School of Kinesiology and Health Science

Strategic Academic Plan 2016 to 2020

Synopsis

Submitted to

Faculty of Health

October 26th 2015
Changing Academic Landscape

External Environment

• Ontario Government – with focus on ‘PSE differentiation’; York University’s Strategic Mandate Agreement (SMA); proposed new funding formula (focused on outcomes/performance based);

• CCUPEKA - The Role of Kinesiologists and the Promotion of Physical Activity and Exercise in the Canadian Health Care System;

• College of Kinesiologist of Ontario – Initiation of Registered Kinesiologist (R. KIN);

• Industry recognized specialization certifications for front-line practitioners (eg CPT, CATA, CEP, CSCS, NFLA etc):
Changing Academic Landscape

York University

• University Academic Plan 2016-2021 – where priorities are aligned with Strategic Management Agreement (SMA); enhanced focus on teaching and learning; internationalization and the Strategic Research Plan (SRS);

• New budget model - ‘SHARP’ – where Faculty revenues are indexed to enrolments;

• Response to Academic/Administrative Program Review (AAPR) – program sustainability and program alignment/relevance;

• Response to the Senate’s Quality Assurance Cyclical Program Review – completed in Winter 2015;
Changing Academic Landscape

Faculty of Health

• Renewed Academic Planning (2015-16) and the implementation of new budget model (SHARP) in 2017-18;
• FoH and future approaches to allocation of resources
  – Priorities/Plans are aligned (focus = success = sustainability)
  – Strategic Transformations (SEM; EE Learning; eLearning: student experience)
  – Recruiting and Retaining ‘Stars’: (students scholarships; faculty awards; staff development)
  – Space (and Equipment): (renovations; new build; satellite sites – domestic and international)
  – Heritage Funds (plan for the future)
## FACULTY OF HEALTH Academic Plan 2015-2020
(Draft for Discussion)

### Vision

`‘Keeping More People Healthier Longer’`

### 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.

### Values

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<thead>
<tr>
<th>Excellence &amp; Integrity</th>
<th>Respect &amp; Diversity</th>
<th>Innovation &amp; Creativity</th>
<th>Collaboration &amp; Responsive Partnership</th>
<th>Leadership &amp; Action</th>
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### Strategic Directions

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<tr>
<th>A. Achieving a High Quality Student Experience</th>
<th>B. Generating Innovative Research That Makes a Difference</th>
<th>C. Connecting with Partners – Local to Global Networks</th>
<th>D. Supporting our Faculty &amp; Staff in becoming global leaders</th>
<th>E. Building Key Support Resources</th>
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<tbody>
<tr>
<td>A1. Achieve enrollment targets by strategic enrollment management (SEM)</td>
<td>B1. Enhance research infrastructure and support within the Faculty</td>
<td>C1. Develop new partnerships with a diverse array of communities and special populations</td>
<td>D1. Provide ongoing professional development for all full and part-time faculty and staff</td>
<td>E1. Implement our comprehensive advancement strategy</td>
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<tr>
<td>A2. Improve educational quality and delivery of teaching</td>
<td>B2. Build specialized research partnerships with local, provincial, national and global organizations</td>
<td>C2. Expand collaboration of Health with other York Faculties and research Centers to support community and global projects and partnerships</td>
<td>D2. Create new means of enabling intellectual exchange among faculty members</td>
<td>E2. Expand and improved space for research and teaching</td>
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<td>A3. Expand experiential education including ways for students to work in communities and experience future professions</td>
<td>B3. Enhance innovative interdisciplinary and discipline-specific research that addresses priority local and global needs</td>
<td>C3. Enhance external communications and marketing efforts</td>
<td>D3. Address concerns related to equitable workload within and across Units</td>
<td>E3. Lay the groundwork for new buildings</td>
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<td>A4. Expand new modes of course delivery by eLearning</td>
<td>B4. Develop new approaches to knowledge exchange, transfer, dissemination and mobilization</td>
<td>C4. Develop international partnerships in strategic locations for our Global Health program</td>
<td>D4. Enhance teamwork among all levels of the Faculty</td>
<td>E4. Expand alternate revenue streams: eg. via HLLN</td>
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<td>A5. Enhance financial support for students, learning skills and career development</td>
<td>B5. Identify emerging trends and research opportunities, and support responses to them</td>
<td>C5. Extend partnerships across the public and private sectors</td>
<td>D5. Expand mentorship programs for new faculty and staff</td>
<td>E5. Access appropriate equipment and technology</td>
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<td>A6. Provide ‘Agents of Change’ experiences for all Health students</td>
<td>B6. Expand the range of research funders and partnerships</td>
<td>C6. Develop and maintain connections with our alumni</td>
<td>D6. Implement a comprehensive strategy for faculty, student and staff mental and physical health</td>
<td>E6. Branding: broad-based recognition of the Faculty’s distinctive education, research and community programs</td>
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<td>A7. Enable more student-faculty interaction: formal &amp; informal</td>
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<td>A8. Enhance the student voice in the Faculty</td>
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<td>A9. Expand continuing education and professional development via HLLN</td>
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KHS Strategic Academic Plan: Areas of Emphasis

a) Setting Directions – Moving Forward Together;
b) Keeping Academic Priorities First – Innovative Research and Inspiring Students;
c) Ensuring Open Administration and Effective Communication; and
d) Strengthening Ties with the External Community – Local to Global Leadership.
Setting Directions – Moving Forward Together

• Working collectively to re-invigorate KHS’s strategic enrolment management (SEM) plan and link it to a marketing and/or sales strategy in support of traditional domestic enrolments, and international enrolments through existing and new program offerings (majors; certificates). These may include: a) a major in Health Sciences; b) partnerships leading to a sport psychology major; c) expansion of athletic therapy, fitness assessment and exercise counselling; and d) growth in joint programs – global health, neuroscience, aging...

