

Faculty of Applied Health Sciences

Strategic Plan to 2025

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Faculty of Applied Health Sciences

Strategic Plan to 2025

The FAHS strategic plan has been developed to complement the Brock University Institutional Strategic Plan 2018-2025, which was approved by the Brock University Senate and Board of Trustees at the end of 2018. See the below link to access the Brock strategic plan:

<https://brocku.ca/vp-academic/wp-content/uploads/sites/65/Brock-University-Strategic-Plan.pdf>

Introduction:

The Faculty of Applied Health Sciences is currently the second largest and fastest growing Faculty at Brock University, with over 4500 undergraduate and graduate students, almost 100 FTE faculty and 40 full time staff. It consists of five departments which provide multiple undergraduate programs a faculty wide research based graduate program and two course based graduate programs (housed within departments). It is a dynamic faculty which emphasizes experiential education and community partnerships and one which is constantly revising and updating its programs and curriculum as well as developing new programs to address the needs of society.

The development of this new strategic plan will build on its current strengths and initiatives and will emphasize the forward looking aspects of its programs and new program developments.

Background and Context: (short review of the development of FAHS, its departments and programs, previous strategic plan(s) and current initiatives)

The beginnings of the Faculty of Applied Health Sciences at Brock University date from the early 1970s with the initiation of the Physical Education program. As the program grew, various “sub-sets” of the disciplinary scope of Physical Education developed and eventually became separate departments. These eventually became the departments of Sport Management, Health Sciences and Recreation and Leisure. The department of Nursing also subsequently grew out of initiatives within the Department of Health Sciences (at that time known as the Department of Community Health Sciences).

At the same time, in addition to maintaining its original directions, components of physical education evolved into the discipline of Kinesiology. At this time the Faculty of

Applied Health Sciences consists of five departments, several with multiple undergraduate programs/concentrations as noted below:

- Sport Management
- Recreation & Leisure Studies (subdisciplines in):
 - Therapeutic Recreation
 - Community Recreation
 - Outdoor Recreation
- Health Sciences (Programs in):
 - Child Health
 - Public Health (with Coop Option)
 - Medical Sciences
 - Community Health
- Nursing
- Kinesiology (Programs in):
 - Kinesiology (BKIN)
 - Kinesiology (BSc KIN)
 - Physical Education
 - Concurrent BA PE & B.Ed (Primary Jr & Int/Senior)

In addition to these undergraduate programs and departments, the Faculty also evolved a Faculty wide research based graduate program in Applied Health which currently awards M.A. M.Sc. and Ph.D. degrees in areas of faculty and departmental specialization which report directly to the Graduate Associate Dean. More recently new course based graduate programs, Master of Professional Kinesiology (MPK) the entirely on-line Master of Public Health (MPH) and concurrent MPH/MBA, housed in the departments of Kinesiology and Health Sciences respectively as well as the soon to begin Master of Applied Gerontology (MAG), an inter-departmental program all with their own GPDs have also been developed.

The Faculty of Applied Health Sciences has also been at the forefront of development experiential education opportunities and practical hands on laboratories and learning experiences for its students. It also continues to build strong relationships with community partners.

The previous Faculty of Applied Health Sciences Strategic Plan was developed in 2012. Among the ideas noted in that plan that have been realized or are moving toward realization in some form are;

- Development of the Trans-disciplinary Brock Niagara Centre for Health and Wellbeing
- Increased community partnerships and experiential education opportunities and resources
- Increased collaboration with the McMaster Medical School (Niagara Campus)
- Creation of the MPH and MPK graduate programs
- Creation of the position of Budget Officer within FAHS
- Development of the accelerated BN/MN Nursing program (ongoing)

Environmental Scan: (some samples of possible current and future challenges and opportunities)

