential bias in reference letters, and challenges to getting such letters, all units now have a maximum of one-to-two professional reference letters for any graduate program.

- **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 of Health and Allied Sciences (UHAS) 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 – tied to SMA 3 #8 (Research Revenue from Private Sources). Opportunities for partnership-funded graduate support through Unsinkable collaboration for mental health research is in development. Efforts to identify donor-funded international graduate funding are underway.

- **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 Masters of Health degree. An NOI is in preparation to create a new professional masters in health analytics and informatics. An advisory committee has been formed to undertake a feasibility study to create professional masters degrees in physiotherapy and occupational therapy.

Timeline: 2020-2023

Responsible Party: Associate Dean, Research & Innovation

Comment: ON TRACK

Dependencies: AD Students, Grad Program Directors

SDG: 10 (Reduced Inequalities)

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. On Track.** A working group has formed, consultations have been conducted with various constituencies, the working group chairs have drafted a substantial report with 29 recommendations, and the report was received by the Dean and the Faculty Council Executive Committee on February 17, 2022. The report will be presented to Faculty Council for their review and discussion in spring 2022. It is anticipated that Faculty Council may elect to establish an implementation committee in the fall of 2022 to prioritize actions, facilitate implementation, and report progress back to Council.
- **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** (an ongoing activity)

- **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. Additional options are part of the EDI working group report to be presented to Faculty Council in spring 2022.
- **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, which has been replaced by the Student-Focused Roundtable that includes current students and alum from all FoH programs/majors, BIPOC students, students with different gender identities, first-generation students, international students, full-time and part-time students, students with different abilities/capabilities, mature and transfer students, and LGBTQ students that offer insight into new initiatives.
- **(NEW) EDI advanced in the School of Kinesiology & Health Science. Progressing.** KHS EDI Coalition Committee has been formed to look at EDI recommendations from a 3rd party analysis.
- **(NEW) EDI advances in the Department of Psychology. Progressing.** An EDI group has been constituted in the Department of Psychology and is developing strategies for increasing diversity in our student population.

Timeline: 2020-2025. Anticipated timeline:
Completion of Phase 1- Workgroup report submitted to Dean, Faculty of Health
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

SDG: 10 (Reduced Inequalities)

Priority 2:   **Knowledge for the Future**

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

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

Objective 2 .1: 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 summer 2021. This will become an annual event.
- **Facilitate access to appreciation mechanisms for community partners who support experiential learning in our courses. On Track.** Determining other types of mechanisms (e.g. plaques, letters from the dean), to show our appreciation.
- **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.** HLLN is fostering community partnership provincially and nationally for micro-credential programs, re: program development, instruction, and recruitment.
- **(NEW) Create stream options in acute care and mental health in the School of Nursing in consultation with community partners. Completed.** Stream options created in consultation with Mackenzie Health and CAMH.

Timeline: May 2022

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

Comment: On Track

Dependencies: EE coordinators, HLLN

SDG: 4 (Quality Education)

Objective 2 .2: (NEW) Increase external research funding success

Action/Strategy 2.2.1: (NEW) Update, enhance and create new supports to provide guidance and support to faculty members as they develop competitive external funding applications

Measures/Metrics/Milestones:
- **Encourage faculty members to actively participate in Research Commons activities that provide pan university support to researchers submit competitive applications for external funding opportunities. On Track.** 6 researchers participated in new submission stream of the Grant Clinic this year, while 4 researchers participated in the re-submission stream.
- **Provide customized support to researchers in submitting applications for Tri-agency funding – meet 1:1 with researchers and provide guidance on planning their submissions to Tri-agency competition. On Track.** Met with 20 individual researchers through Summer/Fall 2021 to coordinate their external submissions and provide scientific review.
- **Facilitate an increase in grant proposals submitted to and successfully wining Tri-Council and non-Tri-council research funds. ON TRACK** (an ongoing activity) Tied to SMA 3 #6 (Research Funding and Capacity)

- o **Provide internal peer review and support for Tri-agency and other external competitions.** Between May 1 2021 and February 23, 2022 Health researchers had submitted 76 Tri-agency applications (28 CIHR, 16 NSERC, 30 SSHRC, and 2 CRC applications), with an additional 18 registrations for upcoming competitions in Spring, 2022 (8 CIHR, 10 SSHRC; no upcoming NSERC competitions). Of these, 8 applications were funded, with an additional 41 with decisions pending. A further 62 non Tri-Agency applications were submitted, with an additional 5 to 7 forthcoming in Winter, 2022. Of these, 22 were funded, with an additional 30 with decisions pending. With two months to go, the Faculty has already been awarded $4.53 million in Tri-council funding and $12.3 million in non-Tri-Council funding, $300,000 in subgrants for a total of 17.1 million in funding. This represents a 167% increase over the period of May 1, 2020 to April 30, 2021. These figures do NOT include VISTA.

