**Faculty of Health Response to AAPR Results**

 **Creating the Faculty of Health - *a Success Story for York University***

On July 1, 2006 the Faculty of Health was established to address the significant opportunities for advancing health education and research with a distinctive York focus, as well as to forward the University’s long-standing goal of becoming a more comprehensive university. Building on our strengths in nationally and internationally recognized programs emphasizing our interdisciplinary approach to learning, research and community engagement, the Faculty of Health has achieved tremendous success for York University. The Faculty has undergone major enrolment growth (now over 10,000 students) in a range of high quality programs significantly helping York meet overall enrollment targets. And, this progress has positioned the University to achieve a long recognized ambition of creating a medical school.

Our compelling vision is to generate and mobilize the knowledge and interventions for ‘keeping more people healthier longer’. We do this through our impactful research, our community, public and private sector partnerships, and by graduating over 2000 ‘Agents of Change’ each year from our academic programs. Our activities are driven by five strategic priority areas - described on page 2 - from our ‘Health@2020’ five year (2015-2020) academic and resource planning exercise targeted for adoption at our May 6, 2015 Faculty Council meeting.

The Academic and Administrative Program Review examined 27 programs (19 academic programs, 2 ORUs, 6 administrative) in the Faculty of Health. It is noteworthy that the AAPR Task Force underscores the Faculty’s success by assessing that our programs are almost entirely in the upper quadrant of high academic Quality and financial Sustainability. Clearly, we need to keep our programs in a leading position by addressing exceptional opportunities, resource needs, and increased competition. Go Health!

**Key Challenges at the Faculty Level**

1. **Strategic Enrollment Management:** meeting student admissions targets and significantly increasing retention.
2. **Addressing core needs** (high ratio of faculty and staff to students; class sizes) **and strategic investments** to catalyze transformations in our Education (eLearning; Experiential Education; international students) and Research programs and Centers. The new SHARP budget model will enable the Faculty to move forward.
3. **Achieving our Local-Global Ambitions:** positioning the Faculty to be a key hub for local and global academic, community, public and private sector partnerships and networks, that transform and significantly advance our education and research programs.

 **FACULTY OF HEALTH Academic Plan 2015-2020**

**(Draft for Discussion)**

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| **Vision** | ***‘Keeping More People Healthier Longer’*** |

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| **Mission** | ***To provide an innovative and supportive environment for discovery, learning and impact about health and human science****•* Our **Research** addresses health and human science at all levels – from molecular to global. It encompasses basic to applied and theory to practice including knowledge mobilization. Our research builds on both disciplinary depth and inter-disciplinary breadth.• Our **Education** includes a full spectrum of lifelong learning opportunities from undergraduate and graduate through to continuing professional development and community-based education. • Our **Service** activities engage and support the broader University, local, regional and national communities, and global partners and networks*.*  |

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| **Values** | **Excellence & Integrity** | **Respect & Diversity** | **Innovation & Creativity** | **Collaboration & Responsive Partnership** | **Leadership & Action** |