- Continuing quality program delivery, new program development and enhancing experiential educational experiences in the current fiscal environment will present challenges over the timeline of this plan. (FAHS)
- Importance to quantitatively demonstrate academic effectiveness and fiscal accountability with (as yet to be determined) government metrics going forward (FAHS)
- Renewal of interest in Teacher Education (concurrent) and possible improved job possibilities for graduates with teaching credentials in the medium term (KINE)
- Increased competition from other universities in Sport Management related undergraduate and graduate education and initiatives (SPMA)
- Continuing need for more nursing graduates in Ontario coupled with need and opportunities for graduate educated nurses (NURS)
- Advances in technology, AI, and service delivery in all sectors of Health care will require graduates to be prepared for the future work environments (HLSC & FAHS)
- Growing opportunities in the business, administration and “health nexus” of recreation and leisure as it affects future student education priorities (RECL)
- The aging population in the Niagara Region and beyond (FAHS)
- The ongoing provincial government fiscal restraints which affect the University and Faculty budgets (FAHS)
- Growing awareness and importance of trans-discipline and inter-professional research and collaboration within the health fields and beyond (FAHS)
- Awareness of the Recommendations of the Truth and Reconciliation Commission’s Calls to Action and displaying relevance and reciprocity in implementation (FAHS)
- Developments with the Ontario Government plans for the Strategic Mandate Agreement (SMA 3) for Brock University

Consultation Process and Development of the FAHS strategic plan

- Initial discussions of FAHS strategic plan (draft ideas and development) at the FAHS Executive committee (Jan/Feb)
- Departmental discussions of draft strategic plan ideas and feedback provided (Feb/March)
- Open forum discussions/town halls of draft strategic plan & feedback (Feb/March) for:
 - Faculty/Staff
 - Undergraduate students
 - Graduate students
 - Alumni/Community (via Dean's Advisory Council)
- Revised/updated/supplemented draft strategic plan (V2) completed based on feedback received-completed and vetted by FAHS executive committee-revised by the Dean with assistance for the Associate Deans (April/May)
- Further revised draft strategic plan (V3) completed and forwarded to all constituencies for further input/comment (May)
- Final version of FAHS strategic plan completed (Dean) and approved by FAHS Executive committee (June)
- Ongoing consultation/input with Provost and other Brock sectors as necessary (Feb-June)

Findings from these consultations served to inform this strategic plan and formed the basis of many of its goals.

FAHS Strategic Plan to 2025:

Vision and Mission statements (modified from the FAHS 2012 plan):

Vision: To advance the health and well-being of individuals and communities through the delivery of high quality, valued and evidence-based education, research and service.

Mission: To foster excellence in education and research in a student-focused, experiential education supplemented environment and to provide multi-disciplinary and professional programs focusing on human health, well-being. We are committed to the application of basic and applied knowledge for the purpose of enhancing the physical, mental, social, environmental, organizational and economic health of the Niagara Region and beyond.

Guiding Values: The Faculty of Applied Health Sciences embraces the eight guiding values as outlined in the Brock University Institutional Strategic Plan 2018-2025 and looks to these values in guiding its Strategic Planning in addressing Brock Strategic Priorities as they relate to the Faculty of Applied Health Sciences future development.

The delivery of high quality, forward looking and evidence-based education which emphasizes experiential, practical and applied learning that produces highly qualified graduates who are lifelong learners, innovators and leaders and who can serve the needs of the community and beyond are the primary goals of the Faculty of Applied Health Sciences.

Faculty of Applied Health Sciences “Tomorrow 2018-2025”:

1. Brock Strategic Priority: “Offer a transformational and accessible academic and university experience.

FAHS priorities and goals to 2025: (Related to Brock Strategic Plan Goals for this priority):

1. Develop new undergraduate and graduate programs that primarily have some or all, of the following attributes:

- primarily focus on professional or career related education.
- Be transdisciplinary and/or inter-departmental in nature
- Serve needs of the Niagara Region with global reach
- Contain applied, practical, experiential education, professional education and/or three-term Co-op components
- Develop critical thinking/problem & communication solving skills and the ability to adapt to change with confidence and ease
- Enhance research opportunities for graduate or undergraduate students
- Provide international experiences and/or emphasize international issues
- Partner with Community Colleges, other community agencies or professional organizations in developing new programs and/or program pathways
- Ensure that any new program development is accompanied by appropriate faculty, staff and other resource allocation to ensure operation, delivery and success of such programs
- Develop continuing education related accreditations and/or certificates for graduate professionals and to meet other community and learner needs
- Develop on-line, distance education, blended course models for new and existing course delivery to serve different populations

