



ACADEMIC PLAN

2018-2023

FACULTY OF HEALTH SCIENCES

SUMMARY

The Faculty of Health Sciences Academic Plan 2018-2023 responds to Vice President Academic's call to build on the SFU Vision of being "the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement." Its focus is on the intersection of Engaging Students, Engaging Research, and Engaging Communities. It is structured around the VPA's five key challenge areas: (I) Student Life, Learning and Success; (II) Academic Quality/Curriculum; (III) Engagement; (IV) Bridging Divides/Interdisciplinarity; and (V) Faculty Renewal.

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FACULTY OF HEALTH SCIENCES

Vision

The Faculty of Health Sciences will be a leader in the generation and mobilization of interdisciplinary knowledge to understand and improve health and well-being.

Mission

The Faculty of Health Sciences strives to improve the health of individuals and populations and to reduce health inequities through excellence in interdisciplinary research and education, in partnership with local, national and global communities and with a commitment to social justice.

Values

The Faculty of Health Sciences is committed to academic excellence and leadership through the pursuit of interdisciplinary scholarly activities, including research, teaching and learning, and through community engagement and partnership. The Faculty is committed to social justice and aims to improve health and reduce health inequities locally, nationally and globally.

Our core values are:

Excellence in Teaching and Learning. We strive to provide our students with an excellent education that will make a difference in their lives and help them apply their learning to make a difference in the world. We encourage critical thinking, intellectual creativity, and lifelong learning.

Academic Freedom, Integrity, Excellence. We pursue: intellectual integrity; collegiality; academic freedom; academic rigor, quality and excellence; integration of education and research themes; and knowledge translation and exchange.

Equity and Diversity. We value the diversity of academic knowledge perspectives, skill sets, and methodologies that our Faculty possesses. We support diversity within the Faculty that reflects the composition of the communities we serve. We believe equity and fairness are central to an inclusive and diverse environment.

Community Engagement. We strive to engage with communities, adopt a community perspective, and embrace meaningful relationships with external partners.

Healthy Workplace. We promote the health of our students, faculty members, administrators, and staff. We value dialogue across differences and disagreements as well as consensus-based and democratic decision-making. We recognize the responsibilities of participants to be engaged, and the responsibilities of leaders to respect policy and processes. We conduct ourselves ethically, respect others' areas of expertise, conduct our activities in an open, honest and transparent manner, and practice civility with candor and a sense of humour.

Background

In October 2017, the Vice President Academic (VPA) challenged the SFU community to develop Faculty-level academic plans to inform the development of the SFU Academic Plan. The SFU Academic Plan will build on the SFU Vision of being “the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement.” The academic planning framework therefore integrates and focuses on the intersection of SFU’s three core themes:

Engaging Students: To equip students with the knowledge, skills and experiences that prepare them for life in an ever-changing and challenging world.

Engaging Research: To be a world leader in knowledge mobilization, building on a strong foundation of fundamental research.

Engaging Communities: To be Canada’s most community-engaged research university.

The VPA identified five key challenge areas to which the FHS Academic Plan 2013-2018 responds: (I) Student Life, Learning and Success; (II) Academic Quality/Curriculum; (III) Engagement; (IV) Bridging Divides/Interdisciplinarity; and (V) Faculty Renewal.

The Faculty of Health Sciences

The Faculty of Health Sciences (FHS) was created in 2004 to embody an interdisciplinary approach to research and teaching and to build capacity in Canada in population and public health (see Figure 1 – 10 Fast Facts). As a non-departmentalized faculty, FHS avoids the siloed biomedical focus that characterizes many medical faculties, enabling research and teaching around important and complex health challenges that require interdisciplinary solutions. In its “cell to society” design, FHS interests are broader than other Schools of Public Health, integrating natural sciences, social sciences and humanities with population health, policy and societal applications.

At the heart of FHS lies a vibrant undergraduate and graduate teaching program that emphasizes experiential and work-integrated learning. FHS is committed to providing students with practical opportunities to apply their knowledge and skills in research, policy and practice in local, national and international settings.

In 2018, FHS was home to 53 faculty members who received over \$105 Million in research funding and provided instruction and/or supervision for 1,413 undergraduate and 156 graduate students. Fifteen faculty members hold provincial, national, or endowed research chairs. FHS is supported by dedicated team of 22 staff.

FHS offers a Bachelor of Arts, a Bachelor of Health Science, a Master in Public Health (MPH), a Master of Science (MSc), and a Doctor of Philosophy (PhD). The US-based Council for Education in Public Health (CEPH) accredited the MPH, BA and BSc programs in 2010, making them the first public health-oriented programs in English Canada to receive international accreditation.

SFU’s Health Science degrees are interdisciplinary and innovative. *The Bachelor of Arts (BA)* draws upon the biological, social, behavioural, and policy sciences, and focuses on the determinants of health, health promotion, disease prevention, health care systems and health policy. The Bachelor of Science (BSc) includes studies in biology, chemistry, molecular biology, biochemistry, immunology, infectious disease, environmental health, and epidemiology. The BSc in Health Sciences is unique in its interdisciplinary approach to the scientific and social