- o For each of the 138 applications, the Research Support Office supported applicants with a pre-award administrative review and budget support. While the total number of applications is marginally lower than last year, due to provincial public health measures limiting face-to-face and certain other research, some of our researchers have sought out extensions to complete their existing research. Some have also delayed submission of their Tri-Agency applications until sufficient pilot data is collected, or are waiting until research spaces are fully functional and target populations are permitted to access campus.

- o Among the successful applications are: i) a major ($5M) CIHR training platform award to Dr. Rebecca Pillai Riddell (#1 ranked in the competition) for "The DIVERT Mental Health Platform" (**D**igital **I**nclusive **V**irtual and **E**quitable **R**esearch **T**raining in Mental Health Platform) – with partners from 29 Canadian universities and support from IBM Canada; ii) an $8.7M grant from the Wellcome Trust to Dr. Steven Hoffman in the development of "A Virtual AMR Policy Think Tank", and; iii) Dr. Mary Wiktorowicz's $2.2M award through the Joint Program Initiative on Antimicrobial Resistance for the "Designing One Health Governance for Antimicrobial Stewardship" project.

- **Develop a community-of-practice for graduate student funding applications by hosting a series of workshops by unit GPDs and Faculty supervisors to support Tri-Agency submissions. Progressing.** Consultations with the Graduate Committee are underway, and workshops will begin in Spring, 2022.

- **Workshops targeted to each Tri-agency will be hosted with principal investigators to advise and provide direction on how to actively engage more graduate students in ongoing research and grant submissions. Progressing.** Workshops are currently in development and will begin in Spring, 2022.

Timeline: 2020-2023

Responsible Party: Associate Dean, Research & Innovation

Comment: ON TRACK

Dependencies: AD Students, Grad Program Directors

SDG: N/A

Action Strategy 2.2.2: (NEW) Maintain current formal and informal collaboration to ensure success of research opportunities while pursuing new collaboration to explore large-scale research opportunities.

Measures/Metrics/Milestones:
- **Support the development, submission, and administration of large-scale inter-disciplinary team projects. On Track.** Worked with the Office of the VPRI to provide pre- and post-award administrative and financial support for large-scale collaborations such as Wellcome Trust, to ensure that they are compliant with regulatory requirements and meet their objectives.
- **Support the development and submission of CFREF application in Fall 2022. Progressing.** Working with project team and Office of the VPRI to identify opportunities for research, trainee, and faculty teaching alignment. RSO is supporting LOI (March 2022) in budget preparation.
- **Support and coordinate the submission for CERC submission as lead Faculty with Centre for Vision Research. On Track.** Consulting with project team and Office of the VPRI to identify target area and prepare job ad (Feb/March 2022). The Faculty continues to provide funding to support five ORUs (Vision Science, DIGHR, YUCARE, Muscle Health, and the LaMarsh Center) to make them competitive for large scale grants. We have committed funding support for a new research enhanced hire, new research chairs (see below), catalyst grants, and LOIs for two New Frontier proposals.

Timeline: 2020 - 2023

Responsible Party: Associate Dean Research; ORU Directors

Comment: ON TRACK

Dependencies:

SDG: 3 (Good Health & Well-Being)

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.** Signed MOUs with Mackenzie Health and Oak Valley Hospital. Invited Mackenzie Hospital to serve on Advisory Board for new streams in undergraduate nursing. Developed and submitted a multi-million dollar proposal to fund new nursing streams and focused practicums in collaboration with Mackenzie Health. Signed MoU with Oak Valley Health. Held follow-up meeting with Oak Valley to identify priority actions including nursing practicums, collaboration on implementation of streams project, and potential collaboration on professional development**.** 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. Feasibility study complete. Contributed to LoI with City of Vaughan. Contributed to new 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. RSO has held information sessions with Chairs and Directors, and with the School of Nursing to identify possible collaborative opportunities. Unit-level consultations with faculty members were also conducted in December 2021 and January 2022.

Timeline: 2020-2023

Responsible Party: Dean, Associate Dean, Research and Innovation

Comment: PROGRESSING

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

 SDG: 3 (Good Health & Well-Being); 4 (Quality Education); 10 (Reduced Inequalities)