**Strategic Directions**

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| **A. Achieving a High Quality Student Experience** | **B. Generating Innovative Research that Makes a Difference** | **C. Connecting with Partners – Local to Global Networks** | **D. Supporting our Faculty & Staff in becoming global leaders** | **E. Building Key Support Resources** |
| A1. Achieve enrollment targets by strategic enrollment management (SEM) A2. Improve educational quality and delivery of teachingA3. Expand experiential education including ways for students to work in communities and experience future professionsA4. Expand new modes of course delivery by eLearningA5. Enhance financial support for students, learning skills and career development - **retention**A6. Provide ‘Agents of Change’ experiences for all Health students A7. Enable more student-faculty interaction: formal & informalA8. Enhance the student voice in the FacultyA9. Expand continuing education and professional development via HLLN | B1. Enhance research infrastructure and support within the Faculty B2. Build specialized research partnerships with local, provincial, national and global organizations B3. Enhance innovative inter-disciplinary and discipline-specific research that addresses priority local and global needs B4. develop new approaches to knowledge exchange, transfer, dissemination and mobilizationB5. Identify emerging trends and research opportunities, and support responses to themB6. Expand the range of research funders and partnerships  | C1. Develop new partnerships with a diverse array of communities and special populationsC2. Expand collaboration of Health with other York Faculties and research Centers to support community and global projects and partnershipsC3. Enhance external communications and marketing efforts C4. Develop international partnerships in strategic locations for our Global Health programC5. Extend partnerships across the public and private sectorsC6. Develop and maintain connections with our alumni | D1. Provide ongoing professional development for all full and part-time faculty and staffD2. Create new means of enabling intellectual exchange among faculty membersD3. Address concerns related to equitable workload within and across UnitsD4. Enhance teamwork among all levels of the Faculty D5. Expand mentorship programs for new faculty and staffD6. Implement a comprehensive strategy for faculty, student and staff mental and physical health | E1. Implement our comprehensive advancement strategyE2. Expand and improved space for research and teachingE3. Lay the groundwork for new buildingsE4. Expand alternate revenue streams: eg. via HLLN E5. Access appropriate equipment and technologyE6. Branding: broad-based recognition of the Faculty’s distinctive education, research and community programs   |

**Critical Success Factors**

Several factors contribute to the quality of the academic programs we deliver. Our goal is to protect and to build on these strengths by grounding them in our Faculty Academic Plan for 2015-2020, providing the necessary framework to ensure our resource decisions are closely aligned to our academic priorities as well as those identified in the University Academic Plan.

Our academic programs are sustainable because they appeal to areas of high student demand, enjoy economies of scale, and effectively integrate undergraduate and graduate planning. As a new Faculty, with very modest resources to hire new staff, we were compelled to do things differently. For instance, from our inception, we partnered with UIT to offer highly cost effective IT support through a service agreement, rather than choosing to create a local IT team. Additionally, the unique organizational structure of our Dean’s Office integrates numerous portfolios under the leadership of a single Director. More recently, our Faculty affiliated Calumet and Stong College and Office of Student and Academic Services (OSAS) were integrated to better support evidenced based student success programs. The AAPR recognized the efficiencies and sustainability of the implemented model as an opportunity for institutional change in the Colleges, realizing space and financial efficiencies.

**Key Challenges and Opportunities for Our Units**

The key challenge for the Faculty is to continue to sustain the quality of our programs while continuing to diversify the academic activities that create a more comprehensive university in a context of declining enrolment and growing competition, in particular from Ryerson, University of Toronto and University of Waterloo. A challenge that is common to all our programs is our large student-to-faculty ratio and high percentage of courses taught by contract faculty.



 

Each School/Department has its own specific challenges and opportunities which must be addressed in order to achieve and sustain exceptionality in our programs.

**School of Health Policy & Management:** programs demonstrated strength from the AAPR on dimensions of quality and sustainability. The School will be implementing the recommendations arising from its recent Cyclical Program Review, which called for a reinvestment strategy for the School, rather than growth or new programs. Of particular concern is the observation that the School is under-resourced in terms of faculty complement and expertise, space, experiential learning resources, and research infrastructure. These resource issues, together with challenges related to students’ academic backgrounds, are a threat to quality and excellence. Therefore, attention must be paid to improving current programs before program expansion is initiated.

**Some Key Challenges**

1. Address recommendations from the Cyclical Program Review, especially ways to strengthen the BHS program and need for increased faculty and staff complement
2. Increase full time faculty teaching in the BHS program (currently over 60% courses taught by part time faculty)
3. Sustain and increase research programs through a teaching workload policy (similar to Psychology and Kinesiology & Health Science) that provides a lower course load for faculty members fully engaged in research (publications, grants, labs) as well as graduate/undergraduate student research supervision.

