**Template for Health’s Schools/Department/Colleges**

**‘@2020’ Academic Plans**

**Our ‘Unit’ Today**

One paragraph overview of where the School/Department/College is today (include results from AAPR).

**Our Vision for 2020**

One compelling sentence describing where the School/Department/College aims to be in five years (@2020).

**Challenges Ahead for Achieving our Vision**

SWOT Analysis (use bullet points; maximum of one page total)

* Strengths and Weaknesses (internal)
* Opportunities and Threats (external)

**Accomplishing Our Five Strategic Directions**

*Suggest up to 5 goals for the first two Directions and up to 3 goals for the remaining three Directions*

1. Achieving a High Quality Student Experience
   1. Goal 1.
   2. Goal X
2. Generating Innovative Research that Makes a Difference
   1. Goal 1.
   2. Goal X
3. Connecting with Partners – Local to Global Networks
   1. Goal 1.
   2. Goal X
4. Supporting our Faculty & Staff in becoming global leaders
   1. Goal 1.
   2. Goal X
5. Building Key Support Resources
   1. Goal 1.
   2. Goal X

**Expected Outcomes at the 1 Year and 5 Year Points of the Plan**

For each Goal, specify 12 month (2015-2016) and five year 2020 outcomes in a table format. Below are two examples: one from the Global Health Strategic Plan and one from the Teaching and Learning Plan.

# ****Goal: Internationalizing our curriculum****

|  |  |
| --- | --- |
| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * BA/BSc in Global Health first two years are implemented and years 3 and 4 are being developed * New professional Masters (BA and BSc) plan completed and starting the approval cycle * New course proposals developed with opportunities for international study * Review of programs to address international perspectives * Student exchanges abroad increase in all our units * Increase program field placement opportunities * Increase course offerings to an international audience through online methods * Explore international opportunities for continuing education and professional development through HLLN | * Inaugural class in Global Health graduates * Evaluation of the GH program is initiated * Five new courses offer study abroad or links with international universities * The number of students who experience exchanges doubles. * Field placements abroad increase * International students take our on-line courses increases * Professional Masters (BA and BSc) implemented * Global Health incorporated in the faculty’s research masters and Doctoral programs (eg. Diploma in Global Health) * HLLN offers 4 programs in the global market |

# ****Goal: Support High Quality Teaching using Technology and Experiential Education****

|  |  |
| --- | --- |
| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Work with Teaching Commons to develop and promote webinars and/or workshops on topics of interest to our faculty members as well as promote Faculty and university academic priorities * Evolve processes for using pedagogically driven technology to support learning and to help students achieve learning outcomes * Work with the programs to set Elearning and experiential education targets and strategically select which courses are to be converted annually, if any, from face-to-face courses to a blended and/or fully online format * Work with the programs to develop standard operating procedures for identifying courses offered using different formats (e.g., blended, Community service learning, etc. * Communicate experiential education (EE) common language and EE resources for instructors and students. * Encourage the use of curricular based reflection activities that contributes to deeper learning. * Determine the resources needed for students to skillfully engage in reflection activities.   Determine teaching and learning challenges that are disciplinary-specific and/or that provide support for elearning and experiential education as appropriate for the given program/courses e.g. to support digital literacy, mental health, learning styles, learner reflections, collaborative team based learning, etc.  Determine what academic units tenure and promotion documents require when it comes to recognizing teaching | * Webinars/workshops targeting our faculty members teaching interests and promoting Faculty and University academic priorities are offered consistently and flexibly by the Teaching Commons. * 50% courses use pedagogically driven technology to help students learn and achieve their learning outcomes. * Targets and strategy for selection established and incorporated into the yearly curricular offering conversation in the Fall term. * Program follows standard operating procedure such that no course is misidentified for course format or the type of experiential education used in the course. * EE common language is known by a majority of faculty members and students in our courses. * Reflection activities to encourage deeper learning are used consistently and appropriately. * Faculty members know where to find the resources for themselves and their students to support their EE activities. * A strategy for addressing teaching and learning challenges that are disciplinary specific is implemented and maintained. * Academic units adapt Tenure and Promotion documents to recognize the successful use of technology in teaching and/or experiential education in the classroom/community. |