SFU HEALTH SCIENCES AT A GLANCE

10 FAST FACTS

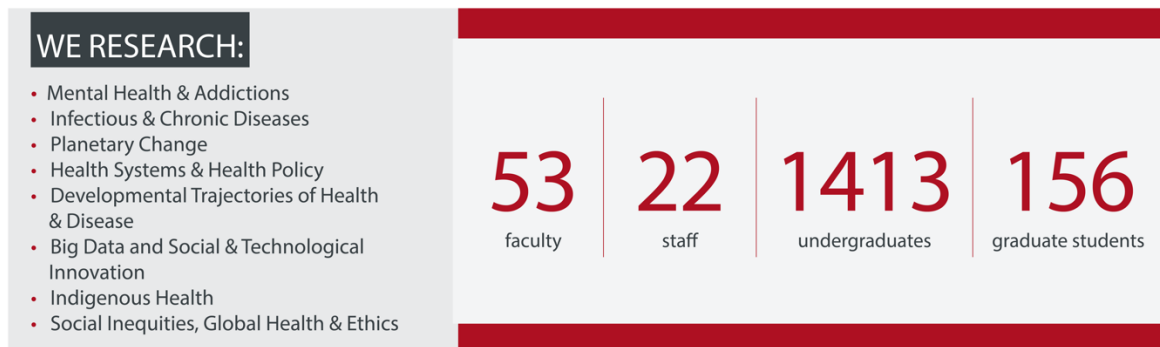
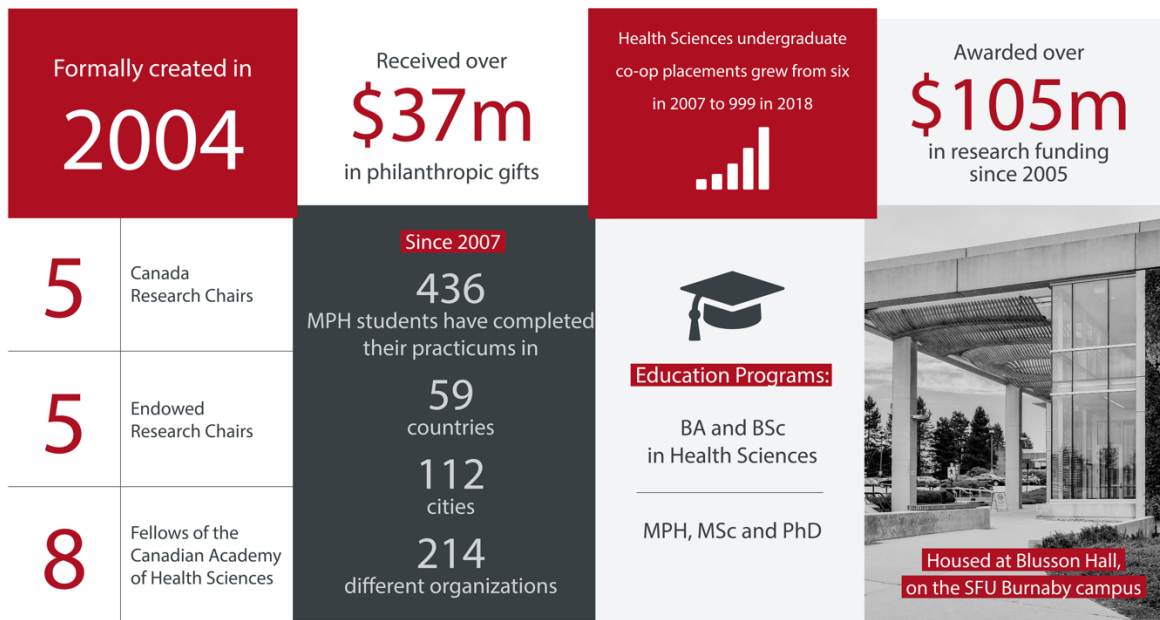


Figure 1. Ten Fast Facts about the Faculty of Health Sciences in 2017-2018.

determinants of health and disease, especially infectious and environmental diseases. Students may choose either the Life Sciences stream or the Population Quantitative Health Sciences (PQHS) stream, which focuses on areas such as biostatistics, epidemiology, and geographic information systems (GIS) in health. Through innovative teaching and program delivery, FHS provides students with robust knowledge in the foundational concepts necessary to succeed in the health sciences.

The undergraduate co-op program enhances academic learning with related work experience and represents a co-operative relationship between students, the employer and the University. Co-op students benefit from practical experience in their area of study, as well as career exploration and networking opportunities. Co-op programs provide students with the opportunity to earn money and gain work experience while studying. Any student who is a declared or intended Health Sciences major, and who meets the application criteria, can apply to the Co-op program.

FHS offers a range of experiential learning classes, most notably, the Health Change Lab, run in partnership with community organizations and the City of Surrey. The Health Change Lab is a 10-credit, once-in-a-degree experiential learning program. Undergraduate students work in interdisciplinary teams to investigate a real social, economic, or environmental challenge that impacts community health. Together, they build a sustainable business model to creatively respond to it and pitch their ideas to community influencers. In this immersive experience, students learn about the core practices of social innovation, design-thinking, prototyping, human-centred design, and social innovation.

The Master of Public Health (MPH) program is a practice-based graduate degree that trains students in a breadth of research and practice intended to improve population health. The program is designed to meet core public health competencies. These competencies are what the profession considers to be the essential knowledge and skills required for the successful application of public health.

The MSc Program prepares graduates for research careers in one of the areas of FHS research strength, including: health services research; global health; environmental and occupational health; toxicology; maternal and child health; epidemiology and biostatistics; health promotion and disease prevention; infectious diseases; chronic diseases and aging; mental health and substance use; social inequities and health; adolescent and child and adolescent development; reproductive and child health; and health policy. The PhD program is designed to train students in advanced research in the health sciences, and to provide them with the skills, content area expertise, analytical and critical-thinking capabilities required to pursue original research relevant to health.

Academic Planning Process

The FHS Academic Plan 2018-2023 was developed, based on the following inputs:

Academic Planning Retreat One

In December 2017, the Faculty of Health Sciences (FHS) faculty, senior managers, and student representatives met to consider the 2013-2018 FHS academic plan in light of the FHS vision, mission, and values statements.

The 44 participants at this first Strategic Academic Planning Retreat first reaffirmed the FHS vision, mission and values statements. The participants then elaborated on the Strengths,

Weaknesses, Opportunities and Threats elaborated in the 2013-2018 Plan, specifically, which have changed, which remain current, and what new issues have emerged (see Appendix 1).

Student Engagement

Student voices were included in the planning process by way of two undergraduate surveys. In March and April 2017, the Health Sciences Undergraduate Student Union (HSUSU) initiated and analysed a paper-based survey in four FHS courses: HSCI 130, HSCI 211, HSCI 305, and HSCI 431, with 267 students responding. The survey was followed up with three design lab sessions. The HSUSU survey and design labs focused on advocating for better communication between students and FHS faculty and leadership, increasing advising support for students, and increasing academic engagement and practical opportunities for students.

