Mid Term Evaluation

Report of Progress May 1, 2022 to Dec 9, 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, as outlined in the York University Academic Plan 2020-2025 (https://www.yorku.ca/uap2020-25/PROMISE) 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.

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

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; revised as per Provost feedback. **Completed.**
- Confirmation from Provost re: Distinguished Fellowship in Learning and Teaching Excellence (FLTE) criteria. **Completed.**
- Communicate availability to generate nominations and applications. Communication sent Dec 2022. **On Track.**
- Create a selection committee to review applications. **On Track.**

Timeline: Letter of appointment for start date of July 1, 2023

Responsible Party: AD Learning, Teaching, Academic Programs

Comment: **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. 1) a new online mental health literacy course developed through ecampus Ontario’s virtual learning strategy is being reviewed for applicability and a new course proposal is being prepared. 2) Creation of transition pedagogy resources and tools, or PATHS (Pedagogy to Aid Transition for Higher-ed Students), is underway (see https://ecampusontario.pressbooks.pub/paths/) The resources will provide opportunities for teamwork/groupwork; and build capacity for self-regulation/mindfulness; and 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. In Fall 2021, two first year courses in SHPM were offered with transition pedagogy. The project has been expanded to include transitional pedagogy for 3rd and 4th year courses (transition to career - ENVISION YU). 
  Completed.
- 3) KHS is offering in 22/23 “Applied Human Anatomy and Physiology for Health professionals I (KINE 1101 3.00) and II (KINE 1102 3.00)” courses using pedagogy that assists transition attributes. NEW 4) KHS is developing proposed KINE 1900 3.0, 1 year Integrated Physical Activity for Life (IPAL) Program uses PAT when implemented. 
  On Track
- As of late spring 2022, the full PATHS toolkit has been available to the University community at https://www.yorku.ca/health/project/pat/ and through the Teaching Commons. 
  Completed.
- Improve graduation rates and student satisfaction with degree learning experience over time. The impact will not be felt until the students experiencing PAT in first year have graduated in approximately 2026. 
  Progressing

Timeline: May 2023

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 Century 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)** 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). Between April 2022 and December 2022, 4 applications were processed for a total of $7,817.00. 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. **Completed.**

- **Raise awareness about Teaching Commons resources.** Fall 2022 issue of DISCO was distributed, and Winter and Spring 2023 issues of the DISCO commeunique will be sent to all FoH members; format was revised and updated to ensure device compatibility (will survey in May 2023 for feedback on this) to raise awareness of new Teaching Commons and FoH teaching-learning resources. **On Track**

- **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.** Discontinued due to a re-evaluation that concluded that currently there is adequate support, and that the future Distinguished Fellowship in Learning and Teaching Excellence (On Track for July 2023) positions could continue to direct support for design and delivery of online learning, inclusivity, etc. **Discontinued.**

**Timeline:** May 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). Last year we worked with faculty members, this year we are focusing on the TAs. **On Track.**

• Determine and address professional development of Faculty members and training needs for TAs. Supported a Peer Mentorship program (GUIDE: [https://www.yorku.ca/health/peer-mentorship-programdev/](https://www.yorku.ca/health/peer-mentorship-programdev/) ) by creating a resource page (new); continuing to develop graduate student mentorship program to include a sustainable structure (i.e., funding or club status, and faculty liaisons); 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. In Fall 2021 and Winter 2022, 28 graduate students participated in the GUIDE peer mentorship program (6 mentors and 22 mentees) primarily from Psychology (Clinical and Social/Personality).

• Arrange a teaching dossier workshop for faculty members using the Model for Engaged Teaching as a foundation in Fall 2022, in collaboration with the Teaching Commons. **Completed.**

• Conduct faculty needs survey after return to in-person classes in November/December 2022 **On Track.**

• (NEW) KHS developing clinical educator training for Athletic Therapy Professionals working with placement students. **Progressing.**

**Timeline:** May 2023

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

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

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

**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. **Progressing.**

- **(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.**
  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 is available on the curriculum toolkit site and now posted to the FoH Resource page and shared with the University community through the Teaching Commons website. **Completed.**
- Complete Collab nursing dissolution plan and business plan. Completed
- Write and submit Business Case for new Direct Entry Nursing program. Completed.
- 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 approved by Senate April 28, 2022 (4-Year Direct Entry, 2nd Entry and Post-RN IEN).
- Complete Direct Entry BScN proposal (approved by Senate May 27, 2021), and College of Nurses of Ontario (CNO) course mapping for Direct Entry BScN (approved by CNO, May 14, 2021). Completed.
- Revise IEN and Second Entry BScN to align with new Direct Entry curriculum (approved May 27, 2021). Completed.
- Assist School of Nursing with transition to revised undergraduate program implementation in Fall 2022 and stream options in 2023. On Track
- Complete a proposal to create a new Professional Master of Health informatics, Analytics, and Intelligence or Professional Master of Health Intelligence. NOI submitted and development of proposal authorized by VPA Dec 9 2021. Proposal being created and will be submitted through the curricular approval process in Fall 2022. On Track
- Complete a proposal to create a new doctorate in global health. Proposal completed with a planned launch for Fall 2023. Completed
- Complete proposal for new bachelor’s degree program in critical disabilities (now called “Racialized Health and Disability Justice”). NOI submitted, development of proposal authorized by VP-Academic Nov 11th 2021. Completed a collaborative curriculum development exercise with various stakeholders, including Indigenous groups, to determine content, proposal being assembled and facilitated by educational developer/curricular design specialist. Submission through curricular approval process in Fall 2022 and approved by FoH Curriculum Committee in November 2022. On Track
- Complete a proposal for a new professional Master of Science in Athletic Therapy NOI for Master of Science in Athletic Therapy (MScAT) submitted and authorization received from VP-Academic July 2022 to develop the proposal. Projected launch is 2024. On Track.
- Complete a proposal for a new professional Master of Science in Physiotherapy. 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. NOI submitted to YUQAP in December 2022. Projected launch is 2026. Progressing.
- Create a proposal for a new professional Master of Science in Occupational Therapy or related program. 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. NOI submitted to YUQAP in December 2022. Projected launch is 2026. Progressing.
- Create a Certificate in Counseling and Mental Health in Psychology. Disciplinary certificate created and has been approved by Curriculum committee and Faculty council. Approved by Senate in October 2022. Certificate will be launched in 2023-24. Completed.
- Create an unregulated Master of Arts in Psychotherapy. NOI reviewed and development of the program was authorized by the VPA on Aug. 5, 2022. Projected launch 2024. Progressing.
- (NEW) Develop curriculum content for Master of Applied Kinesiology. Information is being gathered by KHS on the curriculum content needed for a Master of Applied Kinesiology; program learning outcomes drafted. Projected launch 2026. The Master of Applied Kinesiology has now been merged into the MSC in Athletic Therapy. Progressing
- (NEW) Develop a certificate in muscle health. KHS is developing a certificate in Muscle Health in conjunction with the Muscle Health Research Centre. Progressing