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.** Tied to SMA 3 # 6 (Research Funding & Capacity) and SMA 3 #8 (Research Revenue from Private Sources) Seven faculty members received YRCs. Since the faculty is only allowed to nominate 3 for institutional category, all three were successful, while four were Faculty sponsored. We will continue to encourage and work with researchers to build up their research impact thereby increasing the pool of eligible candidate to be nominated for this honour. Recruitment is underway for a Research Chair in Dementia, active discussion underway to establish a Research Chair focused on Youth mental health with an external partner. Tied to SMA 3 #8 (Research Revenue from Private Sources).In 2020-21 we created the Dahdaleh Chair in Global Health Legal Epidemiology (Steven Hoffman). In 2021-22 – successfully recruited and appointed a (1) CRC Tier II in visual neurophysiology; (2) CRC Tier II in Data Science and Population health; (3) a CRC Tier II in Global Health and Humanitarianism. We successfully recruited and appointed the inaugural Helen Carswell Endowed Chair in Dementia. Three new YRC Tier 1's (Crawford, Kawakami, Steeves) and three new CRC Tier 2's (Hayhurst, Hillier, Poirier) were appointed, while one YRC Tier II was re-appointed (Rosenbaum). Developed an MoU with Unsinkable (a Foundation established by former Olympian Silken Laumann) to jointly seek out funding for a York Expendable Chair in child and adolescent mental health. Supported the nomination of Professor Tamara Daly's nomination for a CIHR Chair in Applied Public Health – Sex, Gender and Healthy Cities (results pending). Supported the development of an LOI for a Canada Excellence Research Chair

(result pending).

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.

SDG: 3 (Good Health & Well-Being); 4 (Quality Education)

Priority 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. Progressing.** GA hired. Written report from environmental scan being drafted.
- **Develop, support and promote undergraduate and graduate curriculum decolonization actions. Progressing.** 1) Held a discussion about creating a first-year pan Faculty course. 2) Assistant Prof in SHPM granted funds from VPA Indigeneity in Teaching and Learning fund for her project titled "Reciprocity and Transformative Justice as Foundational Ethos: Centering Indigenous Knowledge in Guiding the Creation of a New Undergraduate Program, Racialized Health and Disability Justice". 3) facilitated through Deans office and Learning Technology services resources to video a land based learning experience designed for students in HLST 1011 on health and indigenous ways of knowing, plants medicines and land. 4) exploring the

possibility of finding 1/4 to 1/2 an acre of land on campus to build a medicine garden in order to expand our ability to offer land-based education and research opportunities. 5) Las Nubes "Grounded project" (see https://lasnubes.euc.yorku.ca/grounded-project/) in Costa Rica is bringing awareness to issues concerning environmental sustainability, biodiversity conservation, health, and human well-being through the creation of a series of documentary films spotlighting rural community lives. The project is focusing the health episode this winter term on Indigenous Perspectives of well-being and conducting ethnographic research from indigenous communities in Costa Rica.

- **Identify and promote inclusive and culturally responsive pedagogy (e.g. co-constructed learning) Progressing.** Indigenous members of the Sweet Grass roots collective facilitated a land based event in SHPM and provided feedback on students reflections about the event in first and third year HLST courses. Proposing a small group of students have the opportunity to bring the Grounded Project films to an Indigenous northern community table of sharing to be viewed (like a mini film-festival) and to share a meal and conversation about the films in summer 2022.
- **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: PROGRESSING

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

SDG: 4 (Quality Education); 10 (Reduced Inequalities); 13 (Climate Action); 15 (Life on the land)

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.** In 2020-21 we added one net new Advising Coordinator. Two net new academic advisor positions were added in 21-22 but one advisor position was deferred one year for budgetary reasons. Three additional net new academic advisor positions were included in the 3-year rolling budget (pending approval).
- **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: **PROGRESSING**

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

SDG: **10 (Reduced Inequalities)**

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 Not on Track**
- **Collect and analyze data Not on Track**
- **Prepare and disseminate report of findings and recommendation to key stakeholders Not on Track**
- **Develop action and budget plan to address findings Not on Track**

Timeline: 2021-2023

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

Comment: **NOT ON TRACK.** Hiring of an evaluation specialist was eliminated for budgetary reasons to await the impact of Service Excellence.

Dependencies: Dean, Director, Student & Academic Services & Strategic Initiatives, Manager, Student Services, OSAS, Faculty of Health student advisory group

SDG: **N/A**

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 **Progressing**. Task Force was put on hold due to the pandemic and having 2 members step down for sabbatical and maternity leave. Task Force will need to be re-populated once pandemic-related urgent matters are addressed. However, a staff position was approved and filled for a 3rd full-time

Student Success Coordinator. Also, interviews are ongoing to hire a Manager for Calumet and Stong Colleges.

- Align relevant organizational job descriptions and processes for reporting, mechanisms to align strategic directions of College-delivered programs with Faculty of Health. **Progressing.** A new Calumet and Stong Colleges Strategic Plan 2020-25 was finalized after consultation with students, staff, faculty, alum and fellows, and York U and community partners. Strategic Plan 2020-25 is being implemented.