In Spring 2018, all FHS course instructors with class sizes greater than 30 were asked to provide class time for an online survey relevant to the student experience. There were 226 responses, of which 175 students were enrolled in an FHS major. 90.7% of respondents indicated they would use an FHS student commons. In addition, the FHS leadership met on two occasions with Undergraduate and Graduate student leaders. The FHS leadership further met twice with FHS Indigenous students and received invaluable input from an FHS student who was a member of the SFU Aboriginal Reconciliation Council.

Research Strategic Planning Retreat

On January 18, 2018, FHS faculty and student leaders met to consider the development of an FHS Research Strategic Plan (RSP). The RSP will be used to 1) inform the Academic Plan (the intersection of research, teaching and engagement); 2) advocate for greater visibility of FHS research strengths in the SFU Research Strategic Plan (cycle will begin following Academic Planning); 3) to strengthen letters of support for research and salary awards; 4) identify strategic research priorities and faculty strengths in discussions with potential donors; and 5) identify gaps in our strengths to inform the 3 year (2018-2021) hiring plan.

In preparation for the Retreat, faculty completed a survey to provide (i) research keywords, (ii) teaching keywords, (iii) FHS research collaborators, (iv) FHS teaching collaborators, (v) co-supervisors of MPH/MSc/PhD students, (vi) expected FHS research collaborations in next 5 years, (vii) expected FHS co-teaching in next 5 years, (viii) top 3 SFU research collaborators, (ix) top 3 external research partners, (x) top 3 external teaching partners, and (xi) observed trends in funding opportunities. In addition, a co-authorship network was generated from the subset of FHS publications available in the database SCOPUS. The goal of the survey and the analyses was to reflect the nature of interdisciplinary research collaborations within the faculty (see Figure 1).

At the retreat, attendees identified 6 research challenge areas (RCAs), a challenge area based on a set of cross-cutting themes, and an education challenge area (ECA). Administrative leads for each of these 7 RCAs and one ECA have been identified and faculty have self-organised into one or more of these clusters. Each Challenge Area has been tasked with the development of a two-page concept note from which to develop the FHS Research Strategic Plan 2018-2023. The purpose of each concept note is to facilitate the coalescence of an interdisciplinary group around the challenge area and formulate a path forward using existing strengths and develop creative strategies to build to the future. The deadline for development of the concept notes is June 2018.

advance scholarship on teaching and learning; and develop metrics to evaluate the impact of FHS initiatives to integrate teaching, learning, and community engagement.

Academic Planning Retreat Two

On February 24, 2018, the Faculty of Health Sciences (FHS) faculty, senior managers, and student representatives met to consider the following questions posed by the VPA under the heading “Accelerating Growth of New Knowledge and Rise of Professionalism”:

- Has the planning explicitly addressed opportunities to engage in interdisciplinary academic programming?
- How does the plan seek to bridge the historical divide between “teaching” and “research”?
- How does the plan seek opportunities to grow work-integrated learning and community-engaged learning opportunities?
- Does academic program delivery develop skills to learn for life and participate in the labour market?
- As appropriate, does the programming engage with civil society, the economy and governance at large?

The goals of the retreat, which built on the work on Undergraduate Educational Goals and Attributes of the FHS Undergraduate Studies Committee and the outcomes of the Research Strategic Planning Retreat were to:

1. explore the mutual relationship between research and learning;
2. start to provide coherence to interdisciplinary curricula;
3. start to build communities that integrate research and learning and teaching within the challenge areas; and
4. consider forms of instruction (signature pedagogies) that enable students to learn about and contribute to the challenge area.

The discussion has been integrated into the development of the curricular reform goals of the Academic Plan 2018-2023.

Tenure and Promotion Committee (TPC) Guideline Reform

In parallel to Academic Planning meetings, the FHS TPC, under the leadership of Chair, Dr. Charlotte Waddell, has undertaken extensive consultations on reforms to the FHS TPC guidelines, approved at Faculty Council in May 2018. Those reforms will advance the implementation of the FHS Academic Plan 2018-2023 through recognition of interdisciplinary research, community-engaged scholarship, innovative teaching, and a wide range of relevant service activities that advance FHS Strategic Goals.

Opportunity for Comment

The Draft Academic Plan 2018-2023 was circulated to the Associate Deans Research and Education; the Directors of Undergraduate, MPH and Graduate Programs; the Chair of the MSc & PhD Programs; the Chair of the Tenure and Promotions Committee; the Directors of the four FHS Research Centres; and the Directors of Administration and Education Programs. Their feedback was incorporated and the second draft was presented to the May Senior Managers Meeting and at the May FHS Faculty Council (FC). It was then circulated for comment to members of FC, Senior Managers, Undergraduate and Graduate Student Leaders, and the Vice President Advancement and Alumni Relations. The final draft integrates all comments.

I. Student Life, Learning and Success

Challenge: Fostering a supportive curricular and co-curricular learning environment that empowers students for life while ensuring timely degree completion.

I. Create a culturally safe learning environment for Indigenous students

FHS will implement the calls to action in the 2017 *Report of the SFU Aboriginal Reconciliation Council [ARC Report]*.¹ Specifically, we will:

Actions.

- a. **Cluster I: Safe and Welcoming Indigenous Spaces** – transform Blusson Hall into a welcoming space, in consultation with Indigenous students and community members, including:
 - i. create a safe study/gathering space with visual representation of the health and wellness traditions of Indigenous peoples, and a garden of Indigenous medicinal plants;
 - ii. identify an FHS staff member to whom concerns may be reported;
 - iii. host indigenous cultural events;
 - iv. create an FHS Indigenous Student Council that may elect representation to relevant FHS governance committees;
 - v. implement cultural safety training modules for FHS faculty, front-line staff, teaching assistants, and sessional lecturers; and
 - vi. encourage the use of visual/verbal acknowledgement of traditional territories and health and wellness traditions.