**Timeline:** 2022-2025

**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. Completed and ongoing, this is a task that is done yearly. Progressing.
- 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. This is an ongoing activity. Progressing.
- Augment work-integrated learning (WIL) and/or Community Service Learning (CSL) opportunities for students in all of our programs. Successfully applied for CEWIL stipend funding in 2021: “Reducing Barriers to Participation in Health-Sector Work-Integrated Learning” for domestic students on placement with domestic partners. Successfully applied for two additional CEWIL stipend funds: in S22, initiative “Work-integrated Learning for Black Students in Psychology” and in F22/W23 the initiative “Supporting WIL through Collaborative Applied Research and Community Projects in the Health Sector” and “Extending Access to Athletic Therapy” were awarded. Psychology had 12 black students successfully complete the IWL program in summer 2022. Students supported research program-masked projects which helped them develop discipline specific and employability skills. Partner organizations included three hospitals (Baycrest, Sunnybrook, St. Michael’s), one community health centre (TAIBU), and one non-profit community organization (Generation Chosen). On Track.
- KHS Athletic therapy students participate in both on and off campus placement opportunities during the program. These experiential education opportunities typically take place in the evenings and on weekends. The timing of the WIL opportunities presents a financial barrier for students who come from under-represented backgrounds. Successfully applied for CEWIL stipend funding in 2022: Extending Access to Athletic Therapy Project #: 2022-R3-C741 (Danielle Dobney). The goal of this project is to provide bursaries for under-represented students to ease the financial pressure of partaking in the EE activities. Completed.
- Develop and distribute resources for all stakeholders (students, faculty, community partners) to support engagement in the entire range of EE activities. 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.). Progressing
- Track use of resources through EE website analytics and other distribution channels. Progressing
- Utilize RIIPEN platform to connect students with ‘real-world’ industry projects. At the co-curricular level EE coordinators promote the ‘Level Up’ program from RIIPEN. On Track.
• Promote and support C4 initiative within our programs. 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). For FW22, approximately 47 Health students have registered in the C4 program. This year (22/23), 7 students participated in the C4 program through Psychology. The creation of a pan-faculty centralized gateway course into C4 i.e., a “multidisciplinary capstone course in Health” is expected for Fall 2023. The course will be open to students in the Faculty of Health who have completed at least 53 credits at the undergraduate level, and units within Health will take turns offering the course. Progressing.

• (NEW) Promote EE opportunities in our programs by establishing a fund to reduce financial barriers for under-represented students. 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). Progressing

• EE coordinators participate in consultation process for Academic Innovation Fund (AIF) proposals (e.g., Pedagogy Assisted Transition in Health -PATH project) targeting experiential education. Progressing

• Utilizing Experience York platform (formally known as Orbis) to send health specific volunteer and employment opportunities to students. Continuing the collection and distribution of this information to facilitate job recruitment for students (i.e., in various hospitals that resulted in multiple interview invitations and job offers). 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:

• Design and implement training modules focused on relevant professionalism and transferrable skills to prepare students for community/work-focused experiential learning placements. 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. On Track.

• 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 peer programs with Becoming YU.** Explore development of 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). Progressing.

• **Explore opportunities for linking with the micro certification and digital badges related to labour market trends.** Our continuing education continues to create digital content and facilitate and augment our Microcredential initiatives and has applied to workforce development Canada for funding to accelerate its impact – decision is pending. On Track

**Timeline:** June 2024

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

**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. Developing standardized surveys to collect feedback from partners working with us around CSL and other activities or events. Progressing.
- Use TalentNeuron, for example, to gather labour market analytics. Ongoing activity occurs to monitor the labour market trend for various projects. Progressing.
- Establish a health sector partner committee to provide insight into sector trends and labour market skills for Health courses. On hold during pandemic due to partner capacity limitations. Not on Track.
- Host yearly panels and networking events with health-sector professionals to inform students of sector-specific skills and market trends. Health Informatics Career Pathways Panel for SHPM and Global Health students will continue in future years. Completed.
- Create and implement microcertification and digital badges that align with labour market trends. Completed.
- HLLN to use labour market trends to build its micro-credentials with corresponding digital badges. HLLN has implemented these across all of its programs. The Micro-credential Implementation project objectives are 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. Reports will be available by early 2023 and presented to campus stakeholders to support the acceleration of MC use on campus. Progressing.
- **(NEW) Assess career specific requirements for a registered Kinesiologist.** KHS is working with the academic advisory committee of the College of Kinesiologists of Ontario to assess career specific requirements for a registered Kinesiologist. Progressing.

**Timeline:** April 2023

**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 integration of non-credit and credit/degree learning might be possible. Work has been ongoing on campus to obtain approvals at all levels to proceed and sanction the use of a micro-credential (MC) framework and taxonomy, that is needed in order to address this milestone. Final approvals of the governance, common language and process are pending as per AVP T&L. The MC project underway in HLLN will be reporting back by end of year re: work underway to launch MC's in for-credit programs. Progressing.
- Determine what role HLLN vs. the undergraduate program plays The micro-credential project lead has included this as part of their project objectives. This is progressing and will be reported on by early 2023. Progressing
- Pilot micro credentialling framework and badging in at least one program. Psychology has developed “concentrations” and a system to create related badges. Psychology awarded 60 students with badges in 21/22. HLLN has transitioned all non-degree studies programs to MC formats with digital badges. On Track.