2. Renew and continue to develop existing programs such a that some or all, of the following attributes are further emphasized:

- Experiential Education, practical and/or three-term Co-op components
- Hands on, laboratory, technical/administrative and/or applied practical skills
- Critical thinking/problem solving & communication skills and the ability to adapt to change
- Leadership, professional, business and “people/life skills”
- Incorporate consideration of changes in technology, AI, big data and other forward-looking changes into curriculum renewal
- Enhance research opportunities for graduate or undergraduate students
- Provide international experiences and/or emphasize international issues
- Be committed, in consultation with Indigenous knowledge stakeholders in developing culturally safe programming and experiential learning experiences with current and new curriculum content

- Develop new “minors” and/or “concentrations” from existing programs that would be available for both FAHS students as well as other Brock students
- Ensure that regular consultation with alumni and key community partners continues to inform program development, revisions and updating
- Ensure that any program development/renewal that increases capacity is accompanied by appropriate and relevant faculty, staff and other resource allocation to ensure operation, delivery and success of such programs
- Include practical & research skills in graduate program renewal (eg. Grant, manuscript, abstract writing, mentorship skills, teaching skills etc.)
- Ensure that any program that is currently over capacity with enrollment relative to its resources will continue to grow access to appropriate resource allocations

3. Ensure FAHS alignment with the Brock 2025 Enrollment growth plan and targets with commensurate increases in resources and facilities:

- Develop three year Applied Health programs to enhance student retention and graduation rates for students who might otherwise not complete honours FAHS degrees
- Facilitate growth and re-development in programs that have the capacity for further student intake
- Expand enrollments, opportunities and support for international, and other under-represented students in FAHS programs, in cooperation with admissions, international and other offices/stakeholders
- Continue to support and enhance experiential educational opportunities and/or Coop opportunities in programs as appropriate
- Limiting growth in programs identified as being at or near capacity for growth to ensure student success and optimal academic and career experiences for students
- Develop continuing education, educational upgrading, credentialing, for working professionals, graduates, and the general public in conjunction with Brock’s development of Continuing Education support
- Develop new undergraduate and graduate programs as described above to drive most future FAHS enrollment growth
- Increase international opportunities for domestic students to be competitive in local and global job markets
- Ensure that appropriate resources and facilities are budgeted and provided to support growth
- Honoring the need an opportunity for Indigenous students to be welcomed as knowledge users and contributing members of society as well as upcoming educators

2. **Brock Strategic Priority “Build Research Capacity across the University”**

FAHS priorities and goals to 2025: (Related to Brock Strategic Plan Goals for this priority):

4. **Pursue needed infrastructure development and resource growth to enhance and support research capacity**

- Continue to move forward with plans for development and realization of the Brock Active Living Complex addition, with additional/redeveloped research, teaching and administrative space (or a Inter-professional Health Building)
- Pursue other opportunities for existing/redeveloping University research space (eg. Cairns, MacKenzie-Chown) to enhance research infrastructure and resources to support FAHS researchers, graduate and undergraduate research

5. **Enhance support for greater research activity and capacity for FAHS faculty**

- Develop ways to reward and support faculty for enhanced graduate student supervision and pursuit of increased external research grant funding support
- In conjunction with the Research Office, provide tangible support faculty in pursuing internal and external research award recognition as well as the hosting of significant conferences/symposia
- In conjunction with the Research Office provide tangible support for faculty to develop further trans-disciplinary research partnerships and research team building with diverse researchers within and external to Brock (in cooperation with the Research Office).
- Continue to pursue and hire Canada Research Chairs
- Continue to work with the Development office to promote endowed Research Chair opportunities
- Support existing research centres, and their capacity to undertake research and research related community engagement
- Encourage/support development of further research centres which build trans-disciplinary or other forms of research capacity
- In consultation with the new Brock Associate Vice-President Indigenous, seek to incorporate Indigenous research methodologies and values within curriculum delivery and research planning and help build capacity in these methodologies

