

2024 – 2029

STRATEGIC PRIORITIES

**Harnessing the Transformative
Power of Occupation**

VISION

We strive to collectively push the boundaries of occupation-based education, practice, and scholarship to promote social transformation towards a more anti-oppressive, socially just, and equitable world.

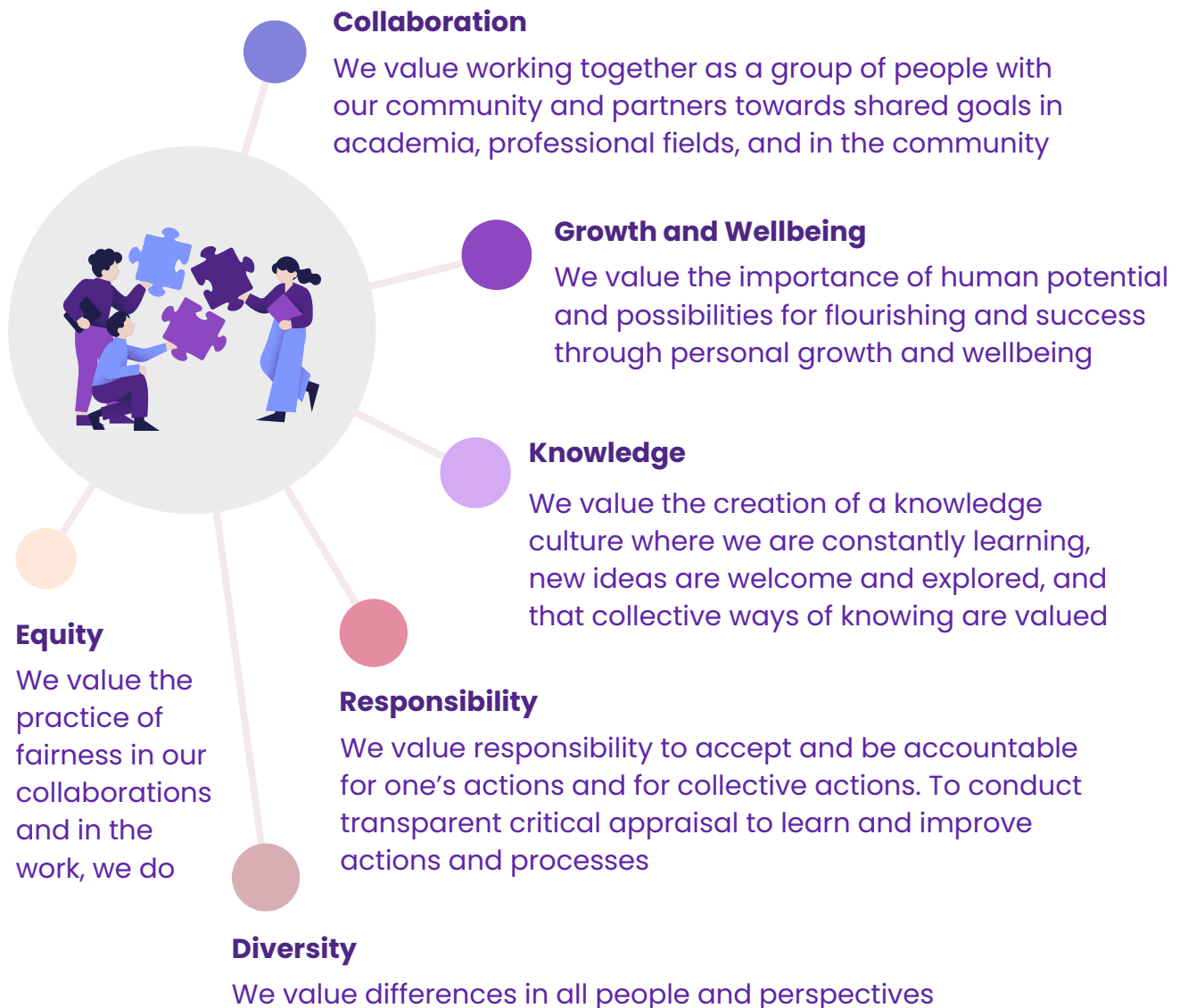


MISSION

Harnessing the transformative power of occupation in education, research and practice to improve health and well-being, social inclusion, and social justice with individuals, families, and communities locally and internationally.

CORE VALUES

Values are foundational to our workplace culture, enacting ethical practices and approaches and what is important to us and to act on them in the face of adversity and in innovation. Values and commitments guide our decision making, guide our approaches in our work with students, staff, faculty, our community and partners in the university and beyond.