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. 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). Complete.
• **Assess programs for opportunities to increase the proportion of students who complete their degrees within prescribed term limits.** Proposal to create a new field in the Graduate Program in Health in Health System Management and Health Data Analytics has been approved and the first intake occurred in 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. **Complete.**

• **Develop and implement marketing and recruitment plans for each program.** 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. **Progressing.**

• **Evaluate applicant pool for quality, quantity, diversity, number of external applicants.** 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. Division of Students and FGS will be consulted to explore options. 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. **Progressing.**

• **The proportion of international students supported by external awards and research grants.** 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. **On Track.**

• **The number and amount of donor funded graduate awards and scholarships.** New graduate support provided through Carswell Chair – tied to SMA 3 #8 (Research Revenue from Private Sources). Carswell Chair will create opportunity for 4 new Masters (8 years) and 1.5 PhD student (6 years) of funding. Opportunities for partnership-funded graduate support through Unsinkable collaboration for mental health research is in development. **On Track.**

• **Number of new or substantially revised graduate programs or specializations available.** See 1.1.5 for details of new grad programs in development or launched. **On Track.**

**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.** 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 was presented to Faculty Council for their review and discussion in Fall 2022. The Executive and Planning committee (E&P) of council is creating a sub-committee to prioritize recommendations, determine actions, and recommend motions for E&P to bring to Council. **On Track.**

- **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.** This is an ongoing activity. **Progressing.**

- **Embed strategies that foster inclusivity in relation to recruitment and retention.** 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 recommendations from the EDI working group report were presented to Faculty Council in spring 2022. **Progressing.**

- **Expand College pathways and partnerships that will attract more diverse transfer/mature students** A Student Success Manager has been hired 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. **Progressing.**

- **(NEW) EDI advanced in the School of Kinesiology & Health Science.** The EDI standing committee of KHS council has been finalized. **Completed.**

- **(NEW) EDI advances in the Department of Psychology.** An EDI group has been constituted in the Department of Psychology and is developing strategies for increasing diversity in our student population. **Progressing.**

- **(NEW) EDI advanced in the School of Global Health.** The School of Global Health’s Equity, Diversity, Inclusion, and Decolonization (EDID) committee formed its EDID Coalition of Support, involving alumni, community members, current students, and Faculty to help advance the work of the EDID committee, which will include curriculum, events, and other activities. The EDID committee has also, with the help of a MPH practicum student, developed a tool for faculty to assess EDID content in their courses and classroom. We hope to launch this in the 2022-23 year. **Progressing.**

- **(NEW) EDI advance in the School of Health Policy and Management.** The SHPM has an EDIAD (Equity, Diversity, Inclusion, Access and Decolonization) committee. The committee is currently in the process of being re-constituted for 2023 to bring on new student members. **Progressing.**

**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.** Successful virtual event held in summer 2021. This will become an annual event and is scheduled again for Spring 2023. **Completed.**
- **Facilitate access to appreciation mechanisms for community partners who support experiential learning in HH courses.** Determining other types of mechanisms (e.g. plaques, letters from the Dean, gift baskets, social media mentions), to show our appreciation which is ongoing. **On Track.**
- **Collaborate with the York-TD Community Engagement Centre to support student preparedness for community engagement.** An ongoing activity. **On Track.**
- **Utilize HLLN sub-brand and network support, deepening external partnership and engagement with them.** HLLN is fostering community partnership provincially and nationally for micro-credential programs, re: program development, instruction, and recruitment. **Completed.**
- **Create stream options in acute care and mental health in the School of Nursing in consultation with community partners.** Stream options created in consultation with Mackenzie Health and CAMH approved by Senate on April 28, 2022. **Completed.**
- **(NEW) KHS Developing new community partnership with Athletic Therapy and Rehabilitation.** **Progressing.**

**Timeline:** May 2023
**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.** Since summer 2022 professorial stream hires offer letters specifically indicating that they are expected to participate in research commons workshops. 6 researchers participated in new submission stream of the Grant Clinic this year, while 4 researchers participated in the re-submission stream. This is an ongoing activity. **On Track.**

- **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.** Met with over 30 individual researchers through Fall/Winter/Spring 2021-22 to coordinate their external submissions and provide scientific review. This is an ongoing activity. **On Track.**

- **Facilitate an increase in grant proposals submitted to and successfully winning Tri-Council and non-Tri-council research funds.** This is an ongoing activity. Tied to SMA 3 #6 (Research Funding and Capacity) **On Track.**

- **Provide internal peer review and support for Tri-agency and other external competitions.** The Faculty has already been awarded $8.4 million in Tri-council funding and $12.7 million in non-Tri-Council funding, $300,000 in subgrants for a total of 21.4 million in funding across 137 active grants. This represents a 30% increase in funding from Fiscal Year 2021 to Fiscal Year 2022. These figures do NOT include VISTA. This is an ongoing activity. **On Track.**

  - **(NEW) Faculty of Health Research support office (RSO) staff are providing financial support for writers, graphics design, etc. in preparation of large-scale grant applications.** For each of the 138 applications, the Research Support Office supported applicants with a pre-award administrative review and budget support.

  - 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” (Digital Inclusive Virtual and Equitable Research Training 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 the School of Health Policy & Management.
and the School of Global Health’s Dr. Steven Hoffman in the development of “A Virtual AMR Policy Think Tank”; iii) the School of Health Policy & Management and the School of Global Health’s Global Health’s 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, and iv) Drs. Steven Hoffman, Mathieu Poirier, and other School of Global Health researchers were awarded $2.5M for a SSHRC Partnership grant for their work on *Governing the Global Antimicrobial Commons in a Sustainable, Acceptable, Fair and Effective (SAFE) manner.* (#1 ranked in the competition).