6. Enhance support for greater research activity and capacity for FAHS graduate/undergraduate students

- Increase capacity to support graduate and undergraduate student conference and research related travel and publishing opportunities
- Enhance communication and coordination around availability of undergraduate research and research laboratory experience opportunities with FAHS faculty
- As noted in the previous section, provide in-course opportunities for graduate students to enhance grant and manuscript writing skills.
- Increase capacity to “fast-track” to Ph.D. from research Masters programs
- Consider graduate research-based program renewal with more emphasis on research and less on formal courses where appropriate to the discipline
- In conjunction with the Research office, provide better support and recognitions for FAHS post-doctoral fellows including opportunities for teaching

3. **Brock Strategic Priority; “Enhance the life and vitality of our local region and beyond”**

FAHS priorities and goals to 2025: (Related to Brock Strategic Plan Goals for this priority):

7. Enhance and grow mutually beneficial relations with Community Partners, Organizations and individuals

- Formalize further existing partnerships/relationships with Memorandums of Understanding (MOUs) which facilitate research, education and service growth and develop new partnerships.
- Grow experiential education opportunities with community partners by recruiting more partnerships and developing curriculum and capacity to facilitate such opportunities at both the undergraduate and graduate level
- Encourage further research partnerships with community partners and research partnerships to leverage funding and address community issues and needs
- Develop capacity (eg. research centres) to provide support, guidance and professional/organizational consultation services for community partners and organizations that also provide opportunities for experiential education, research and innovation for undergraduate and graduate students as well as FAHS faculty
- Continue to develop continuing education, credentialing and upgrading opportunities that meet the needs and enhance the health and vitality of the community
- Continue to develop new programs that produce graduates who will address identified needs of the local community and beyond

8. Enhance interactions between Alumni, the Community, students/faculty and FAHS

- Continue to develop public presentations and interactive opportunities for accomplished FAHS alumni along with FAHS faculty and community experts to address issues relevant to community needs
- In conjunction with departments, develop further opportunities for alumni to interact with and provide guidance and support for student education and career development, ideally with “alumni/career days during course time
- Develop opportunities, understanding and desire for alumni and the larger community to contribute philanthropically and in other ways to the FAHS educational and research enterprise and specific projects as they support community priorities
- Strengthen and foster relationships with current alumni and develop a sense of alumni community and contribution among incoming, current and graduating students

- Build a sense of community (eg. with enabled social interactions) in current students to enhance their connections with their programs/FAHS/Brock to facilitate their future connections as alumni
- In conjunction with the Alumni office continue to enhance contact/tracking and communication with alumni
- Continue to enhance communications and communication strategies with alumni to foster their continued involvement with and awareness of FAHS programs and achievements

4. Brock Strategic Priority “Foster a culture of inclusivity, accessibility, reconciliation and decolonization”

FAHS priorities and goals to 2025: (Related to Brock Strategic Plan Goals for this priority):

9. Enhance engagement with Indigenous Communities

- Increase awareness of prospects to work with Indigenous communities in being of service to address community needs through respectful research partnerships, service and experiential educational opportunities
- Building capacity in opportunities to help increase Indigenous related knowledge, traditions and practices into curriculum design and delivery of all programs
- In consultation with Indigenous communities and stakeholders, building capacity in efforts of recruitment and retainment of more Indigenous undergraduate and graduate students within FAHS programs
- In consultation with the new Brock Associate Vice-President Indigenous, seek guidance and resources in development of curriculum with enhanced Indigenous content, in service and building agency
- Recognize the range and cultural diversity of knowledge, traditions and practices within Indigenous communities and its relevant and reciprocity to curriculum design and delivery
- In collaboration with the Vice-Provost Indigenous office, seek guidance in curriculum content and delivery that incorporates the “spirit” of decolonization, healing and reconciliation.