2. Create an FHS Student Commons

In response to the **Student Experience Initiative** strategic areas for action, specifically *Home away from Home*² and *Building Community and a Sense of Belonging*³, and two surveys (2017, 2018) of FHS undergraduate students,⁴ we will create an FHS Student Commons in Blusson Hall.

Actions.

- a. renovate a flexible work/study space that enables both group work and individual study;
- b. concentrate student support services in and around the FHS Student Commons (e.g., co-op, student advising, teaching assistants, career counseling, and peer-mentorship);
- c. house FHS student organizations (e.g., Health Science Undergraduate Student Union (HSUSU) and the FHS Grad Caucus) in the FHS Student Commons to increase

¹ https://www.sfu.ca/content/dam/sfu/reconciliation/SFU-ARC%20Walk%20This%20Path%20With%20Us_Full%20Report_Sept5.pdf

² *Home away from Home*: Creating spaces and opportunities for commuter students to stay on campus between classes and engage more fully with the SFU campus communities.

³ *Building Community and a Sense of Belonging*: Evoking a sense of belonging and connection; ensuring SFU is a welcoming, safe, equitable, and inclusive community for all students; supporting transitions in and out, especially for those coming from different environments and bridging to new ones.

⁴ In March and April 2017, the Health Sciences Undergraduate Student Union (HSUSU) initiated and analysed a paper-based survey in four FHS courses: HSCI 130, HSCI 211, HSCI 305, and HSCI 431, with 267 students responding. In Spring 2018, all FHS course instructors with class sizes greater than 30 were asked to provide class time for an online survey relevant to the student experience. There were 226 responses, of which 175 students were enrolled in an FHS major. 90.7% of respondents indicated they would use an FHS student commons.

visibility and participation in FHS student-lead organisations and to build a sense of community among FHS students;

- d. provide FHS specific non-academic programming and information sessions within the FHS Student Commons (e.g., career development and skills, co-op, academic skills, and research opportunities); and
- e. develop an Advancement Strategy to provide infrastructure and programming support for the FHS Student Commons.

3. Review and Improve Student Support Services and Programs

In response to a Spring 2018 survey of FHS undergraduate students,⁵ we will:

Actions.

- a. analyse and improve front-line staffing levels to ensure these are adequate for student access needs (e.g., student advising);
- b. review committee membership and terms of reference to ensure appropriate support for educational programs and students; and
- c. improve supports for and participation in peer-mentorship program.

4. Review and Improve Student Communications:

In response to two surveys of FHS undergraduate students,⁶ we will:

- a. improve social media presence and other communications based on communication needs and preferred modes of communication;
- b. revise the FHS website to clarify information for prospective and current FHS students;
- c. improve communications about courses, course access, and timely degree completion pathways;
- d. improve communications about FHS and inter-faculty program options, as these develop (see IV.4 below);
- e. improve communications about undergraduate and graduate research opportunities and supervision for students;
- f. improve communications about SFU services available to FHS students; and
- g. improve mechanisms to receive input and communications from students, especially with respect to potential FHS initiatives to improve student health and wellness and issues of equity, diversity and inclusion.

5. Develop and Implement an Alumni Relations Strategy

In collaboration with SFU Advancement and Alumni Engagement, we will:

Actions.

- a. develop and implement an alumni engagement strategy for FHS.

⁵ See footnote 4.

⁶ See footnote 4.

II. Academic Quality/Curriculum

Challenge: Embracing a coherent curriculum review with focus on innovating curriculum design and delivery.

I. Create a culturally safe curriculum and research environment for Indigenous students
FHS will implement the calls to action in the 2017 *Report of the SFU Aboriginal Reconciliation Council [ARC Report]*.⁷ Specifically, we will:

Actions.

a. *Cluster 2: Innovation and Indigenization in Curriculum and Research*

- i. provide encouragement and support for faculty/instructors who wish to Indigenize their courses;
- ii. develop a lower division perspectives course for all FHS undergraduate students on Indigenous health, that integrates Indigenous perspectives, knowledge systems and ways of knowing;
- iii. support upper division and graduate-level Indigenous health programming; and
- iv. ensure that research undergraduate and graduate students receive appropriate training in respectful and ethical protocols and practices for conducting research in and with Indigenous communities.

b. *Cluster 3: Student Pathways and Supports*

- i. continue to engage in the development of Indigenous education pathways, including FHS programming in the Aboriginal University Transition Program (AUTP);
- ii. increase Indigenous student enrolment in all programs and provide mentorship and support for success for all Indigenous students in the FHS;
- iii. support Indigenous peer-mentorship and tutoring programs; and
- iv. create and implement an advancement strategy for Indigenous student support.

2. Complete and Implement Undergraduate Curricular Reforms

Informed by the June 22, 2017 FHS Undergraduate Studies Curriculum Retreat, ongoing work on curricular reforms in the FHS Undergraduate Studies Committee, and the February 24, 2018 Academic Planning Retreat, we will:

Actions.

- a. improve coherence of FHS interdisciplinary curricula across all undergraduate degree programs (BA, BSc-Life Sciences, BSc-Population and Quantitative Health Sciences) to enhance course access and enable timely degree completion;
- b. refine the mechanisms and organizational structures that enable:
 - i. the articulation of the main Undergraduate Educational Goals that guide FHS undergraduate programs;
 - ii. laddering of skills and knowledge across the curricula that leads to measurable learning outcomes at course and program levels;
 - iii. development of signature pedagogies within FHS; and
 - iv. integration of research expertise into teaching/classroom activities.

⁷ https://www.sfu.ca/content/dam/sfu/reconciliation/SFU-ARC%20Walk%20This%20Path%20With%20Us_Full%20Report_Sept5.pdf

- c. monitor the impacts of the new BC K-12 curriculum with respect skills and knowledge of incoming students, engage in SFU-wide discussions of the impacts of the new BC-K-12 curriculum, and respond if necessary;
- d. complete development and implementation of metrics within TRACS to evaluate curricular reform outcomes;
- e. prepare for December 21, 2022 accreditation by the Council on Education for Public Health (CEPH) (current accreditation from 2015 to December 21, 2022); and
- f. review committee membership and terms of reference to ensure appropriate support for curricular reform.