- **FoH is the lead Faculty on the newly chartered Center for Integrative and Applied Neuroscience (CIAN).** These will provide new collaborative and networking opportunities in support of new large-scale grant applications. CIAN received Senate approval in Fall, 2022 for a 5 year term. LaMarsh Centre for Child and Youth Research was successfully rechartered in Fall, 2022 for a five year term. The rechartering decision on YU Centre for Aging Research and Education (YU-CARE) has been delayed until Winter, 2023. **Progressing.**

- **Developing a pilot research release competition to support Early Career Investigators and BIPOC researchers.** Initial consultations on existing seed grant program and new research release program have begun. Planning to progress through Spring 2023. **Progressing.**

- **With the help of Advancement secure or have secured funding from external partners for research projects.** With funding from Beneva, a new anxiety research seed grant competition was launched in Fall, 2022, and support from Co-operators for mental health research of investigators at the LaMarsh Centre for Child and Youth Research was secured in Fall, 2022. **On Track.**

- **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.** This is an ongoing activity. Consultations with the Graduate Committee are underway, and workshops will begin in Spring, 2023. A Faculty-wide research symposium, open to faculty and graduate students, will launch in Winter, 2023. **Progressing.**

- **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.** This is an ongoing activity. Workshops are currently in development and will begin in Winter, 2023. In Summer/Fall 2022, the Research Support Office hosted a series of “just in time” research workshops in support of research funding applications that were focussed on budget, knowledge translation activities and partnerships, EDI and sex and gender-based analyses (SGBA+). **Progressing.**

**Timeline:** 2020-2023

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

**Comment:** ON TRACK

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

**SDG:** 17 (Partnerships for the Goals)
**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.** Worked with project team and Office of the VPRI to identify opportunities for research, trainee, and faculty teaching alignment. Application is currently under review with a decision expected in Spring, 2023. **On Track.**

- **Support and coordinate the submission for CERC submission as lead Faculty with Centre for Vision Research.** The external applicant chose not to proceed in this one-time opportunity. It is unknown if the federal government intends to launch a similar program in future. **Discontinued.**

- **Provide funding to support five ORUs (Vision Science, DIGHR, YUCARE, Muscle Health, and the LaMarsh Center) to make them competitive for large scale grants.** Working to identify areas of alignment for a CREATE (or other) grant submissions in Spring 2023. **Progressing.**

- **We have committed funding support for a new research enhanced hire, new research chairs (see 2.4.1), 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.** 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. **Progressing.**

- **Vaughan site.** Contributed to Vaughan Precinct Working Group. Feasibility study complete. Contributed to LOI with City of Vaughan. Contributed to new Precinct working group. **Progressing.**

- **Develop MoUs.** Signed an MoU with Mackenzie Health and Oak Valley Health. Supported development of feasibility study. Partnership agreement with Alzheimer’s Society York completed and signed. Signed MoUs with Sunnybrook and CAMH to enable faculty collaborations (CAMH later rescinded due to budget concerns and a change in their leadership group). **Progressing.**

- **Host targeted-topic research collaboration events with Health faculty members and hospital partners.** 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. RSO has supported virtual reality and policy collaboration with ON Health, Mackenzie Health, and researchers from Kinesiology. **Progressing.**

- **(NEW) KHS Developing Ontario Health and Clinical Services (pain management) Health project (Lucy Gagliese and Mike Boni).** **Progressing.**

**Timeline:** 2020-2023

**Responsible Party:** Dean, Associate Dean, Research and Innovation, Associate Dean Learning, Teaching, Academic Programs

**Comment:** PROGRESSING

**Dependencies:** Office of VPRI.

**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. 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. Discussions are 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 (Liya Ma); (2) CRC Tier II in Data Science and Population health (Antony Chum); (3) a CRC Tier II for the Dahdaleh Distinguished Chair in Global Governance & Legal Epidemiology (Godfred Boateng). We successfully recruited and appointed the inaugural Helen Carswell Endowed Chair in Dementia (Matthias Hoben). Three new YRC Tier 1’s (Crawford, Kawakami, Steeves) and five new YRD Tier 2’s (Viens, Hayhurst, Hillier, Poirier, Cheng) were appointed, while one YRC Tier II was re-appointed (Rosenbaum). An additional four YRCs have been nominated by the Faculty for the 2023 competition. One further Tier II CRC application is currently under review, with a decision expected in Spring 2023. 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. On Track.

Timeline: 2020-2025

Responsible party: Dean; Associate Dean Research & Innovation; Campaign Director

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:

- GA hired to conduct an environmental scan on decolonization practices in higher...
- **Develop, support and promote undergraduate and graduate curriculum decolonization actions.** 1) Held a discussion about creating a first-year pan Faculty Indigenous 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”; proposal for this new undergraduate program is on track for Faculty approval in Fall 2022. 3) Facilitated through Deans Office FIT 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) Profs in SHPM (Vorstermans and Hillier) received AIF funding in Spring 2022 for their project musigungete'get aq nigweng: ‘Cultivating & Growing’ the Next Generation (project paused for one year while additional consultations and due diligence is undertaken by Provost office) exploring the use of 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, undergraduate students in Global Health fulfill a practicum requirement by 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 in Winter 2022 on Indigenous Perspectives of well-being and conducting ethnographic research from indigenous communities in Costa Rica. **Progressing.**

- **(NEW) Psychology's strategic plan includes evaluating the curriculum to ensure coverage of indigenization and decolonization.**

- **(NEW) KHS developing EDI charter for faculty to commit to inclusion of EDI content in KINE courses.** **Progressing.**

- **Identify and promote inclusive and culturally responsive pedagogy (e.g. co-constructed learning)** Indigenous members of the Sweet Grass Roots Collective facilitated a land based event in SHPM (see item 3 above) and provided feedback on students reflections about the event in first and third year HLST courses. FIT supporting Indigenous collaborations in graduate course in SHPM (W22 and anticipated for W23). Proposing a small group of students have the opportunity to bring the Grounded Project films (item 4 above) 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. **Progressing.**

- **Explore decolonization opportunities within the non-degree studies i.e., Health Leadership and Learning (continuing education) sector.** 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. **On Track.**

**Timeline:** December 2023

**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. Increase advising FTE from 5 to 7 in 22-23; increase to 8 in 23-24; increase to 9 in 24-25. HR challenges related to both hiring and retention have left OSAS short of intended Advisor complement. Staffing needs will be reviewed and updated. **Not on Track.**
- 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:** 2022-2025

**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)

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.** For the Dec 1, 2022 update. 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. A new Student Success Manager for Calumet and Stong Colleges started in late November 2022. Discussion for new task force to be held as a result of staff leaves. Human resources continue to be a challenge re: securing a full complement of staff to support College-based Student Success Programs. Discussion with the new Dean, starting in January 2023, will be required. **Not on Track.**
- **Align relevant organizational job descriptions and processes for reporting, mechanisms to align strategic directions of College-delivered programs with Faculty of**
**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 Stakeholder Engagement. The Manager, Student Success and Stakeholder Engagement was hired in Fall 2022. **Completed.**
- **Determine effectiveness and impact of student success programs.** This will proceed under the new Manager, Student Success and Stakeholder Engagement with a report expected in late Fall 2023. **Not on Track.**