Timeline: September 2022

Responsible Party: AD Students

Comment: PROGRESSING

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

SDG: **N/A**

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. Not on Track.** Hiring for the Manager, Student Success and Alumni is scheduled to resume in 2022-23. Plans for an Evaluation specialist have been discontinued due to budgetary considerations.

Timeline: April 2023

Responsible Party: AD Students, Executive Officer

Comment: NOT ON TRACK.

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

SDG: **N/A**

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.** Since Sept 2021, consultations were undertaken with the FoH senior leadership (Dean, Associate Deans, Executive Officer, Chairs and Directors), UPDs, Calumet and Stong Colleges staff and Peer Leaders, OSAS, Student Councils and Clubs, and Student Success Council members to initiate the Health Early Support and Intervention Network to streamline all the initiatives available at York U (Learning Commons, SCHW, SAS, etc..) and the FoH (CCSC's Orientation, Peer Mentoring, Course Representatives, Peer Tutoring, PASS, Health & Wellness, Community Engagement & Wellbeing) to support first year students as they transition to university The hiring of CCSC Manager should facilitate the creation of this program/network.

- **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.

- **(NEW) Implement early alert pilot test in one section of Kine 1000. Not on Track.** An early alert pilot test was implemented in one section of Kine 1000 but technical issues, resource limitations and the impact of COVID-19 necessitated stopping the pilot.

Timeline: 2022-2023

Responsible Party: AD Students

Comment: Progressing

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

 SDG: **4 (Quality Education)**

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). Completed.** In early Fall 2021, wide consultation was undertaken with the HH Senior Leadership (Dean, Associate Deans, Executive Officer, Chairs and Directors), UPDs, Calumet and Stong Colleges staff and Peer Leaders, Student Clubs and Councils about creating a Student-Focused Roundtable. The Roundtable was created in mid Fall 2021 which includes current students and alum from all FoH programs/majors, BIPOC students, students with different gender identities, first-generation students, undergraduate and graduate students, international students, full-time and part-time students, students with different abilities/capabilities, mature and transfer students, and LGBTQ students to provide feedback and inform the FoH about its programs, services and support, recruitment strategies and communication channels. The first meeting took place in November 2021 and feedback was received about how to support students as they transition into university, throughout their academic careers in the FoH and as they transition out into their professional careers. Regular meetings of the Roundtable are planned for at least once per term moving forward to receive input and/or feedback on matters related to student recruitment, support and graduation.

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

Responsible Party: AD Students

Comment: COMPLETED

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

SDG: **10 (Reduced Inequalities)**

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. Completed.** A significant number of Peer Leaders who contribute to student life and Student Success Programming within Calumet and Stong Colleges as well as within their departments/schools are diverse: first-generation and mature, international and domestic, BIPOC, LGBTQ, students with different abilities/capabilities, Canadian-born and immigrants, mature and transfer, and students with different gender identities. They serve as Work/Study student-staff, Peer Leaders (Course Representatives, Peer Mentors, Peer Tutors, PASS Leaders, Volunteers, Student Club Presidents and/or Executive, Ambassadors, etc..) to support equally-diverse students as they transition into university, throughout their academic

career, and as they transition out into their professional careers. As well, diverse students sit on the Student Success Council and on different standing committees within their programs/majors and at the levels of Faculty Council and Senate. The contribution and impact of students are acknowledged yearly at awards held at the of the Department/School, Calumet and Stong Colleges, Faculty and York U. Our Peer Leaders/students have in the past been acknowledged with the Murray G Ross Award and Robert Tiffin Student Leadership Award. Our diverse Peer Leaders/students have also co-presented with staff their work at international, national and York U conferences. Students of different diverse backgrounds also contribute to Student Success Council, Strategic Plan consultations, revisioning of Student Success Programming, Award Adjudication Committees, standing committees, Student-Focused Roundtable and on hiring committees. Calumet and Stong Colleges marketing and advertising team use social media to reach out to students, alum and fellows, as well as circulate weekly emails to all students, alum and fellows about upcoming events and initiatives to support students. Calumet and Stong Colleges have been collaborating with Black Students in Psychology (BSIP), Black Student Mentorship Program (BSMP) to support Black students. As well, FoH has funded an several Agents of Change projects to support children with autism (Autism Teenage Partnership), women (Empowering Women in Health), first-generation students (Zeal), Black students (BSMP), international students (Lingua Franca), raising awareness about academic honesty and mental health (The Academic Wellness Project), among the many others.

- **Collaborate/coordinate programming with York International to support International student participation. Completed.** Calumet and Stong Colleges have collaborated with York International to support the orientation and transition of international students in both September 2021 and January 2022. As well, FoH has funded an international student-focused Agents of Change project (Lingua Franca) to support students as they improve their transition into the Canadian culture and improve their English language proficiency. In addition, international students are also engaged in student life within their programs/majors and within Calumet and Stong Colleges as Student Club/Council presidents and/or Executive, as Peer Leaders and Work/Study student-staff.