3. Improve Flexibility in Course Delivery to Support Timely Degree Completion

We will:

Actions.

- a. develop incentives and recognition for team teaching to support interdisciplinary programming;
- b. develop a strategy for the integration of online and blended-learning courses in FHS as responsibility for such courses is shifted from CODE to FHS; and
- c. provide support and appropriate incentives for faculty and instructors to develop online and blended-learning courses in all degree programs.

4. Strengthen Student Participation in FHS Research

We will:

Actions.

- a. provide encouragement and support for FHS undergraduate students with outstanding academic records to undertake Honours research opportunities and apply for the Accelerated Masters Program;
- b. provide additional support for FHS undergraduate students to engage in research through co-op or undergraduate student research awards;
- c. continue to support graduate students in MSc and PhD programs through a full-funding model;
- d. implement practices and procedures to monitor supervisor quality and to reward supervisory excellence;
- e. increase and fully support students in applying for external graduate student awards; and
- f. develop an Advancement strategy to increase support for student research.

5. Complete and Monitor the Implementation of the FHS MPH Curriculum

We will:

Actions.

- a. monitor learning outcomes and evaluate the student experience following the implementation of a revised general MPH degree, designed as a two-year cohort program with a core curriculum, practicum experience, elective opportunities, and culminating capstone experience. The revised program, approved in 2018 for a 2019 implementation, will provide a cohesive pathway through the MPH program, flexibility for advanced learning in areas of interest, and customization to prepare MPH students for practicum placements;
- b. review of the current supervisory and capstone completion model for MPH students with the intention to improve flexibility and student experience;

- c. attempt to continue financial support for MPH practicum placements, including through external funding applications;
- d. develop and implement metrics within TRACS to evaluate curricular reform outcomes; and
- e. prepare for December 21, 2022 accreditation by the Council on Education for Public Health (CEPH) (current accreditation from 2015 to December 21, 2022).

6. Complete and Implement MSc/PhD Curricular Reforms

We will:

- a. review graduate needs in advanced research methods and develop and implement improved training in both quantitative and qualitative advanced research methods;
- b. review core curricula HSCI 902 and 903 requirements for MSc and PhD students. In particular, we will examine options that will increase flexibility for students wishing to pursue more specialized training (increased credit hours) in their areas of interest/expertise, while preserving the number of credits hours required by FHS and SFU for partial fulfillment of their degrees;
- c. introduce certificate programs for both the MSc and PhD programs, including a certificate in Quantitative Methods. These will complement our existing participation in a multi-unit certificate in Integrative Oncology and Neuroscience; and
- d. ensure the curriculum provides opportunities for community building and connections to research and practice.

7. Improve Training for Graduate Student TAs, TMs and Sessional Lecturers

We will:

Actions.

- a. provide additional support for training to improve quality of instruction, including in writing and presentation skills and training in cultural safety.

8. Improve Evaluation Methods for Teaching

- a. develop and implement a peer-mentorship system for evaluation for teaching to improve teaching and learning, better inform Tenure and Promotion Committee's evaluation of teaching, and mentor junior faculty through peer-feedback.

III. Engagement

Challenge: Strengthening the connection and collaborations between SFU and the world.

I. Strengthen Collaborations with Indigenous communities

FHS will implement the calls to action in the 2017 *Report of the SFU Aboriginal Reconciliation Council [ARC Report]*.⁸ Specifically, we will:

Actions.

a. Cluster 2: Innovation and Indigenization in Curriculum and Research

- i. encourage and expand capacity for community-partnered research and curricular programming that follows respectful and ethical protocols and practices for conducting research in and with Indigenous communities;
- ii. strengthen partnership with the First Nations Health Authority (FNHA) and other Indigenous organizations to attract Indigenous students, and strengthen Indigenous health curricula, and expand research opportunities; and
- iii. continue to work with FNHA to provide training opportunities for FNHA staff and opportunities for FHS students to undertake work-integrated and research training.

2. Enhance Capacity for Experiential and Work-Integrated Learning Opportunities

We will:

Actions.

- a. expand experiential learning opportunities that accord with FHS vision and mission, such as Health Change Lab, City Studio, and Semester in Dialogue in Health, in collaboration with partner organisations;
- b. develop a strategy to scale-up experiential learning classes so that they can be offered for an expanded number of students;
- c. expand opportunities for research experiences as part of an overall strategy for experiential learning;
- d. expand opportunities for policy experiences as part of an overall strategy for experiential learning;
- e. develop a strategy for cohort-based, experiential learning classes to be delivered as a capping experience for students in their final year of some FHS programs, with Surrey as the destination campus;
- f. increase the number of and support for field courses, including those in Global Health;
- g. develop an industry/NGO strategy to increase the number of work integrated learning, such as co-op placements and MPH Practicum placements, in collaboration with Mitacs; and
- h. develop an advancement strategy to increase support for all forms experiential learning opportunities, including field schools and MPH Practicum placements.

⁸ https://www.sfu.ca/content/dam/sfu/reconciliation/SFU-ARC%20Walk%20This%20Path%20With%20Us_Full%20Report_Sept5.pdf

3. Enhance Capacity for Engagement with Global, Federal and Provincial Governance Groups and Government Ministries as well as Health Authorities, Municipalities and Indigenous Governments/Nations

We will:

Actions.

- a. Improve our engagement with FHS Adjunct Faculty on teaching, work-integrated learning, and research;
- b. encourage and enhance or expand existing research-policy-practice partnerships involving FHS members and external organizations working on common population health and policy goals; and
- c. develop strategies to anticipate and respond to new external partner needs, such as rapid response research reports/evaluations and consultations, or reports based on health authority/ministry data, while providing enhanced opportunities for financial support and training for graduate students and research trainees.