**Timeline:** Fall 2023

**Responsible Party:** AD Students; Executive Officer; Director, Student & Academic Services & Strategic Initiatives

**Comment:** PROGRESSING

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

**SDG:** N/A

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**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 Support and Intervention mechanisms to support
timely support for students

Measures/Metrics/Milestones:

- **Participate in Early Support and Intervention program through Division of Students with attention to examining impacts of such interventions on diverse groups of students.** 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. With the approval of the UPDs, a message was sent to all first-year students about the many academic and non-academic resources within the University and the Faculty of Health to improve their academic performance. **Progressing.**

- **Participate in development of Civitas advising program capacity to enhance Early Alert mechanisms.** 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. **Progressing.**

- **(NEW) Implement early alert pilot test in one section of Kine 1000.** 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. **Not on Track**

- **(NEW) Success Access button in e-Class.** FoH proposed to Associate VP Teaching & Learning the addition of a Success Access button in e-Class. The Pan-University Assoc Dean group led by AVP T&L approved the proposal and UIT is moving forward on completing this project by the end of summer 2023. **On Track.**

**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). 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. Met once in winter and once in summer 2022. This is ongoing. 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. **Completed.**

**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.** 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. **Completed.**

- **Collaborate/coordinate programming with York International to support International student participation.** 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. **Completed.**

- **Programming collaboration and coordination with York International will be ongoing to support International student participation.** We support our international students through York International orientation, Calumet & Stong Colleges academic orientation, and York orientation day. We also support international student transition through the peer mentoring...
program and student welcome events. In addition, we have supported Agents of Change projects (e.g. Lingua Franca) that aim to support students whose English is their second language. Calumet & Stong Colleges recruit international students as volunteers to support our Student Success Programs and hires them as work study. Progressing.

- (NEW) Engaging diverse students will be ongoing and become incorporated into curricular and co-curricular student success programs. These initiatives (see bullets one, two and three) are ongoing and in Fall 2022 we devised a strategy customized for each unit to support international students who faced delays with their study permits. Progressing.

Timeline: 2020-2024

Responsible Party: AD Students, College Heads

Comment: ON TRACK

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. The Student-focused Roundtable was created in Fall 2021 and meet once per term to seek current and alum feedback about different aspects of student engagement, student experience and student success. Completed.
- 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. 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. Completed.
- Identify and implement findings from Working Group on Anti-Black and Anti-Indigenous Racism that identify relevant recommendations. Working group consultation and report was submitted in February 2022. The report was submitted at the Faculty of Health Council in Spring 2022, with accompanying action plans, and approved in Fall 2022 with an implementation committee to be finalized in January 2023. On Track.

Timeline: 2022-2023

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. 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. Academic Honesty animation videos were created in collaboration with The Academic Wellness Project (TAWP), an Agent of Change-funded project, based on extensive consultations with students, student leaders, staff, faculty, UPDs, CEAS, Student Success Council and the Student-Focused Roundtable throughout the project. Videos with accompanying documents will be available to all HH Course Directors, faculty and instructors, and will be posted on the HH Academic Honesty website. During Academic Honesty Month in October 2022, FoH presented two events: a panel of faculty members and CCSC staff sharing their experiences on how to support students; and a presentation by the TAWP President sharing her experience leading a team to create the academic honesty videos and presented the videos. Completed.

- **(NEW) working collaboratively with and alignment with central Academic Honesty resources.** FoH presented to the Pan-University Academic Honesty Working Group the proposal to adopt a mandatory module on academic honesty in YU Start for incoming students. The Working Group approved the proposal and is currently exploring how to implement that mandatory module. Progressing.

- **Share e-resources and webinars for faculty on pedagogical strategies, evaluation strategies that can build their capacity to enhance a culture of academic integrity.** 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. Completed.

- **Engage interested students in development of AH resources geared to students.** 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 were hired to create the module. Academic Honesty animation videos were created in collaboration with The Academic Wellness Project (TAWP), an Agent of Change-funded project, based on extensive consultations with students, student leaders, staff, faculty, UPDs, CEAS, Student Success Council and the Student-Focused Roundtable throughout the project. Videos with accompanying documents are available to all HH Course Directors, faculty and instructors, and are posted on the HH Academic Honesty website (see https://www.yorku.ca/health/academic-honesty-3/.) Completed.

**Timeline:** 2022-2023

**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 the number of placement opportunities. All eligible students were matched for international practicum opportunities this year from the Global Health program building upon existing international partnerships and adding five new international partners in 2023. This is an ongoing item. Completed.
- 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). 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 Completed. 2) Claudia Chaufan was the special advisor to the Dean on internationalization. She created a webinar series on internationalization topics (2 in fall, 2 in winter). An outcome of this was 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. Completed.
- Create and support opportunities for student exchanges with a health focus. KHS hosted nine (9) students virtually in June 2022 from the University of Trinidad and Tobago (MOU), ELAP and Canada-CARICOM Faculty Leadership Scholarship Program who enrolled and participated in PKIN courses. The FoH is returning to prioritizing in-person exchanges and to re-establish systems and partnerships. We will both send and receive students in Winter 2023. Progressing.
- Build and integrate cultural competence into curriculum by reviewing and piloting “Effective Intercultural Communications” (EIC) modules for usability within Global Health program. Undergraduate program directors have been asked if they can provide input to York International on pedagogy, knowledge and content, delivery, content -- provided. Other EIC programming has been integrated into GH practicum course. Students are able to access online module through York International as a co-curricular offering. Completed.
- 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. Funding secured for scholarships totaling $150,000 over five years. Program is on track -- additional funding is sought.
for expansion and extension of the ASCEND program. **On Track.**