**School of Kinesiology & Health Science:** programs were recognized for their high quality and sustainability. The undergraduate program is one of the highest demand programs at York. A challenge for Kinesiology will be to maintain its competitive advantage in the market. Building on the program’s strong reputation and program offerings, several short term opportunities have been identified to fortify Kinesiology’s position in the marketplace. Most notably, Kinesiology will expand the Master of Fitness Science, where they have demonstrated leadership in the field. This will also align with the Registered Kinesiologist (RKin) designation from the College of Kinesiology of Ontario and provide opportunities for those with an undergraduate Kinesiology degree to achieve the experience necessary for practice in the field. This will be accomplished within the existing course and degree framework. The School will also be increasing its enrolments in a number of certificate programs and the curriculum will be streamlined to align the content and experiences with the recent RKin designation. The School’s capacity to expand to meet student demand is limited by full-time faculty complement, staff and space requirements. The School will be addressing undergraduate retention through curricular revision that moves some core content courses in years one and two.

**Some Key Challenges**

1. Address the need for increased faculty and staff complement (very high faculty and staff to students ratios) to enable the School to keep its undergraduate and graduate programs in a leadership position, and support quality enhancements via expansion of BA/BSc certificate and professional masters programs
2. Increase retention of BA/BSc students especially from year 2 to 3
3. Plan in conjunction with Sport and Recreation for a major new facility to support expanded needs for teaching and research.

**Department of Psychology:** the AAPR recognized the quality of the solid and sustainable Department of Psychology undergraduate program and the high quality and sustainability of the Psychology graduate program with recommended impetus to move the quality from good to exceptional. In recent years, however, the undergraduate program has been significantly impacted by a more general trend across the country of declining interest in Psychology programs. In response, the Psychology Department is committed to AAPR priority academic initiatives which involve experiential learning opportunities and which increase student success, interest and enrollment demand. The plan is to enhance work- and community-focused vocational opportunities and build on existing psychology department and community college partnerships through infrastructure supports such as a university-college coordinator, and through increased coordination of graduate practicum and clinical training experiences. In addition, Psychology must address specific weaknesses through strengthening faculty and administrative resources to implement and sustain curriculum development; through diversifying teaching capacity with alternative stream appointments, particularly quantitative methods; and, through strategic faculty hires in needed teaching and research areas.

**Some Key Challenges**

1. Address the large drop in applications for the undergraduate program (almost 800 last year) in order to meet enrollment targets
2. Conduct a major revision of the BA/BSc program in preparation for the upcoming Cyclical Program Review
3. Increase the participation of full time faculty in teaching the undergraduate curriculum (currently approximately 64% courses taught by part time faculty).

**School of Nursing:** is well positioned to implement significant changes which will further enhance quality and research intensity in the School. Discussions are underway with our Collaborative college partners – Seneca and Georgian – to allow all four years of the Collaborative Nursing program to be delivered at York University. This change will result in significant quality improvements. At the graduate level, the School has developed a PhD program in Nursing, which is currently undergoing a process of review and approval, with implementation expected in 2016. The School continues to make progress on fostering a culture of collegiality.

**Some Key Challenges**

1. Complete by 2016 the major revision to the Collaborative BScN program to have all four years taught at each site: York University, Seneca College and Georgian College
2. Complete approvals and implementation of the PhD in Nursing program for first cohort of students beginning September 2016
3. Sustain and increase research programs through a teaching workload policy (similar to Psychology and Kinesiology & Health Science) that provides a lower course load for faculty members fully engaged in research (publications, grants, labs) as well as graduate/undergraduate student research supervision.

**Global Health:** our newest interdisciplinary program in Global Health, launched in September 2014, has successfully surpassed its intake target. The program has been a joint initiative, with participation from every School/Department. The School of Health Policy and Management and the School of Kinesiology and Health Science in particular have demonstrated strong commitment to the program by developing and delivering core courses and several electives in the program. The program is well positioned to continue to meet its enrolment targets, however it’s success poses resource pressures on faculty complement in units, which will require an investment of new faculty complement.