• Developing relevant KHS faculty and staff complement plans in support of retirements/resignations and new strategic hires aligned with KHS’s future offerings and directions.
Setting Directions – Moving Forward Together

• Identify and implement our strategic facility/space and technology requirements to meet the research and curricular needs (quantity and quality of teaching spaces; research/laboratory spaces; collegial/community spaces) that best promote learning, discovery and community outreach/engagement.

• Providing a smooth transition to new Academic and Strategic Plans, and assure that our academic and operational/budgetary planning is sufficiently flexible to allow for the new directions to take hold (sustainability = matching net revenues and expenses).

• Work with the KHS Academic Council and Academic Executive Committees on achieving endorsement of our 2015-2019 Strategic Academic Plan by the Faculty of Health.
Putting Academic Priorities First – Innovative Research and Inspiring Students

Promote initiatives for undergraduate student success that aligns with the SEM targets and initiatives. The UG initiatives should enable our goals of: i) enhancing the grade point average of traditional first year students; ii) improving student engagement/retention initiatives in the KHS and Colleges; iii) expand the mode(s) of delivering our curriculum to foster learning; and iv) maintain quality of existing (BA, BSc, MA MSc, MFSc, PhD). Specific items include: a) evaluate/evolve strategies to improve retention/success of “at risk” students in our first year core courses; b) faculty support of Kinesiology and Health Science Student Organization (KAHSSO) in developing a peer mentoring program in collaboration with the Stong College; c) foster “hands on” experiential education through blended courses, online, and 4th year capstone courses with external community partners.
Putting Academic Priorities First – Innovative Research and Inspiring Students

• Promote initiatives for student success and achievements within the graduate program. These initiatives include; i) improving the graduate experience through enhancing time to completion, satisfaction and job-preparedness (e.g. participation in non-academic professional workshops, etc.); and ii) developing a multi-pronged plan to increase the proportion of graduate students, other trainees, and faculty holding Tri-Council, Industry, and Agency research funding.

• Maintain/Increase the recruitment (and retention) of qualified graduate students as called for in York University’s SMA and FoH initiatives.
Putting Academic Priorities First – Innovative Research and Inspiring Students

- Review and create a UG and graduate student scholarship plan that addresses and integrates with our academic and program priorities and encourages fund development to support student-centric initiatives within the School and Colleges.
- Nurture the development of a KHS Research Plan focusing on maintaining and enhancing a culture of excellence in research/scholarly activity through the promotion of an integrated multi-disciplinary approach focused on themes/groups/centres/clusters.
Ensuring Open Administration and Effective Communications

• Continue our efforts to ensure a supportive and respectful working environment on campus, give leaders/managers the knowledge they need to enhance that environment, and promote diversity and respect for others as fundamental to the School’s success. Items include: a) support a safe and respectful to workplace through e-resources; b) promote health and well-being and work life balance; and c) coaching and mentorship programs for new faculty and staff
Ensuring Open Administration and Effective Communications

• Work to maintain strong positive relations with faculty, staff and students, and with our collaborators and partners. Items include: a) all KHS members participating on university-wide events/committees and professional development workshops; b) provide staff with the opportunity to develop and refine their knowledge, skills and abilities through the Learning and Organizational Development Office; c) continue building a strong positive culture focused on increasing engagement opportunities and e) recognize and celebrate faculty, student and staff contributions and achievements

School of Kinesiology and Health Science

York University
Ensuring Open Administration and Effective Communications

• Strengthen KHS’s commitment to sustainability.
• Improve our communications with regard to KHS internal stakeholders, in particular the need for an open transparent system of planning, budgeting, decision making, accountability and open data. These include:
  a) Enhance the School’s website and social media platforms
  b) Develop KHS YU Link Site intranet for School’s Governance and Committees
  c) Continue with regular academic planning workshops with the KHS community
  d) Develop an annual report for KHS
Strengthening Ties with the External Community – Local to Global Leadership

• Work with Associate Dean – Community and International Programs to complete an integrated strategy for community and international engagement across our programs/certificates.

• Plan for and build our fundraising strategy. This involves support for the academic priorities by ensuring that our KHS academic community takes a leadership/collaborative role in raising necessary funds/resources.

• Work closely with public sector and private sector agencies to develop opportunities in the community for our faculty and students to engage in participatory learning, action research and/or program evaluations.

• Build on the success of York’s current community engagement initiatives (York-TD Community Engagement Centre) to encourage our institutions to increase substantially the number of learners participating in shared-learning community programs.