Timeline: 2020-2024

Responsible Party: AD Students, College Heads

Comment: COMPLETED

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

SDG: **10 (Reduced Inequalities)**

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 4th 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. Completed.** In Summer 2020, Calumet and Stong College mounted a York University-wide virtual summit (Gathering of Minds) to engage members of the community in a discussion on how to engage students remotely. All Calumet and Stong Colleges Student Success Programs were successfully moved from in-person to remote in March 2020 to support students as the university moved to online teaching, learning and research due to the COVID-19 pandemic. Attendance at Students Success Programs increased due to the convenience factor of connecting virtually.

- **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 was submitted in February 2022.

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

SDG: **4 (Quality Education)**

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**. Consultations were undertaken in Fall 2021 with FoH senior leadership (Dean, Associate Deans, Executive Officer, Chairs and Directors), UPDs, Calumet and Stong Colleges staff and Peer Leaders, Student Clubs and Councils, Student Success Council, and OSAS to create mandatory module in YU Start for incoming students, and to post on FoH and Calumet and Stong Colleges website to inform current students about AH. In addition, AH pieces have been incorporated into Orientation events since 2017 to inform incoming students about AH. FoH is also funding and supporting an Agents of Change project (The Academic Wellness Project) focused on educating and informing students about AH. Funding for creating the module has been secured. Job description is being written up to post to hire students to create the video module.

- **Share e-resources and webinars for faculty on pedagogical strategies, evaluation strategies that can build their capacity to enhance a culture of academic integrity. Completed.** Calumet and Stong Colleges circulate via weekly emails announcements about Learning Commons workshops/events focused on AH. As well, Course Representatives present in class topics focused on AH. In addition, The Academic Wellness Project has been holding workshops focused on AH.
- **Engage interested students in development of AH resources geared to students. On Track.** In Fall 2021, Student Success Council discussed AH initiatives, and they were part of the consultations about creating a mandatory YU Start module on AH. The Academic Wellness Project is involved in creating the module. Students will be hired to create the module.

Timeline: 2020-2022

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

Comment: ON TRACK

Dependencies:

SDG: **(4 Quality Education)**

Priority 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.** All eligible students matched for international practicum opportunities this year from GH and SHPM programs building upon existing international partnerships and adding two new international partners in 2022.
- **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** 1) GNL program with Germany & Romania completed and contributed to a publication on GNL by assistant prof in Global Health, International relations manager and colleague (*Poirier MJP,*

Hard J, Holst J. COVID-19 pandemic providing a window of opportunity for higher education: Case study of a three-country teaching-learning experience. SEEJPH 2021, posted: 15 November 2021. DOI: 10.11576/seejph-4924). Evaluation of GNL opportunity with Germany and Kenya from Fall 2021 currently underway. *2) Claudia Chaufan is the special advisor to the dean on internationalization. She has created a webinar series on internationalization topics (2 in fall, 2 in winter). An outcome of this is to create video clips for faculty members to include in their courses if they are covering these topics. She is working on a virtual international journal club that will include students and guest speakers to be offered sometime in 2022/2023/2024. She will create a "how to" tip sheet of promising practices to add to our Fohn teaching resources webpage.*

- **Build online professional program offerings targeting a global uptake (e.g. Cancer Coaching and Acupuncture) Completed.**
- **Create and implement virtual exchange opportunities. Not On Track.** Exchange program planning was intent on seeing in-person exchanges reinitiated in 2022. Sudden restrictions due to the pandemic placed exchange programs on hold and timelines to be readjusted while partners determine appropriate format for exchanges. New dates for exchange programs to be determined. 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 medical school programs. Discontinued.** As York begins to develop its own medical school proposal conversations have been stopped.
- **Build and Integrate cultural competence into curriculum by reviewing and piloting "Effective Intercultural Communications" (EIC) modules for usability within Global Health program. Progressing.** Undergraduate program directors have been asked if they can provide input to York International on pedagogy, knowledge and content, delivery, content.
- **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.** Funding secured for scholarships totaling $150,000 over five years. First PhD candidates arriving W 2022 for in-person program until end of summer.

Timeline: June 2022

Responsible Party: International relations Manager, HLLN, Dean

Comment: ON TRACK

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

SDG: **4 (Quality Education)**

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. Progressing.** SSHRC Insight grant not successful. An application to SSHRC – New Frontiers in Research Fund submitted.
- **Facilitate international virtual practicum/GNL opportunities for global health students to work on virtual platform. Completed.** Successful production and launch of documentary film

"More than Migrants" – premiered June 2021. Second episode produced through fall term 2021 "Buried Seeds" set to premiere February 10, 2022. New documentary episode focusing on Indigenous perspectives on wellbeing commenced January 2022 to be completed May 2022.