**Timeline:** June 2023

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

**Comment:** PROGRESSING

**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. SSHRC Insight grant not successful. An application to SSHRC – New Frontiers in Research Fund submitted – grant not successful. **Completed.**
- Facilitate international practicum and research opportunities for health students at Las Nubes and with Collaborating Costa Rican partners. Practicum partnerships will host students for winter term 2023 as part of global health practicum and independent research study programs. **On Track.**
- 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. Two new courses successfully launched in Costa Rica for study/semester abroad program July 2022 at Eco-campus delivered July 6-27, 2022. Both registered at full capacity. Faculty led “bootcamp” introduced delegation of 3 faculty members to EcoCampus in May, producing applications to teach 4 new courses at the Las Nubes campus in summer 2023. Two new courses have been selected and will be on offer Summer 2023. **On Track.**

**Timeline:** June 2023

**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 (CPRs). When email addresses are available they are surveyed for CPRs. Progressing.
- Recruitment team developed a Student Health Ambassador at York (SHAY) alumni engagement strategy to engage former SHAYs in recruitment and conversion activities Progressing.
- Encourage lifelong learning in not for credit programs and through Faculty and University promotional vehicles (e.g., Faculty website). One education program has been launched. Additional programs are now scheduled for Winter 2023 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). On Track.
- (NEW) EE Coordinators support Alumni engagements efforts, (for example, through surveys, speaking engagements, & practicum alumni networks). On Track

Timeline: April 2023

Responsible Party: Campaign Director; Director, Communications & Planning; HLLN; EE Coordinators

Comment: PROGRESSING

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/Metrics/Milestones:
- Organize Conference. Completed.
- Hold Conference. After four years of planning and a year of pandemic delays, the IBEC conference was held on May 25-28th, 2022, with (a higher than projected) 400 attendees and 66 speakers from all parts of the world. Completed.

Timeline: 2020-2022

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

Comment: COMPLETED.
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. Completed.
- Be recognized as a major sponsor of the congress through modest financial and human resources support. Initial contribution of funds authorized and paid. York represented on all major committees including Executive Committee. Website identifies York as a major sponsor. Completed.
- Encourage York faculty and students to contribute to the congress. Information will be shared with students and faculty when Congress schedule details are finalized. Looking for opportunities to add ancillary networking event to promote networking for domestic and international student recruitment. Exploring opportunities to host an event and/or contribute to a pre-conference event and/or contribute to a reception at York during the conference. On Track.
- (NEW) KHS, The Undergraduate Health Research Exploration (UHRE) Chapter of KAHSSO held a research conference in May 2022 and a research summit in November 2022 to explore ways on how to get students involved in research and how to diversify research experiences and skills. Completed.


Responsible Party: Dean, Associate Dean Research & Innovation

Comment: ON TRACK.

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 Although we saw a slight dip in the number of our overall number of international students for 2021-22 (676) from 2020-21 (684), overall the Faculty of Health has seen an increase of 9% in the number of international students from 2019-20 (616). The current key challenge facing our international enrolments is the backlog in the processing of international student visas at Immigration, Refugees &
Citizenship Canada. Our Faculty has looked into mitigation strategies, including deferred enrolments and winter enrolments where possible. **Progressing.**

- **Nations of origin for our undergraduate students.** Although China and India remain our top two source countries for visa students, we have seen some notable developments. For example, Iran has displaced Nigeria as our third largest source of international students in which the number of students from Iran increased by 88% (68 in 2021-22 vs 36 in 2019-20). There was a 70% increase in the number of students from Bangladesh (17 in 2021-22 vs 10 in 2019-20) and that country moved up to 6th place from 11th place in 2019-20 among our top 20 countries. **On Track.**

- **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.** Conversations with University offices and Faculty of Health EMG and other Health staff continuing on an overall strategy. From these conversations, and based on enrolment data, opportunities have been identified such as an increased focus on the Middle East. In addition, the FoH recruitment team met with the regional manager and officer for India, a major international student market, in July 2022 to discuss outreach strategies and collaborative efforts to recruit prospective students in that country. **On Track.**

- **Improve number and utilization of international exchanges and partnerships as recruitment aids.** KHS had exchange students participate in our courses remotely from the University of Trinidad and Tobago. KHS held an international undergraduate research health conference in Summer 2022. 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. **On Track.**

- **Increase experiential learning opportunities for domestic students going abroad.** Developing strategy framework for how to approach when travel is a possibility—see Internationalization framework. Limited by COVID-related restrictions. **Progressing.**

- **Increase the international relevance of our programs and courses.** 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. **Progressing.**

**Timeline:** 2022-2023

**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.
- Consultation is underway with Faculty of Health Faculty about potential programs, research teams, and services which could potentially be located at a Vaughan building/campus. This initiative has been discontinued due to a change in direction from Mackenzie Health. Discontinued.
- Identify Faculty of Health space and infrastructure needs. Space for human physiology and nutrition research has been identified in BSB and 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. However, we still require additional space to accommodate growth in both the School of Global Health and 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). Progressing.
- Work with PVP to identify potential funding sources. Some potential donors have been identified. Progressing.
- A working group has been struck (July 2022) with representatives from HH units, facilitated by B. Pilkington (contracted from Provost’s Office) to integrate possible contributions to the Vaughan Healthcare precinct (VHCP); results from the discussions have been forwarded to the Steering Committee overseeing the Vaughan and School of Medicine Project in August, 2022. Completed
- AD Learning, Teaching & Academic Programs representing Dean on the Vaughan and School of Medicine Project Steering Committee
- Faculty member from School of Nursing (L. Nicholson) is collaborating with Mackenzie Health leaders to determine how the nursing programs’ faculty members and HLLN (continuing education) could be involved with the simulation space at the Vaughan Cortellucci hospital, how BScN, nurse practitioner students can learn. While talks between the School of Nursing and Mackenzie Health continue regarding possible opportunities for nursing students, it was determined that a certificate with HLLN will not proceed due to a lack of market need. Progressing.
Timelines: 2022 to 2025

Responsible Party: Dean, VPRI, Provost

Comment: PROGRESSING

Dependencies: Provost; AD Learning, Teaching, Academic Programs

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 prospective partners in acute care, public health, community health, long term care, home care, hospice/palliative care, rehabilitation. On Track.
- Meet with prospective partners to sensitize the idea. 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 or turnover of research leadership at partner institutes. Conversation will need to be restarted. Not on Track.
- Host targeted research collaboration events with faculty and partners. Delayed at the request of prospective partners during COVID. Not on Track.
- Develop MoUs with interested parties. 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. On Track.
- Develop a strategic vision and multi-lateral terms of reference. Additional development work is required. Delayed by COVID. Not on Track.
- Develop a potential funding and operating plan. Additional development of the network is required. Delayed by COVID. Not on Track.
- Facilitate joint research funding proposals. Delayed by COVID. Not on Track.