**Some Key Challenges**

1. Continue to achieve ambitious first year enrollment targets from 50 in 2014-15, 100 in 2015-16; 150 in 2016-17 and 200 in 2017-18
2. Increase the proportion of international students. Building scholarship funding is a critical factor.
3. Build and sustain the network of international academic, health and community partners.

**Calumet and Stong Colleges:** the Faculty of Health has focused on realignment of its Colleges with the Faculty in order to achieve a high quality student experience. Health decided to concentrate its efforts on student performance and student retention by investing in College-based academic support programs. Best practices from scientifically-proven interventions are implemented to promote academic performance and leadership development. These student success programs span both Calumet and Stong Colleges in order to reach all students in Health. The AAPR recognized the efficiencies and sustainability of the implemented model which could be an opportunity for institutional change in the Colleges as resource units for Faculty space and financial efficiencies. To date the evaluation of the programming and realignment of staff and budgets has been positive.

**Some Key Challenges**

1. Recruit new Masters for both Calumet and Stong Colleges beginning July 1, 2015
2. Complete all components of the Colleges revisioning plan
3. Expand student success programming and faculty/fellow engagement.

**Health Leadership and Learning Network (HLLN):** the continuing professional education arm of the Faculty of Health, HLLN provides non-degree and non-credit Continuing and Professional Open and Custom programs for the health sector. Program offerings have steadily expanded since the 2011/12 fiscal year, and revenues have continued to grow in accordance, at an annualized rate of almost 50%.

**Some Key Challenges**

1. New Program Growth: accelerating the current growth rate will require development of new programs, while continuing to penetrate further into the market for existing programs; working in an increasingly collaborative manner with the units and ORUs
2. Staffing: current staffing is sufficient for the current year, but will need to grow in the coming fiscal year; outsourcing specific services to other on-campus resources (e.g., School of Continuing Studies) will provide a stop-gap measure and enable time to grow staffing complement
3. Strategic partnerships: with other continuing education units on campus for joint program development, to advance mutual goals.

**Research Centers:** 5 different organized research units have very strong relationships to Faculty of Health. Three of these ORUs are Faculty-based: LaMarsh Centre for Child and Youth Research, Muscle Health Research Centre, York University for Centre for Aging Research and Education (YU-CARE). Our aging center YU-CARE is newly launched and currently in the first year of its initial charter. Centre for Vision Research, and York Institute for Health Research, both institutional ORUs, have significant membership from Faculty of Health and indicate Health as their supporting Faculty. All of our research Centers continue to grow in terms of membership, research funding and impact (publications and knowledge mobilization).

**Some Key Challenges**

1. Continue to innovate and grow ‘distinctive’ programs in the face of stiff external competition
2. Expand partnerships with other Centers on campus and the local-global external community
3. Implement strategies for generating revenues to support financial sustainability.

**Future Directions – Strategies for Addressing Challenges and Opportunities**

A key learning from the AAPR, recent program reviews and Faculty strategic planning exercises is that the Faculty has significantly advanced a large number of University priorities through creative approaches to planning - despite ongoing reductions to the Faculty budget. The Faculty’s planning response prioritizes opportunities for revenue generation and new ways of working together which will further strengthen the quality of our programs and maintain our competitive position in the global market. The responses that follow are not intended to be exhaustive; rather they highlight a number of major strategies that are underway and broad proposals for dealing with program challenges and opportunities. Specific examples are cited. A comprehensive list of strategies and activities is provided in Appendix A.