- **Facilitate opportunities for faculty members to provide either for credit or not for credit course offering at Las Nubes campus or at other international sites. On Track**. Canadian Global Affairs funding of Emerging Faculty Leadership Mobility Award (Dr. Poirier) – provided guest lectures at UTN (Universidad Technica Nacional) and to meet with researchers at UNA in Costa Rica. Semester abroad course at Eco-campus approved but pending due to COVID-19 on hold. Currently recruiting students to register for summer course offering.

Timeline: June 2022

Responsible Party: International relations Manager

Comment: ON TRACK

Dependencies: AD Learning, Teaching, Academic Programs, HLLN

SDG: **3 (Health & Well-being); 4 (Quality Education); 13 (Climate Change)**

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

Measures/Metrics/Milestones:
- **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. When email addresses are available they are surveyed for CPRs Progressing.**
- **Encourage lifelong learning in not for credit programs and through Faculty and University promotional vehicles (e.g., Faculty website). On Track**. One education program has been launched. Additional programs are now scheduled for Spring and Fall 2022 targeting clinical skills sets learning path for entry-level to mid-level roles (targeting pandemic support as well), and clinical leadership for entry to mid-level management roles (pandemic support and recovery).
    - **(New) EE Coordinators support Alumni engagements efforts, (for example, through surveys, speaking engagements, & practicum alumni networks). On Track**

Timeline: September 2022

Responsible Party: International relations Manager, HLLN

Comment: ON TRACK

Dependencies: AD Learning, Teaching, Academic Programs

SDG: **4 (Quality Education)**

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.** Event organizer contracted. Hotel and conference facilities contracted. Identification of potential funders is in progress.
- **Hold Conference. Progressing.** The conference was postponed from June 14-17,2021, to May 25-28, 2022, due to the pandemic. Current target for delegates to attend this in person meeting is 300-350. Plenary speaker (3) and symposium speakers (45) have been confirmed. Registration and abstract submission is open.

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

SDG: **17 (Partnerships for the Goals)**

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. Progressing.** Information will be shared with students and faculty when Congress schedule details are finalized.

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

SDG: **17 (Partnerships for the Goals)**

Objective 4.3: To enhance recruitment of International Students to Faculty of Health

Action/Strategy 4.3.1: **Develop and implement an enhanced International student strategy specific to the Faculty of Health**

Measures/Metrics/Milestones:

- **Number of international undergraduate students On Track**. Although we saw a slight dip in the number of our overall number of international students on Nov. 1, 2021 (647) from Nov. 1, 2020 (655), a drop of 1%, over the previous 3 years, the Faculty of Health has increased its total numbers of International students by 35% from 483 in 2018 to 582 in 2019 and to 655 in 2020. The slight dip in 2021 can be attributed to the uncertainty regarding the COVID context, remote learning and challenges for International students to acquire study visas in a timely way. However, the impact of COVID related factors was much less severe than we anticipated and we are confident that the increased number of recruitment and conversion activities aimed at international students for the 2022-23 academic year will see us on track to increase our number of international students for Nov 1, 2022.

- **Number of nations of origin for our undergraduate students. On Track**. Over the past four years we have seen a fluctuation in the number of countries our international students come from (74 in 2018, 80 in 2019, 78 in 2020 and 77 in 2021). The slight downward trend in 2020 and 2021 can be attributed to the pandemic factors cited above but overall the number in 2021 is still up by 4% since 2018. We are confident that we will be on track to increase the number of countries in 2022 with our planned increase in recruitment and conversion activities aimed at international students.

- **Develop and implement an International student recruitment strategy in collaboration with Strategic Enrolment Management team, York International, OSAS, Manager, International Relations, International students and alumni. On Track.** Conversations with University offices and Faculty of Health EMG and other Health staff continuing on an overall strategy but new initiatives have been implemented based on data indicating our top feeder countries, including program presentations to international high school students (e.g. Sept. 2021 Psychology presentation to high school students in India) and Q&A sessions with current students timed during the day to attract international student applicants.

- **Improve number and utilization of international exchanges and partnerships as recruitment aids. On Track.** Kin had exchange students participate in our courses remotely from the University of Trinidad and Tobago. Signed an MoU with UHAS in Ghana; created virtual exchange with Fulda in Germany. Developed new international placements for Global Health students. New PhD in Global Health will develop partnership with United Nations University. Pending: We have several exchange agreements in place, but these have not been activated due to pandemic and mobility restrictions. Virtual exchange with Fulda University in Germany took place in summer 2021 with 6 York students who successfully completed.