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. 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 Winter 2023. On Track.
- Participate in knowledge-exchange with Student Accessibility Services to support placement students’ accommodation plans. This support has now shifted to using a case-by-case based consultation approach. On Track.
- 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/ Completed.

Timeline: Summer 2023

Responsible Party: EE coordinators

Comment: ON TRACK

Dependencies: AD, Learning, Teaching, Academic Programs, Student Accessibility Services
Objective 6.2: Develop enabling spaces for research and academic excellence

**Action/Strategy 6.2.1**: Sherman Health Sciences Expansion

**Measures/Metrics/Milestones:**
- Design and develop new facility including state of the art vivarium/research labs, neuropsychology & physical activity clinics, faculty and student office and collision spaces. **Completed.** 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.** Official groundbreaking in July, 2022 with preliminary work underway. **Progressing.**
- BSB and other space needs are largely contingent on Neuroscience extension which has been delayed with projected completion in Fall, 2024.

**Timeline:** 2024

**Responsible Party:** Associate Dean, Research & Innovation; Facilities Manager

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

**Timeline:** March 2023

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

Dependencies: Faculty of Science, Facility Services

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. 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. Completed.
- Occupy space. New research suite completed on first floor and occupied. Completed.

Timeline: Spring 2021 to Fall 2022

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

Comment: COMPLETED

Dependencies:

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. Completed.
- Secure contractor. Completed.
- Refresh and furnish space. Completed.
- Occupy space. Completed.

Timeline: Spring 2021 to Spring 2022.

Responsible Parties: Executive Officer; FoH Facilities Manager

Comment: COMPLETED

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 **Completed**. 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 **Completed**. Phases 2 and 3 are **On Track**.
- Occupy space. **Progressing**.

**Timeline:**
- Phase 1 Completed
- Phase 2 Late Fall 2022
- Phase 3 (ripple) 2024

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

**Comment:** ON TRACK.

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

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

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**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. Funding has been secured. A user group has been established in conjunction with the School of Kinesiology & Health Science. We are working with Facilities to establish a budget and preliminary design. **On Track**.
- Secure contractor. **On Track**.
- Refresh and furnish space. Delayed by the opening of the Sherman extension (now scheduled for Fall 2024). **Progressing**.
- Occupy space. Delayed by the opening of the Sherman extension (now scheduled for Fall 2024). Because BSB renovations for nutrition and KINE are delayed, contingency plans must be put in place for human nutrition research (e.g., for CFI equipment, etc.). **Progressing**.

**Timeline:** 2026

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

**Comment:** ON TRACK.

**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.** 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. **On Track.**
- **Space created for future new hires and for current space needs.** When the Sherman expansion is complete (projected Fall 2024), the relocation of faculty to Sherman will create net new space for future new hires, in BSB, and will address some current space pressures. The wet lab renovation in the Farquarson West Wing is near completion and will address this area of research need. Capital funds have been set aside to fund these projects. **On Track.**

**Timeline:** 2022-2024

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

**Comment:** ON TRACK

**Dependencies:**

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

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**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.** Initial brief has been written and shared with the Provost, VPFA, UEC retreat, consultants. **Progressing.**

**Timeline:** 2020-2025

**Responsible Parties:** Dean

**Comment:** PROGRESSING

**Dependencies:** University Master Plan

**SDG:** 3 (Health & Well-Being); 4 (Quality Education)
**Action/Strategy 6.2.9: Explore better use of space including use of hotelling and hotdesk spaces**

**Measures/Metrics/Milestones:**
- **Conduct surveys and engage in consultation with faculty and graduate students.** Consulted with Faculty that launched the use of Hotelling software Skedda (an off the shelf application) with staff for lessons learned, trade-offs, impact on cleaning protocols, measures of success. Shared results with larger leadership team. Some of the challenges raised included being spread between multiple buildings, sharing space requires a culture shift, need enough bookable private spaces, and will require a change to our computer policy (e.g., we provide desktops not laptops to staff), etc. **Progressing.**

**Timeline:** 2022-2025

**Responsible party:** Dean; AD Research and Innovation; AD Learning, Teaching & Academic Programs; Executive Officer; Facilities Manager

**Comment:** PROGRESSING

**Dependencies:** Availability of suitable space, finances, space needs for research and delivery format of courses.

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

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**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.** Since 2011 the FoH has diligently worked to improve our faculty to undergraduate student ratio from 63:1 in 2011 to 49:1 in 2022. We are grateful for being able to increase our number of full-time tenure stream complement, but it is still not in alignment with the average York ratio of 31:1. From the 21/22 complement plan we have had 9 successful tenure stream hires (includes 3 CRC Tier 2) and 3 successful CLA hires. 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. 18 FoH full-time tenure stream (includes 4 net new) and 4 CLA positions (includes one renewal) were proposed. Positions are consistent with the principles and goals associated with the multi-year Faculty Complement Renewal Strategy in terms of the following: proposing strategic research hires to connect to the research intensification plan of the university (CFREF) and advancing goals and priorities for research intensification in FoH; supporting growth and diversification of our faculty by including teaching stream hires, addressing gaps in representation from equity deserving groups by proposing black scholar hires, and proposing a high level rank hiring to attract an Indigenous candidate to a leadership role in research. 17 full-time tenure stream (includes 3 strategic research hires) and 4 CLA hires are approved for 23/24. **On Track.**
**Timeline:** June 2022 to May 2023

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

**Comment:** ON TRACK.

**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. 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 were presented to Faculty Council in 2022 for review and discussion. Executive and Planning committee will propose a sub-committee of E and P to, for example, review recommendations, update with local EDI activities, prioritize recommendations, identify resources, deliverables, and motions for Faculty Council. **Completed.**
- **Increased faculty and administrators’ awareness of the need to consider an EDI lens in curriculum and everyday practices.** 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. **Progressing.**
- **Attain a 4th Associate Dean of to take on EDID, faculty affairs, and inclusive excellence as part of that AD’s role.** Provost allocated one new AD position to the Faculty in May 2022. **Completed.**
- **Define new AD portfolio and recruit AD.** Needs input from new Dean. **Progressing.**