**A: Recommendations/initiatives that Implicates within Faculty only**

**Opportunities for Generating New Revenue**

1. **Achieving a High Quality Student Experience.** The Faculty of Health recognizes that our students are critical to our success. Achieving a high quality student experience is our paramount objective. The Faculty has invested considerable effort and resources in advancing this priority. Building upon the work initiated by the Undergraduate Strategic Enrolment Management Task Group in 2011, the Faculty has developed a number of strategies that will advance our collective academic and financial objectives. The Faculty will develop more effective program specific recruitment and conversion strategies to restore our market share and attract quality students, and adopt more aggressive and targeted 101 and 105 marketing strategies. We will improve retention through a sharp focus on first year experience and promoting student success programming and engagement through our Faculty-affiliated Colleges. We will create capacity in high demand programs, to respond to student demand, and expand high demand career relevant certificate programs at both the undergraduate and graduate level. We will continue to invest in existing interdisciplinary initiatives, such as Global Health. New professional Masters programs will enrich our graduate programs, support further research intensification and provide students with career focus graduate education. We will develop an alumni strategic plan to build a community of alumni dedicated to volunteer leadership and to service and to giving back.
2. **Generating Innovative Research that Makes a Difference.** This is a primary objective of our strategic plan for the next five years. The Faculty is currently in the process of developing a Strategic Research Plan, which will align with the pan-university Strategic Research Plan (SRP), 2013-2018. The SRP identifies “Health Individuals, Health Communities and Global Health” as “compelling opportunities for the strategic development of research.” Enhancing our research profile and reputation and performance by increasing our success at securing externally funded research and peer reviewed publications will support our goal of increasing research intensity and will positively impact government funding allocations. Our Faculty based ORUs (LaMarsh Centre for Child and Youth Research; Muscle Health Research Centre; Centre for Aging Research and Education) and our lead involvement in the institution wide Center for Vision Research and York Health Research Institute, offer tremendous potential to forward these objectives. Our ORUs’ fundraising efforts will be supported and increased funding through contracts and overheads will further support their success.
3. **Connecting with Partners – Local to Global Networks**. The Faculty has worked diligently over the past 8.5 years in building partnerships in the Greater Toronto Area with the formation of the ‘York Academic Health Network’ – a diverse group of academic, health care, public health, government, public and private sector partners. A compelling example is the Markham Diabetes Prevention and Management game changing initiative. Another significant example is the leadership of York University’s Faculties of Health and Education in forming the York Region Mental Health Collaborative. Internationally, the Faculty’s Global Health Strategy supports our plans for and aligns with the University’s internationalization priority of expanding our global reach. We are committed to international partnership development and connections through research and educational opportunities across the globe. Over the first 8 years, the Faculty has seen significant growth in partnership development for purposes of research among its faculty members, embarked on targeted recruitment for international students to join the Faculty student body and has set new priorities in establishing new degree opportunities such as Global Health BA/BSc program. We will engage in activities that support internationalizing our student body and curriculum, allowing us to respond to student demand for programs beyond our borders.
4. **Building Key Support Resources.** Implementing our 10-year $100M Development Plan is a key priority for the Faculty’s financial sustainability and future growth. For example, we are working to secure a $25M named donor for the Faculty and $20M for our Global Health Institute. Our 10-year plan will support a research catalyst fund that will enhance game-changing research with 10 York Research Chairs. The Student Agents of Change fund with provide scholarships, experiential education project fund, teaching innovation fund and merit-based undergraduate entrance scholarships. Health innovation fund and infrastructure support will encourage entrepreneurship activity and the commercialization of research among our faculty and students. We will support experiential education and teaching innovation by investing in program coordination positions, renewal and/or enhancement of research, learning labs, simulation spaces and state-of-the-art technology. We will develop in-kind private/academic partnerships such as our $44M Personalized Health Technology Ecosystem' FedDev Proposal, to leverage public sector investment for the development of innovative solutions, specifically in the delivery of people-centred wellness and health care in Canada and around the world.