10. Enhance engagement with under-represented and marginalized groups

- Increase awareness of and further facilitate incorporation of knowledge development related to under-representation of marginalized groups and vulnerable populations within the curriculum delivery
- Recognize needs and curriculum related content and strengths of under-represented or marginalized groups which include; visible minorities, LGBTQ communities, migrant workers, disabled individuals and others
- Improve efforts for faculty/staff hiring of individuals from self identified under-represented and marginalized groups as well as Indigenous communities, LGBTQ communities and others

5. Other Applied Health Sciences Priorities (not directly related to the Brock Strategic Plan)

11. Enhance leadership and career development for faculty and staff

- Develop succession planning for Associate Deans & Department Chairs
- Develop further career mentoring for newer faculty
- Facilitate and reward administrative roles and administrative skills development in faculty
- Provide further opportunities for staff professional development

Faculty of Applied Health Sciences at 60 (2025):

Based on the above goals and priorities how does FAHS want to look in 2025 and by what metrics will we measure our progress toward this vision.

An annual review of progress toward goals will be undertaken based on the below metrics and annual discussion of such progress will take place within a faculty/staff/student town hall meeting as well as at the FAHS Executive Committee.

In addition to the quantitative metrics noted in Appendix 1, qualitative representations of the progress made in the identified objectives will also be included in annual assessments of the progress of the strategic plan. This would include regular consultations with community partners, alumni and students for commentary regarding FAHS progress toward goals identified in the plan.

These quantitative and qualitative metrics as well as other internal and external developments will inform the review and any revisions (as appropriate) of the FAHS strategic plan on an annual basis.

Note that the suggested metrics may also be modified in response to specific developments related to development in implementation of SMA 3.

If significant progress is made on the FAHS strategic plan, the Faculty will have by 2025 progressed such that:

- New undergraduate and graduate programs, with the attributes related to professional programming and experiential education noted in the plan will have been developed and started.
- Existing programs will have evolved to enhance the attributes such as practical and experiential and international education noted in the plan

- Enrollment growth will have occurred in line with the Brock University Enrollment Growth Plan, with commensurate increases in resources and facilities to support such growth (ideally with the BALC build completed)
- Research capacity, output and trans-disciplinarity involving faculty, undergraduate and graduate students and PDFs will have increased with commensurate increases in resources and facilities (ideally with the BALC build completed)
- Interactions with community, external community partners and alumni will have continued to increase and prove of mutual benefit
- Respectful engagement and collaborative partnerships with Indigenous communities will have continued to grow and be reflected in curricular and other program changes and supports
- Enhanced engagement and inclusion of and marginalized populations in FAHS programs and curriculum

Conclusions:

The Faculty of Applied Health Sciences Strategic Plan to 2025 is aligned with the Brock University Strategic Plan and sets out ten related and ambitious priorities. Within these ten priorities, there are 29 goals with suggested related metrics also outlined. As noted in the section, “Faculty of Applied Health Sciences at 60 (2025), progression towards attainment of these goals will result in a number of significant transformations. FAHS will be relying on this Strategic Plan going forward as it sets its priorities in planning for future developments and regular planning.

Progress in realizing the priorities and goals outlined in the Strategic Plan will annually be reviewed based on the outlined quantitative and qualitative metrics, and discussions involving the FAHS Executive Committee as well as a “Town Hall” type meeting involving faculty, staff and students where input to inform the review will also be gathered.

Among the major (currently developing) factors that would influence our progress toward these goals are the possible limitations to resources, as they are influenced by provincial fiscal policies and the priorities and indicators/metrics that will be determined as part of the negotiations in developing the next “Strategic Mandate Agreement” (SMA 3).

The Faculty of Applied Health Sciences looks forward to implementation of its well-considered priorities and goals over the next several years.

Appendix 1.