4. Enhance FHS Communications and Its Capacity to Engage with its Prospective and Current Students, Alumni and External Partners

We will:

Actions.

- a. develop a public relations and communication strategy, including social media, aimed to improve communications with prospective and current FHS students, improve the visibility and brand of the FHS, and to increase the FHS profile provincially, nationally and internationally, including with key FHS partners. Specifically:
 - i. Develop an integrated internal and external communication strategy and mechanisms to highlight FHS teaching activities and research activities, including curricular and teaching innovations, and student and faculty publications, presentations, partnerships, awards, and funding;
 - ii. revise the FHS website to showcase FHS teaching and research activities; and
 - iii. develop advancement materials based on the FHS Research Strategic Plan in collaboration with FHS research centres.
- b. adopt a faculty-wide strategy for community engagement, including the membership and terms of reference for the FHS Advisory Committee, made up of representatives from diverse community organizations and sectors, which provides strategic advice for FHS development; and
- c. work with SFU Communications and SFU Alumni Relations to integrate communications and activities that build community, enhance partnerships and continue relationships with FHS alumni.

5. Implement an Advancement strategy that supports areas of research excellence and supports faculty and student development

We will:

Actions.

- a. build on successful advancement activities, e.g., Mowafaghian and Stern Foundation support for children's health research, to develop a strategy to support FHS research excellence, research infrastructure. and FHS research students.

IV. Bridging Divides/Interdisciplinarity

Challenge: Seeking opportunities for research and teaching collaboration to advance defining themes of our times and to offer innovative academic credentialing.

I Enhance Interdisciplinary Research

Informed by the January 18, 2018 FHS Research Strategic Planning Retreat and ongoing discussions in FHS Research Challenge Areas, we will:

Actions.

- a. complete a Strategic Research Plan that comprises clusters of FHS faculty in 6 Interdisciplinary Research Challenge Areas and one cluster that addresses a set of cross-cutting themes in line with FHS vision and mission;
- b. develop interdisciplinary communities of research within each Research Challenge Area;
- c. ensure interdisciplinary mentorship for junior faculty within Research Challenge Areas;
- d. support applications from Research Challenge Areas for interdisciplinary team grants to improve success at international, national, and provincial funding competitions;
- e. continue to support high-level expertise that supports FHS faculty and students in developing successful health-related provincial, national and international individual and team-based funding applications;
- f. continue to support other pre-award and post-award research services within FHS to supplement services offered by the Office of Research Services, among others;
- g. continue to support and promote internal and other grant proposal review processes to improve funding success; and
- h. continue to support the FHS Research Seminar series that provides students and faculty with the opportunity to engage in interdisciplinary discussions around a broad variety of research topics, including the Research Challenge Areas.

2 Enhance the Role of and Support for Interdisciplinary Centres within FHS

In the context of the FHS Research Challenge Areas, we will

Actions.

- a. enhance the role in FHS research Centres with respect to their engagement with FHS faculty, community and other partners and with students. The current FHS Centres are:
 - i. Centre for Applied Research in Mental Health and Addictions (CARMHA);
 - ii. Children's Health Policy Centre;
 - iii. SFU Interdisciplinary Research Centre for HIV (SIRCH); and
 - iv. Centre for Collaborative Action on Indigenous Health Governance.
- b. develop criteria and processes for the possible establishment of new FHS research centres that align with the FHS Research Strategic Plan.

3 Enhance the Comprehensive, Relevant, and Interdisciplinary Learning Environment for Undergraduate and Graduate Students within FHS

Informed by the January 18, 2018 FHS Research Strategic Planning Retreat and the February 24, 2018 Academic Planning Retreat, we will:

Actions.

- a. define areas of research and teaching strength, based on the Research Challenge Areas;
- b. incentivise curricular development within research and teaching clusters based on Research Challenge Areas;
- c. refine undergraduate lower division interdisciplinary perspective courses focused on breadth of knowledge;
- d. incentivise interdisciplinary team teaching for undergraduate courses;
- e. provide students with a coherent set of upper division undergraduate courses that increase the depth in the curriculum and research opportunities relevant to the Research Challenge Areas, building on a coherent plan for knowledge acquisition and skill-building in the lower division courses; and
- f. develop and support a Learning & Teaching Challenge Area to study and inform the implementation of interdisciplinary teaching that purposively integrates research strengths based on the Research Challenge Areas; this includes the development of metrics for learning outcomes.

4 Enhance Cross-Faculty Curricular Programming

In response to two undergraduate student surveys, we will:

Actions.

- a. continue to act on discussions for minors and certificate programs. Priorities are:
 - i. a minor in business with a focus on organizational theory, management and leadership in collaboration with the Beedie School of Business;
 - ii. a minor in bio/health informatics in collaboration with the Faculties of Science and Applied Science and the SFU Big Data Initiative;
 - iii. a minor in health communication in collaboration with the Faculty of Communication, Art and Technology;
 - iv. a certificate in health economics and evaluation, in collaboration with the Faculty of Arts and Social Sciences; and
 - v. a graduate certificate in quantitative methods for population health (QMPH) with the Faculty of Science.
- b. better promote the availability of interdisciplinary programming in entrepreneurship, such as the Charles Chang Certificate in Innovation and Entrepreneurship, offered through the Charles Chang Institute in partnership with the Beedie School of Business;
- c. evaluate the feasibility of FHS partnership in a one-year Master in Business with the Beedie School of Business; and
- d. evaluate the feasibility of a professional one-year Master degree in Health Economics in partnership with the Faculty of Arts and Social Sciences.

V. Faculty Renewal

Challenge: Academic hiring and career incentives that advance fundamental knowledge, improve the lives of the world's citizens and bring research to our students.

I Hire and Mentor Indigenous Health Scholars

Work towards implementation of the calls to action in the *2017 Report of the SFU Aboriginal Reconciliation Council [ARC Report]*.⁹ Specifically, we will:

Actions.