- **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.** Health's Recruitment team has partnered with the Faculty's Colleges to recruit current international students to join the Faculty's Student Health Ambassadors at York (SHAY) program to enhance the quality of connections with prospective international student applicants.

Timeline: December 2022

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

SDG: **N/A**

Priority 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 has been identified in BSB once current facilities in that building are relocated to the Sherman extension. A faculty user group has been established and is working with CSBO on a design.

Plan to modestly improve biomechanics research in the existing Sherman Building has been approved and funding designated from within the Faculty Budget. Still require additional space to accommodate growth in global health research; growth in neuroscience; growth in psychology; new nursing simulation space and possible 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 2025

Responsible Party: Dean, VPRI, Provost

Comment:
PROGRESSING

Dependencies: Provost

SDG: **3 (Health & Well-Being); 17 (Partnerships for the Goals)**

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. On Track.** MOUs with Oak Valley Health and Mackenzie Health have been operationalized, and RSO has conducted outreach to individual Schools. Interested researchers will be invited to an information session and collaborations between individual investigators will be facilitated.
- **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: 2020-2023

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.

SDG: **3 (Health & Well-Being); 17 (Partnerships for the Goals)**

Priority 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 Summer 2022.
- **Participate in knowledge-exchange with Student Accessibility Services to support placement students' accommodation plans. On Track** for Summer 2022.
- **EE Coordinators serve on the committee of ActON, an AIF project aiming to develop resources to support faculty and students in navigating accessibility/accommodations during practica.** See https://ecampusontario.pressbooks.pub/acton/ **Progressing.**

Timeline: Summer 2022

Responsible Party: EE coordinators

Comment: ON TRACK

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

SDG: **4 (High Quality Education); 10 (reduced Inequalities)**

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/early fall 2024.

Timeline: 2024

Responsible Party: Associate Dean, Research & Innovation

Comment: ON TRACK

Dependencies: VPRI / VISTA

SDG: **3 (Health & Well-Being); 4 (Quality Education)**

Action/Strategy 6.2.2 : Farquharson West Wing Wetlab Renovations

Measures/Metric s/Milestones:
- **Design and develop new wetlabs on the 2nd floor, shared with Science & Engineering. Complete.**
- **Secure contractor and obtain permit. Complete.**
- **Renovate space. On Track.**
- **Occupy space. On Track**.

Timeline: 2020 – late spring 2022

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

SDG: 3 (Health & Well-Being); 4 (Quality Education)

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. Completed.** New research suite completed on first floor and occupied.

Timeline: Spring 2021 to Fall 2022

Responsible Parties: Associate Dean, Research & Innovation; Executive Officer; FoH Facilities Manager

Comment: **ON TRACK**

Dependencies: Possible delay due to COVID

SDG: 3 (Health & Well-Being)

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

Measures/Metrics/Milestones:
- **Design and develop plans with Facilities and users. 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:

SDG: **3 (Health & Well-Being)**

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. Progressing.**

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

SDG: **3 (Health & Well-Being); 4 (Quality Education)**

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

Measures/Metrics/Milestones:
- **Design and develop plans with Facilities and users. 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. Progressing.** Delayed by the opening of the Sherman extension (now scheduled for late summer/early fall 2024).
- **Occupy space. Progressing.** Delayed by the opening of the Sherman extension (now scheduled for late summer/early fall 2024).

Timeline: 2025

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. Final completion may be delayed because demolition and construction cannot begin until the Sherman extension is complete.

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

SDG: 3 (Health & Well-Being); 4 (Quality Education)

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 $8M Our operating budget includes funding for smaller refurbishment projects in Sherman, HNES, and Stong.

Timeline: Winter 2022

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

Comment: **ON TRACK**

Dependencies:

SDG: 3 (Health & Well-Being); 4 (Quality Education)

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 Keele 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

SDG: 3 (Health & Well-Being); 4 (Quality Education)

Objective 6.3:   Continue to grow the faculty and staff complement

Action/strategy 6.3.1:
- 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 2020-21 complement plan (for appointments on July 1 2021) included 16 tenure track faculty (8 of which were to replace retirements/resignations) and one CLA.   We ultimately made 11 tenure track and one CLA appointment for a net increase in tenure track faculty of three. Four failed searches and were put back into our 2021-22 complement plan. The approved 2021-22 complement plan for appointments in July 2022 includes 8 tenure track and two CLA appointments. As of February 22, 2022, short lists have been approved for five of the tenure track and one of the CLA positions, with two other short lists expected immanently. One position, Director of the School of Nursing, is on hold pending a decision by the Provost. If all these searches are successful, it will result in a net year over year increase in our tenure stream faculty complement of four FTEs. Our 2022-23 rolling budget also includes 4 net new faculty positions in 22-23 and at least one additional in 23-24. Additional positions may be possible once the needs and budgets of planned new programs (PT, OT, PK, Informatics, Health equity, Psychotherapy) have been established.