**Strategies for Doing Things Differently**

1. Since its inception in 2006 the Faculty of Health has been very proactive in supporting initiatives that contribute to a high quality student learning experience. The Faculty’s Teaching and Learning Strategy will advance our reputation through high quality teaching and learning. Our goals will promote and elevate the culture of teaching. For example, we will showcase promising practices at a ‘celebration of teaching’ lunch with the Dean; reward faculty members for their innovations through the Faculty wide teaching awards; encourage and facilitate the presentation of their experiences at department/school council meetings and at teaching in higher education focused conferences; and, form communities of practice. We will establish and maintain the necessary infrastructure to support high quality elearning and experiential education in the Faculty. Curricular changes will strengthen the quality of our programs. We will support our students’ success through initiatives which incentivize shorter time-to-completion for both undergraduate and graduate students and support graduating student success on professional certifications.
2. The Faculty is recognized for visionary research of local, national and international significance, ranging from the biomedical to social determinants of health and from neural processes in vision to bullying behaviours in children. Our researchers hold over $8 million annually of externally-funded research grants and the Faculty is home to five Canada Research Chairs and numerous recipients of prestigious research awards. Our Faculty of Health Strategic Research Plan, which is currently under development, will further advance the University’s Strategic Research Plan and provide “vision for accelerating the growth and development of research, scholarship and creative activity” (SRP, 2013-2018). Several specific activities will support our strategy for Generating Innovative Research that Makes a Difference. We will engage in strategic partnerships with the private sector, to further our research and training priorities and to create and sustain essential research infrastructure. For example, we will participate in the initiative to build the York University Villages Retirement and Long Term Care Facility and related Aging program modeled after Schlegel Village at the University of Waterloo. This partnership will provide opportunities for research, experiential education, continuing education and professional development, and essential space for our current and new research centres and our Health Leadership and Learning Network (HLLN). We will invest in grant writing support, a peer mentorship program, and expanded laboratory spaces focused on animal models and human participant research, to increase peer reviewed publications and research income. Our enhanced research profile will strengthen our reputation and attract internationally renowned faculty.
3. Our Global Health Strategy will advance internationalization of our curriculum and student body through the ongoing development of our Global Health program, through opportunities for international study, and by making our undergraduate, graduate and continuing education courses available through formats that transcend boundaries. We will support our international students to be successful, by providing appropriate financial supports and services. We will continue to grow our network of global partners. Enhanced support systems will develop faculty members’ capacity to engage in global research and education.
4. Additional faculty and staff resources are required to maintain the high quality and sustainability of Health programs. Full-time faculty and staff ratios are among the highest at York and the majority of teaching in many of our programs relies on contract faculty. Health will develop a 5-year complement plan following the strategic planning day in April 2015. Consideration will be given the mix of tenure stream, alternate stream, CLA and contract faculty positions that will optimally support quality teaching and learning within the existing budget. Faculty recruitments must address a strategic need and priority in the Schools/Department with respect to teaching and learning and retention (e.g. experiential education, eLearning, first year experience) and/or research (e.g.. building capacity in strategic areas, ORU needs to strengthen research leadership), including Global Health Research. Our instructor assignments will support student success and first year transition. New faculty workload agreements for the Schools of Nursing and Health Policy and Management which promote course release for funded researchers will enhance research productivity; its impact on complement mix will be considered through the complement planning exercise.

**B: Recommendations/initiatives that involve inter-Faculty or inter-Divisional or External Partnerships**

**Opportunities for Generating New Revenue**

1. Strategic Enrolment Management requires coordination with our campus partners. Health is committed to improving retention by supporting student success and engagement programming, in collaboration with the Division of the Vice-Provost Students (VPS). We will continue to support first year transition by participating in YUSTART new student transition program through our Faculty-affiliated Colleges and coordination with the Division of Students. Building on program strengths, we will develop new and continue to invest in existing interdisciplinary initiatives, such as the new undergraduate neuroscience program between Kinesiology and Health Science, Psychology and Biology. Also, we are planning with the Faculty of Science for an elite specialized honors BSc program in Neuroscience. We will strengthen our programs by establishing partnerships with community colleges to facilitate pathways into and out of our degree programs. For instance, we will enhance the vocational opportunity options for psychology undergraduates through increased partnerships with community colleges (modelled on success of York-Seneca Rehabilitation partnership). Bilingual grants provide an opportunity to reach out to new student segments, in collaboration with Glendon and other institutions. For example, we are exploring a possible BScN with Boréal College and Glendon College.
2. Our ORUs are well positioned to initiate collaborative joint funding ventures (joint conference presentations; joint funding applications; journal articles) engaging multiple academic partners at York, other Universities and with international partners.