- a. *Cluster 4: Hiring of Indigenous Scholars*
 - i. in collaboration with the VPA and the FNHA, hire indigenous health scholars; and
 - ii. implement a mentorship plan to support indigenous scholars.

2. Partner with Other SFU Faculties/External Partners to Hire New Faculty

We will:

Actions.

- a. develop hiring priorities based on the Research Strategic Plan, the integration of research into teaching and considerations of equity, diversity, and inclusion;
- b. work with other SFU faculties or external partners to leverage FHS resources to jointly hire faculty, including research chairs;
- c. hire new faculty to support innovative, experiential learning-based programming in health sciences at SFU Surrey;
- d. ensure appropriate balance between teaching faculty, tenure-track, limited term, grant tenure, professional practice faculty, and research chairs to manage budget sustainability; and
- e. manage the retention and transition of faculty from research chairs to regular faculty, who have greater teaching and service responsibilities.

3. Strengthen the Mentorship Program and Support for New Faculty

We will:

Actions.

- a. continue to ensure effective research and teaching mentoring for new faculty;
- b. further develop organized supports for faculty who hire research staff/trainees including through the provision of FHS human resources supports;
- c. support access to Centres or groups that provide data, analytical, statistical and other operational research services;
- d. support regular workshops/retreats to build a sense of community among new faculty and to provide information on faculty pathways (e.g., tenure and promotion); and
- e. continue to support new faculty in applications for research chairs, funding and other awards, including continued support from expert FHS grants facilitation staff.

⁹ https://www.sfu.ca/content/dam/sfu/reconciliation/SFU-ARC%20Walk%20This%20Path%20With%20Us_Full%20Report_Sept5.pdf

4. Strengthen a Supportive Internal Culture that Encourages Participation, Respects Diversity, and Strives to Overcome Structural Limitations

We will:

Actions.

- a. revise FHS Tenure and Promotion Committee (TPC) guidelines to (i) more rigorously evaluate contributions to research, teaching and service including engagement with external partners; and (ii) encourage faculty activities that advance this Academic Plan and the FHS Research Strategic Plan
- b. encourage FHS-wide participation in initiatives that support equity, diversity, and inclusion;
- c. implement and evaluate new TPC guidelines, with ongoing revisions anticipated in line with the current *Collective Agreement*;
- d. provide input on health sciences research, teaching and service roles and needs to SFU Faculty Association and to SFU to inform future *Collective Agreements*;
- e. refine and implement TRACS tools for TPC reporting and tracking of outcomes;
- f. review equity in the FHS regarding all teaching and service contributions and develop new approaches for monitoring and ensuring equity;
- g. review membership and terms of reference for all FHS committees to rationalize the number of committees and their membership relative to the size of the faculty and reasonable workload expectations, with a goal of increasing efficiency; and
- h. review the need for new or revised FHS committees to implement the 2018-2023 FHS Academic Plan.

APPENDIX I: Summary of Discussion on Strategic Influences for Faculty of Health Sciences Strategic Plan, 2018-2023.

On December 2017, the Faculty of Health Sciences (FHS) faculty, senior managers, and student representatives met to consider the 2013-2018 FHS academic plan in light of the FHS vision, mission, and values statements.

The 44 participants at this first Strategic Academic Planning Retreat first reaffirmed the FHS vision, mission and values statements. The participants then elaborated on the Strengths, Weaknesses, Opportunities and Threats elaborated in the 2013-2018 Plan, specifically, which have changed, which remain current, and what new issues have emerged.

Strategic Influences for FHS: Strengths, Weaknesses, Opportunities and Threats

External Opportunities

Teaching and Learning

1. Surrey population needs access to post-secondary education in health sciences with opportunities to collaborate with community partners such as Fraser Health Authority (FHA) region to create new programs oriented to disease prevention and improvements and sustainability in health care systems. We now have two first year courses offered in Surrey and are increasing our experiential learning opportunities on that campus in partnership with FHA, the City of Surrey and other partners. We have additionally strengthened our partnership with FHA through co-op and MPH practicum placements.
2. Many countries (notably China and India) are investing heavily in their public health systems and could be a source of students in the immediate future. There is an opportunity to partner more closely with the Fraser International College to offer first year FHS courses, such as HSCI 130, to encourage international students to enroll in FHS degree programs.
3. Interdisciplinary approaches, community engagement, and unique and globally relevant programs prepare students to compete for employment in health and related social sectors.
4. Students from Low and Middle-Income Countries (LMICs) seeking advanced degrees and exchange opportunities.
5. Partnerships with practice-based organizations provide opportunity for better integration of skills with labor market.
6. Developing partnerships with First Nations Health Authority and other First Nations/Métis communities/organizations offer opportunities to attract Indigenous students, strengthen FHS Indigenous health curriculum, and expand research opportunities.
7. New technologies of online and distance course delivery present opportunities, but still to be fully exploited. Strategy for the integration of online and distance courses needs to be developed to fully take advantage of faculty control over online instruction, as CODE is phased out. Online and distance courses also present the opportunity for course delivery to enhance the diversity of learners.
8. New pedagogies, faculty strengths and partnerships for experiential and work-integrated learning present opportunities, but still need to be fully integrated and rewarded.

9. External economic challenges create opportunity for consolidation in areas such as curricular alignment, joint diplomas, service learning with community partners, and internationalization of curriculum.
10. With the publication of the 2017 *Report of the SFU Aboriginal Reconciliation Council*, there is momentum to move forward with improving the experience of Indigenous students at SFU.

Research

1. Cautious optimism in research funding, with the Government of Canada reaffirming its commitment to tri-council support, including general health research and Indigenous health research.
2. Commitment of Canadian funding agencies to “patient-oriented” research and knowledge translation.
3. Access to world-class population databases offers potential for increased research contracts versus grants and funding through external partnerships with health care organizations.
4. Funders are aligned with our Vision and Mission, and offer new opportunities for interdisciplinary team approaches, expanding capacity in population and public health, policy-oriented research, and support for graduate and post-doctoral training.