Faculty of Applied Health Sciences Strategic Priorities, Goals and related Metrics

<u>Brock Strategic Priorities</u>	<u>Related FAHS Strategic Priorities</u>	<u>Goals</u>	<u>Metrics</u>
<u>4</u> Brock Strategic Priorities & <u>1</u> other FAHS priority noted	<u>11</u> Related FAHS Strategic Priorities noted	<u>32</u> Related Goals noted	-various <u>Quantitative</u> metrics noted below:
			-& <u>Qualitative</u> assessment of progress in each goal will also be noted from faculty/departmental and decanal input
1.Offer a transformational and accessible academic and university experience.	1. Develop new undergraduate and graduate programs that primarily have some or all, of the attributes noted	1. Develop and begin offering several new undergraduate and/or graduate programs that embody the attributes noted in this section.	i. number of new programs in development, ii. number of new programs developed & started & students graduated from these programs iii. Qualitative assessments of progress by students, alumni and community partners
		2. Develop several new or redesigned on line and blended courses-at least one per department	i. number of such new courses developed ii. number of departments involved
		3. Increase the numbers of hands-on laboratory, experiential education, coop and practical experiences for undergraduate and graduate students	i. Number of new or re-designed courses with any of the above components-include descriptions ii. Number of three-term coop programs iii. Number of FAHS students with at one or more of the above courses or experiences

	2. Renew and continue to re-develop existing programs such that some or all, have added or increased some of the attributes noted	4. Continue revisions of existing programs such that most of current programs increase at least some of these attributes noted	i. number of existing programs redesigned to increase/ incorporate some of the attributes described -include descriptions
		5. Develop at several new minors for FAHS and other Brock students	i. number of new minors developed (include descriptions)
		6. Increase resources, as well as faculty & staff complements commensurate with growth of new and existing programs such that 2019 student/faculty ratios are reduced	i. number of additional and replacement faculty, staff ii. FAHS budget and resources iii. The above indicators relative to student numbers
	3. Ensure FAHS alignment with the Brock 2025 Enrollment growth plan and targets:	7. Improve student retention rates by reducing barriers in program and progression requirements as well as creating new default three year Applied Health related degrees	i. year1 and year 4 retention rates as well as 6 year graduation rates
		8. Update curricula of existing programs and development of new programs in line with societal needs (growth in line with University enrollment plans)	i. Departmental and FAHS graduate and undergraduate enrollment numbers ii. Number of programs revised and updated
		9. Enhance international opportunities for domestic students and increase numbers of international students (increases in line with University enrollment plans)	i. Numbers of international graduate and undergraduate students enrolled in FAHS programs ii. Number of domestic students involved with international experiences

			<ul style="list-style-type: none"> iii. Number of students obtaining International Plus certificates iv. Number of international visiting scholars
		10. Ensure that resources and facilities are provided to appropriately support growth	i. Budget and facilities rise commensurate with growth in enrollments
2. Build Research Capacity across the University	4. Pursue needed infrastructure development and resource growth to enhance and support research capacity	11. Pursue new infrastructure development and building opportunities and repurposing of current FAHS and Brock space while also securing state of the art equipment	i. Quantification of additional and/or repurposed research space and equipment-including descriptions
	5. Enhance support for greater research activity and capacity for FAHS faculty	12. Support faculty research expansion efforts and student supervision-workload adjustments & research grant supports.	<ul style="list-style-type: none"> i. External grants submitted and awarded with amount of funding received ii. Graduate & undergraduate students supervised iii. CRCs (Tier 1 &2), Senior Research Fellows, Research course releases iv. Number of Post-Docs taken on
		13. Support capacity building by FAHS research centres and possible development of new interdisciplinary research centres	i Activities of centres as variously assessed by grants, publications, community & student engagement etc.
		14. Continue to support conferences hosted by Brock faculty and students	i. Number of conferences and symposia hosted by FAHS
		15. Facilitate and continue to develop community partnerships in research and community support	i. Number of community partnerships & MOUs featuring research collaborations