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.

SDG: **4 (Quality Education)**

Objective 6.4: Enhance our equity, diversity and inclusion culture and practices

Action/strategy 6.4.1: 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 completed its consultation and the co-chairs have written an extensive report. The report was received by the Dean and Faculty Council Executive on Feb 17, 2022. The report and its recommendations will be presented to Faculty Council in Spring 2022 for review and discussion. It is anticipated that in early fall 2022 Faculty Council will accept a recommendation to create an implementation committee to prioritize actions, facilitate implementation and report progress back to Faculty Council.
- **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 has identified specific actionable items related to policy, practices, training, etc.

Dependencies: Faculty Council; School/Department Councils

SDG: **10 (Reduced Inequalities)**

Action/strategy 6.4.2: **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 successfully appointed an Indigenous scholar in the summer of 2021. A search for an additional designated Black hire (in Psychology) is currently underway with the goal of appointing someone to begin in the summer of 2022.
- 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. Since September 2020 we have appointed one additional faculty member who self-identifies as Black and two other searches are currently underway and are expected to lead to successful appointments for the summer of 2022.
  - A minimum of 2% of our faculty self-identify at 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. Since this time we have added one additional Indigenous scholar (in Psychology).

Timeline: June 2020 to July 2022

Responsible Parties: Dean; Unit Chairs/Directors

Comment: ON TRACK

Dependencies: Provost approval**,** JCAA

SDG: **10 (Reduced Inequalities)**

Objective 6.5: Enhance resources through advancement and engagement with alumni

Action/strategy 6.5.1:   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.** Tied to SMA 3 # 8 (Research Revenue from Private Sources) 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. One other proposal for funding in the $2M to $5M range was presented to perspective donors but was unsuccessful. Have been working with the VP of Advancement to develop another major ask to a previous donor.

- Sign one major donor agreement at least once every three years. **On Track**. Two gifts of more than $1M each and one for $500,000 have been received within the last three years.

Timeline: **May 2021 to April 2022**

Responsible Parties: Dean

Comment: **ON TRACK**

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

SDG: **4 (Quality Education)**

Action/strategy 6.5.2: Identify opportunities, build relationships, enhance stewardship, and present proposals to friends of York. Tied to SMA 3 # 8 (Research Revenue from Private Sources)

Measures/Metrics/Milestones:
- Generate a three-year rolling annual average total one million dollars (excluding major gifts). Progressing. **On Track**. As of March 2022, we have a three-year rolling average of approximate $1.1M/yr.
- Sign donor agreements with at least two new donors per year. **Completed.** Ten new donor agreements have been signed between April 2021 and March 2022 with a total value of $1,070,000. An additional commitment of $109,000 has been received but the funds will not arrive until December 2022.
- Identify at least five new prospects each year. **Completed**. Specific proposals have been submitted to four other prospects with a net value of up to $1,162,000. One other MoU is about to be signed with Unsinkable to jointly seek a gift from one or more other major sources.
- 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 2021 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.). **Completed.** Alumni, donors and friends of the Faculty were invited to two webinars and selected award donors were also invited to the Faculty's virtual awards celebrations. Alumni, donors and friends will also be invited to a 4-part webinar series on Racism in Healthcare that is planned over April and May 2022. A special virtual event was held to profile our new collaboration with a University in Ghana (which resulted in three gifts of $50,000 each).
- Personally visit at least 5 new or existing friends each year. **On Track**. The Dean and/or Campaign Director met with more than half a dozen donors and friends.

Timeline: May 2021 to April 2022

Responsible Parties: Dean; FoH Campaign Director

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

Dependencies:

SDG: **3 (Health & Well-Being); 4 (Quality Education)**

Action/strategy 6.5.3: 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.** Alumni database is maintained by central Alumni in the Division of Advancement. A key priority for the Campaign Director is to share updated contact information received through alumni outreach.
- E-newsletter created and sent to alumni at least once per year. **Completed.** There are two e-newsletters each year, which is an ongoing initiative. In 2021 they deployed in June and November. Friends and donors of the Faculty are included in the distribution.
- Key alumni invited to participate in student career days and other events. **Completed.**
- 50th anniversary celebration for Calumet College. **Completed.** Calumet's 50th anniversary, with virtual events, was celebrated in 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

SDG: **N/A**

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 the Global Health program and other programs. Progressing**
- **(NEW) Support for pan-university SDG in Action Initiative providing faculty supported workshops on SDGs, student mentorship around SDG projects and opportunities for global engagement with SDG project. On Track**

Timeline: ongoing

Responsible Party: Manager, International relations

Comment: PROGRESSING

Dependencies: AD Learning, Teaching, Academic Programs

SDG: **4 (High Quality Education)**