External Threats

Teaching and Learning

1. Competition for students, particularly from other MPH programs, and growth of health profession programs at other BC universities, including newly created universities (i.e., BCIT, Kwantlen, etc).
2. Changing demographics, the high cost of living, including housing, and transportation issues may impact student enrollment, program expansion, budget constraints and faculty/staff morale.
3. Programs may produce too many students with insufficient practice-based skills for employment or that meet the needs of the labour market.
4. Excessive workload challenges the time available for collegial interaction to innovate.
5. Competing demands on faculty for administrative and research contributions without growth in the faculty base may limit opportunity to undertake innovation in curriculum and respond to student needs.
6. The new BC K-12 curriculum may require adjustment to both knowledge and pedagogical approaches.
7. The shift of CODE courses to FHS administration will require appropriate resourcing, training for instructors, and recognition/incentive structures for instructors.

Research

1. Funding Agency priorities and processes may threaten discovery-oriented research, concentrate funding in larger institutions, and focus too much on relevance and practical impact, limiting intellectual creativity.
2. Interdisciplinary research is more difficult to undertake, and current administrative systems do not always recognize and reward such research appropriately.
3. Threats exist to the funding sustainability for assets, such as facilities, technology, and critical mass and diversity of faculty members.

Governance

1. Continued downloading of administration for teaching and learning and research to faculties increases faculty and staff workloads.
2. SFU policies and procedures in research administration are improving, but still not optimally aligned with growth in health research funding and global research environment, resulting in additional burdens, unnecessary obstacles and delays.
3. Increasing externally-imposed administrative requirements for research funding and ethical review detract from scholarly activity.
4. SFU institutional barriers exist to the implementation of cross-faculty programming that would benefit student learning.
5. SFU institutional barriers exist that limit opportunities to build interdisciplinary research relationships among faculties.

Internal Strengths

Teaching and Learning

1. Capacity for an interdisciplinary approach to teaching/learning about human health/disease, the social determinants of health, and commitment to student-centered learning.
2. Dynamic faculty/dedicated staff with broad range of experience and committed to innovative teaching strategies.
3. Critical number of interdisciplinary faculty recruited, with many now at mid-career, to advance curricular development, with real potential strength to make the BSc in Population and Quantitative Health Sciences a leading program in Canada.
4. Strong application pressure from exceptional and motivated students with interest in interdisciplinary program and population health.
5. High quality, original, established curriculum with excellence in practicum, experiential learning, interdisciplinarity and collegial approach to teaching as good foundation for refinement and innovation.
6. Supportive environment for innovation and experimentation with diverse training/learning opportunities and curricular flexibility.

Research

1. Increasing strength of interdisciplinary research clusters, inside FHS and connected to external communities, with excellent basic and applied research capacity and global recognition.
2. FHS has a strong tradition of community engaged research with external organizations and partnerships, as well as solution-oriented research, all of which position us well to attract funding and to anticipate and respond to emerging health challenges.
3. Strong and advanced population and public health focus that includes a life sciences component with strong links to government and community groups for policy/practice impact.
4. Relatively young, diverse enthusiastic faculty with high shared expectations supported by established core of internationally recognized research leaders.
5. Significant support through endowments, Chairs, staff and excellent facilities.
6. Diverse faculty interests, perspectives and expertise with a collective desire to promote interdisciplinarity.
7. Success in attracting peer-reviewed funding with strong support in pre-award activities from skilled research facilitation staff.

Governance

1. Faculty and staff are committed to Vision, Mission, and Values.
2. FHS has a constitution and mechanisms for collegial governance.
3. Improved data collection capabilities in TRACS will enhance curricular planning and evaluation of teaching, research and service activities/workload.
4. Involvement of FHS students on internal committees and governance of FHS leads to student voices in decision-making.
5. Policy for graduate student funding leads to greater certainty for students and recruitment, however, still needs to be improved.
6. Improvements in pre- and post-award administrative support for research funding.

Internal Weaknesses

Teaching and Learning

1. Faculty workloads need to better balance competing demands of teaching, research, and service, especially for junior faculty.
2. Improvement needed in alignment and integration of courses and curricula with unclear understanding of core curricular foundations, learning outcomes, and competencies, and with gaps in key areas such as writing skills.
3. Challenges in faculty capacity with many research chairs with continuing gaps in core teaching areas.
4. There is an over-reliance on sessional instructors, especially in core courses, which should be taught by continuing faculty wherever possible.
5. There is a need to appropriately incentivize interdisciplinary team teaching, to take advantage of faculty strengths.
6. Student expectations undermined by large class sizes and difficulty in creating undergraduate student community.
7. Insufficient incentives exist to integrate experiential learning and work-integrated learning opportunities into the curriculum, including better supports for Teaching Assistants.
8. MPH program needs to keep pace with the development of practice in the field, for example by including more quantitative and leadership skills training.
9. Minimal programming in Indigenous health and in action to de-colonize/Indigenize the FHS curricula.
10. Lack of appropriate engagement with Adjunct Professors with respect to teaching and learning activities and also research.

Research

1. Challenges to interdisciplinary collaboration.
2. Small faculty size constrains emergence of critical mass of peers able to compete for large team grants and maximize relationships with external stakeholders.
3. Lack of capacity in Indigenous health research.

Governance

1. Faculty complement should reflect diversity of the student body and the general population; more attention should be paid to equity, diversity and inclusion.
2. Better internal structures and lines of communication required to move forward with curricular reforms.
3. Need to improve TPC Guidelines to better recognize interdisciplinary activities in research, teaching and a broad range of service activities, including engagement with external partners.
4. Internal service load needs to be rationalized and made more efficient to reflect strategic directions and workload with respect to faculty size.
5. Need to improve our communications strategies (content and mode of communication) with prospective and current students.
6. Need to implement safe pathways for input or for FHS community members to voice concerns, such as an FHS Ombudsperson.
7. Need to develop and implement communications, advancement, and alumni relations strategies for FHS.