			<ul style="list-style-type: none"> ii. Number of consultative partnerships & interactions which provide support for community partner iii. Number of student research and consultation related interactions with community partners & reports prepared
	6. Enhance support for greater research activity and capacity for FAHS graduate/undergraduate students	16. Provide support for conference attendance and presentation (unspecified increase)	i. Number of students attending conferences and number of conference presentations made by undergraduate & graduate students
		17. See goals 14-16 above	i. See metrics associated with goals 14-16 above
		18. Other goals listed under this priority (see previous section)	i. Qualitative assessments of progress

<p>3.Enhance the life and vitality of our local region and beyond</p>	<p>7. Enhance and grow mutually beneficial relations with Community Partners, Organizations and individuals</p>	<p>19. Continue to facilitate and develop community partnerships for experiential education and capacity for community support (unspecified increase</p>	<p>i. Number of community partnerships & MOUs featuring experiential education ii. See 15 i, ii, iii (above) iii. Number of community engaged projects involving FAHS</p>
		<p>20. Develop continuing education, credentialing and upgrading opportunities that meet the needs and enhance the health and vitality of the community (ideally in a profit-sharing fiscal environment)</p>	<p>i. Number of new continuing education & credentialing opportunities created. ii. Enrollments in above</p>
	<p>8. Enhance interactions between Alumni, the Community, students/faculty and FAHS</p>	<p>21. Continue to support and develop community seminars, symposia & events involving faculty, expert alumni and other experts</p>	<p>i. Number of community events, seminars, symposia & attendance</p>
		<p>22. Continue to support and develop student alumni/career day events in all departments</p>	<p>i Annual Involvement of all FAHS departments ii. Numbers of alumni involved & students impacted</p>
		<p>23. Enhance engagement and sense of philanthropy with alumni and current students as future alumni</p>	<p>i. Number of alumni engaging in all FAHS related activities. ii. Number of alumni on contact and mailing lists iii. Number of current students that continue to engage as FAHS alumni iv. Number of alumni donating to FAHS and amount of donations</p>

<p>4. Foster a culture of inclusivity, accessibility, reconciliation and decolonization”</p>	<p>9. Enhance engagement with Indigenous communities and honor recommendations of the Truth and Reconciliation Commission</p>	<p>24. In cooperation with the office of the new Brock Associate Vice-President Indigenous, pursue further development of curriculum with enhanced indigenous content</p>	<p>i. Number of FAHS courses with indigenous content ii. Number of FAHS courses entirely devoted to indigenous issues.</p>
		<p>25. In cooperation with student recruitment develop strategies to encourage increase of Indigenous enrollment in FAHS programs</p>	<p>i. Number of self-identified Indigenous students in FAHS programs</p>
		<p>26. Seek out and Increase cooperation with indigenous communities and organizations to enhance related research, community support and experiential education opportunities</p>	<p>i. Number of MOUs developed with indigenous communities and organizations ii. Number of projects/research & experiential education opportunities involving indigenous communities or issues iii. Number of self-identified Indigenous faculty and scholars</p>
	<p>10. Enhance engagement with under-represented and marginalized groups</p>	<p>27. Develop curriculum to include issues related to under-represented or marginalized groups including; visible minorities, LGBTQ communities, migrant workers, disabled individuals and others</p>	<p>i. Number of FAHS courses in which in whole or in part address such issues.</p>
		<p>28. Encourage pursuit of research related to the above groups</p>	<p>i. Number of related research projects</p>
		<p>29. Enhance procedures which would result in hiring further self-identified faculty and staff from such groups</p>	<p>i. Number of self-identified faculty & staff from such groups.</p>

5.Other Applied Health Sciences Priorities	11. Enhance leadership and career development for faculty and staff	30. Develop career mentoring opportunities for faculty	i. Number of faculty in structured mentorship relationships
		31. Encourage and reward administrative and leadership development and succession planning	i. Qualitative assessment of leadership development, chair and Associate Dean succession and succession planning
		32. Encourage and Enhance staff career development opportunities	i. Number of staff utilizing professional development opportunities