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

**Timeline:** Fall 2023

**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.** A search for an additional designated Black hire (in Psychology) was successful and the new faculty member starts in January 2023. A search for an additional designated Black hire (in Kinesiology and Health Science, Psychology and Global Health) is underway with the goal of these appointments beginning in the summer of 2023. **On Track.**

- **All academic units meet or exceed AA objectives in the YUFA CA.** As of the last Memorandum of settlement, York university AA targets for racialized persons is now 28%. We would like to continue to diversify our faculty complement further by proposing three net new dedicated position searches for Black scholars, and professorial stream hire in Indigenous Nursing. Psychology is at 11.7% of targets, Kinesiology & Health Sciences is at 23.7%, SHPM is at 28.9% of target, Nursing is at 31.3% of target. **On Track.**

- **A minimum of 5% of our faculty self-identify as Black.** 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. **On Track.**

- **A minimum of 2% of our faculty self-identify at Indigenous.** 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. We have recently added one additional Indigenous scholar (in Psychology). **On Track.**

**Timeline:** June 2020 to July 2023

**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 ($5K to $999K) and principal gifts (>1 million)

Measures/Metrics/Milestones:

- **Complete development of Health’s Advancement Strategic Plan (Placemat) articulating strategic priorities and project timelines in alignment with the UAP and SDGs.** In place. Pending review by new Dean. **Progressing.**

- **Build out prospect pipeline and develop cultivation plans to engage major and principal gift supporters, strategically engaging the President and VP Advancement.** In place and underway. **Progressing.**

- **Prepare to onboard the new Dean in Advancement activities and current priorities.** In process. **Progressing.**

- **Adjust Advancement strategy and according to new Dean’s strategy and priorities.** Pending input from new Dean. **Progressing.**
**Timeline:** May 2022 to April 2023

**Responsible Parties:** Dean; Campaign Director

**Comment:** PROGRESSING

**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:**
- **Raise minimum of $1 million.** In process- $598K confirmed with a further $1.4M in solicitation. **Progressing.**
- **Conduct 10 meetings per month (120 meetings per year) with donors and prospects.** **On Track.**
- **Invite donors and potential supporters to campus for at least one special event per year.** **On Track.**
- **Personalize stewardship strategy for the Faculty’s top supporters.** In process and pending input from new Dean. **Progressing.**

**Timeline:** May 2022 to April 2023

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

**Comment:** PROGRESSING

**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 2022-23 rolling budget.** **Completed.**
- **Database of alumni is created/improved.** 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. **Progressing.**
- **Support alumni outreach strategies of academic units, in collaboration with central Alumni.** **Progressing.**
- **Maintain regular communications with alumni.** **On Track.**
- **Key alumni invited to participate in student career days and other events.** **Completed.**

**Timelines:** May 2020 to 2025
**Objective 6.6: Revitalize and refresh the Faculty of Health Strategic plan**

**Action/Strategy 6.6.1: Assess the internal and external landscape**

**Measures/Metrics**
- **Determine who will lead the strategic planning process.** Initial conversations held with Ellen Auster (Executive Director York Change Leadership) to discuss process and strategic planning framework. Drafting team formed with faculty member representation from each school/dept and a lead identified. Advisory committee membership defined. Survey questions reflected on and augmented by leadership team. **On Track.**
- **Engage with available process facilitators.** On Track.
- **Engage with OIPA to conduct competitive landscape scan.** Initial conversation held regarding questions OIPA can answer. **On Track.**

**Timelines:** Fall 2022 to Fall 2023

**Responsible parties:** Dean

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

**Dependencies:** new Dean

**SDG:** 4 (Quality Education)

**Objective 6.7: Establish a culture of service excellence**

**Action/Strategy 6.7.1: Redesign HR and Finance structures to align with the new operating model.**

**Measure/Metric/Milestone:**
- **HR and Finance organizational structure is aligned with the new future state operating model.** Discussion held with Service Excellence Program leads (NOUS). Delays due to changing EOs and Deans. **Progressing**

**Timelines:** 2022-2025

**Responsible Parties:** Dean, EO
Comment: PROGRESSING

Dependencies: Chairs & Directors; Director, Finance & Academic Resources, Administrative Officer, Unit Operating Managers

SDG: 3 (Health & Well-Being); 4 (Quality Education); 17 (Partnerships for the Goals)

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. Completed
- (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. Collaborating with York International for lessons learned from pilot and plans for next cohort of students Fall 2022. Support provided for administration of workshops by staff – fair representation of FOH students in F2022 cohort –
first group of students traveling in Winter 2023 as part of SDG in Action program. **On Track**

- **Increase visibility of SDG activities in the curriculum through presentation at the UPD meeting in the Fall 2022 term.** As of Feb. 2022, there are 10 HH faculty in the “SDGs in the Classroom Community of Practice” group, representing all units, who are involved in integration of SDGs; there may be opportunities to increase this number by increasing awareness and visibility (see above). **Progressing.**

**Timeline:** Ongoing

**Responsible Party:** Manager, International relations

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

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

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

**Objective 7.2 Enhancing visibility of SDG in research**

**Action/Strategy 7.2.1:** Provide opportunities for researchers to acquire knowledge and skills about including equity, diversity, inclusion in grants and research

**Measures/Metrics/Milestones**

- Research support office to hold workshops on the integration of EDI, GSBA (gender and sex based analysis) and SDGs into their applications. Two cycles of EDI / GSBA workshops will run per year; workshops began in Spring, 2022. SDG workshops are planned for Winter 2023. **Progressing**

**Timeline:** Ongoing

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

**Comment:** **PROGRESSING**

**Dependencies:** Office of VPRI

**SDG:** 10 (Reduced Inequalities)
**Action/Strategy 7.2.2:** Gather information on new tools that capture SDG information from our researchers.

**Measure/metric/milestones**
- Tools are being explored to inform recommendations. *On Track.*

**Timeline:** Ongoing

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

**Comment:** ON TRACK

**Dependencies:** Office of VPRI

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