**Strategies for doing things differently**

1. The Faculty’s eLearning and experiential education activities will engage campus partners in new ways. The Teaching Commons will support ongoing professional development for all full and part-time faculty. For example, training modules for teaching assistants to learn how to successfully engage students in the online forum (e.g., creating weekly quizzes in Moodle, grading written work online). We will continue to advance continuing studies through our Health Leadership and Learning Network (HLLN). Collaborate with other Faculties as well as the School of Continuing Studies to develop and deliver relevant professional development programs. Maintenance and growth of strong programs and/or areas within programs (i.e. our academic domains) should be supported and will lead to university-wide efficiencies. Human Anatomy and Human Physiology are examples of areas where Kine has demonstrated clear strength and has significant expertise in teaching large, core Health Science courses. Supporting and fostering KHS’s maintenance and growth in these areas (i.e. our academic domains) will lead to university-wide efficiencies.
2. For program expansion and growth to occur and for the Faculty to achieve breakthroughs in research intensity, major investments are needed in infrastructure support and space (renovation of existing buildings and development of new buildings). Space planning and space allocation procedures should be developed and formalized institutionally as a mechanism by which space allocation decisions can be implemented. Furthermore, space allocation decisions should be aligned with Faculty priorities, e.g. consolidate space to achieve efficiencies and to foster a greater sense of engagement and community. For instance moving faculty, staff and student programming activities to Complex 2 would enhance faculty and student interactions. Health will continue to collaborate with other Faculties/Divisions to make the most of our space resources. For example, Health and Science are already working collaboratively to explore common space needs, identify efficiencies that might be achieved by working together, and exploring shared use of common facilities (e.g. research labs, computing labs).

Explore new capital opportunities – York should decide to move forward with a new facility for Sport & Recreation on the Keele campus. The number of students, faculty and staff involved in Kinesiology & Health Science and Sport & Recreation activities far exceeds the capacity of existing facilities. Despite the demand in program growth, there is no opportunity for expansion. In addition to meeting the growing needs of Sport & Recreation, a new facility would meet the needs of Kinesiology & Health Science's undergraduate practicum, provide experiential learning, research and community engagement opportunities. Health will participate in the initiative to build the York University Villages Retirement and long term care facility and related Aging program modeled after Schlegel Village in Waterloo. This will provide expanded space to support teaching and learning (providing many possibilities for experiential learning), research training and education, YU CARE (Centre for Aging Research), and our Health Leadership & Learning Network.
3. A number of administrative functions at the University are offered in both central and local offices. These services are referred to generally as "shared services". There are opportunities to realize efficiencies and to make quality improvements by better coordinating our activities. Health believes that shared service models based on principles of strong central vision, based on theoretical and practical knowledge and the provision of tools to local units to help them leverage their strengths, rather than stressing centrality and uniformity, provides the best results in terms of quality of outcomes and efficiency of process. To achieve this, a service delivery model (or models) must be formalized predicated on the principles of effectiveness, efficiency, quality and accountability. Service level agreements/commitments are required to clearly delineate roles, responsibilities, authority, accountability, and levels of shared service delivery. Clear metrics are required to demonstrate performance in relation to these commitments. Service agreements should focus on client/user needs. The model must be supported by an effective accountability framework/governance structure that establishes clear decision-making authority, accountability, responsibility, and roles/relationships in determining the arrangement and delivery of services and for driving change. The Faculty of Health aims to align administrative functions with integration within this institutional framework and would be well positioned to contribute to a pilot to formalize this. The following shared services should be considered and prioritized for a shared service model (refer to Appendix A for details): SEM, Strategic communications and marketing, Human Resources, IT, CSBO, eLearning, Alumni, EE, International placements. Health will coordinate with key offices responsible for these activities to ensure that future plans to resource these functions provide opportunities to create efficiencies and do not duplicate service delivery. Information sharing in regards to service delivery already provided by central offices would serve to better inform local resource plans.