# ACADEMIC PLAN 2018-2023

FACULTY OF HEALTH SCIENCES

V. Faculty Renewal	17
Hire and Mentor Indigenous Health Scholars	17
4. Strengthen a Supportive Internal Culture that Encourages Participation, Respects Diversity, and S Overcome Structural Limitations	rives to
APPENDIX 1: Summary of Discussion on Strategic Influences for Faculty of Health Sc iences Strategic Plan, 2018 -2023.	
External Opportunities	
External Threats	
Internal Strengths	21
Internal Weaknesses	22

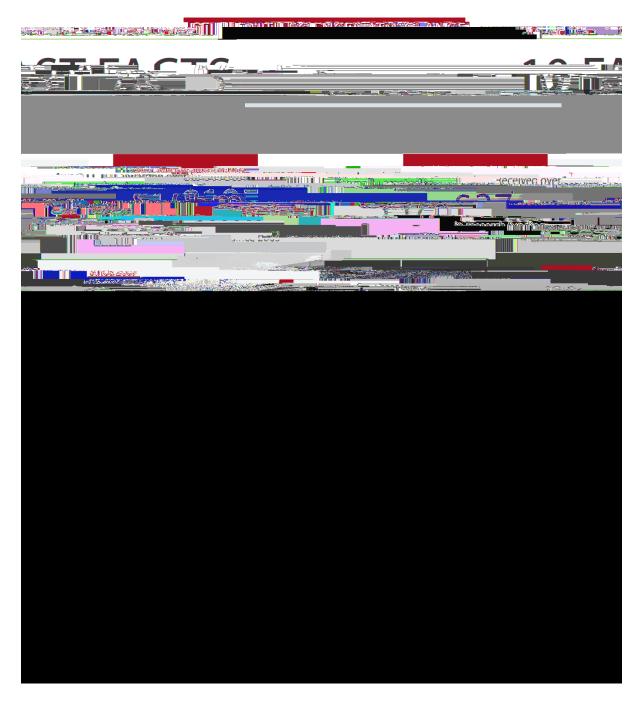


Figure 1. Ten Fast Facts about the Faculty of Health Sciences in 2017-2018.

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

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 sizesopin. @aio@iois\$27/16/012)65/57/2.024 551s4(II) ovid

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

Academic Planning1 0 0.0471 RG[(I)9(ad] Ttr2(caat Two0.00000912 0 612 792 reW\*nBT/F1 12 Tf1 0 0 1 295.4

- 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 Program

# II. Academic Quality/Curriculum

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

1. 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

- 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-K12 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 FHSMPH 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 r/F1 1wF1 12 Tf1 0 0 1 9cents in applying for exte

- 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).

# 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.

# 1 Enhance Interdisciplinary Research

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

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.

# V. Faculty Renewal

Challenge: Academic hiring and career incentives that advance fundamental knowledge,

# 1 Hire and Mentor Indigenous Health Scholars

Work towards implementation of the calls to action in the 2017 Report of the SFU Aboriginal Reconciliation Cou[AcRC Report Specifically, we will:

# Actions.

- a Cluster: Hiring of Indigenous Scholars
  - 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 ShTQ0 062 792 reW\*nBT/F1 1559 Tm04 491.59 Tml 13

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

# Actions.

- a. revise FHSTenure 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 Agments
- 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

# APPENDIX 1: 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 pub688.1ndialgi8c reW\*nBT/F1h

# 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.

# 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.
- 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.