The School of Occupational Therapy commits to:

- Unlearning and relearning to support decolonization, truth and reconciliation
- Ethical ways of knowing, doing and problem solving
- Occupation as a human right

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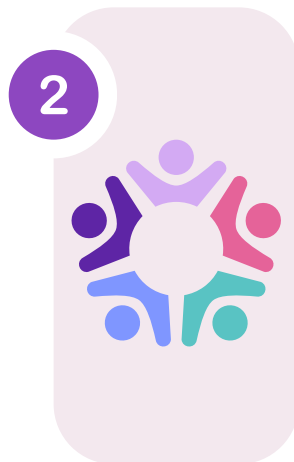
School of Occupational Therapy

RESEARCH PILLARS

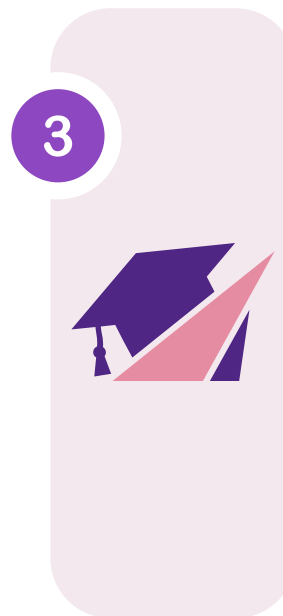
Harnessing the transformative
power of occupation to
collaboratively...



Optimize
health &
wellbeing



Build diverse &
inclusive
communities



Evolve Occupational
Therapy practice &
education



Advance social
& occupational
justice

1

RESEARCH IMPACT:

Advance Research, Scholarship, and Reach

STRATEGIC DIRECTIONS & KEY INTENDED RESULTS

1.1. Increase Support for, and Acquisition of, Research Funding

- 1.1.1. Improve administrative support for research funding acquisition and growth
- 1.1.2. Secure specialized support for grant applications
- 1.1.3. Enhance our grant success repository
- 1.1.4. Nominate faculty for research awards and research chair opportunities

1.2. Advocate and Collaborate to Improve Research Infrastructure

- 1.2.1. Secure a research chair position in the SOT
- 1.2.2. Work with the REB to align applications with participatory action methodology and transformative research approaches
- 1.2.3. Provide support to manage the TRAC process

1.3. Foster Innovative, Diverse, and Responsive Programs of Research for Health and Social Impact

- 1.3.1. Identify and track traditional and non-traditional metrics to measure impact of research
- 1.3.2. Identify and share relevant grant opportunities
- 1.3.3. Develop research synergies in the SOT and across faculties to support research outputs and mentorship of junior faculty members

1.4. Foster Supportive Research Environments to Train and Mentor Undergraduate and Graduate Students, and Post-Doctoral Associates

- 1.4.1. Grow our complement of HQP to increase research capacity in the SOT
- 1.4.2. Build infrastructure to ensure the success of all students regardless of ability
- 1.4.3. Attract strong USRI students
- 1.4.4. Integrate MScOT students in SOT research activities

1.5. Develop and Enhance Partnerships

- 1.5.1. Explore national and international research partnership opportunities
- 1.5.2. Track and demonstrate the value and impacts of partnerships
- 1.5.3. Develop the Research to Practice series to build connections with, and be responsive to, the local and national clinical community
- 1.5.4. Identify and connect with potential clinical partners

1.6. Develop Diverse Contextually Relevant Knowledge Mobilization (KMb) Activities

- 1.6.1. Identify and integrate metrics for measuring impact of KMb activities
- 1.6.2. Support mentorship, training, and resources in KMb
- 1.6.3. Identify KMb grants and opportunities
- 1.6.4. Work with FHS communications to develop and enact a purposeful and strategic communications plan using diverse communication strategies
- 1.6.5. Establish expertise and faculty members as the 'go-to' people in specific areas aligned with our research pillars

2

CULTURAL TRANSFORMATION:

Build Thriving Environments for Learners, Staff and Faculty

STRATEGIC DIRECTIONS & KEY INTENDED RESULTS

2.1. Support Student Wellness

- 2.1.1. Support student wellness and understand the determinants of student success in occupational therapy education by engaging the Student Engagement Committee in establishing initiatives and evaluating them
- 2.1.2. The student engagement committee will develop a survey in 2025 that will be used to identify a student wellness plan every two years

2.2. Foster Rich Learning Spaces That are Responsive to Local, National, and Global Occupational Needs and Priorities

- 2.2.1. Review of courses in MScOT program by a faculty member to identify and integrate Indigenous knowledge in a progressive way across the curriculum **by June of 2025**
- 2.2.2. Develop a partner/simulated patient program, and integrate the program in specific courses throughout the curriculum by 2026
- 2.2.3. Identify and scaffold experiential learning opportunities across courses by 2026
- 2.2.4. Identify a plan and processes for international fieldwork opportunities throughout the program. Increase international placement opportunities to 10 placements per year by 2028
- 2.2.5. Identify the potential for Integrating fieldwork with classroom experiences to enhance learning by end of 2026
- 2.2.6. Identify processes to promote new and sustained student partnerships with clinical and community organizations by 2026

2.3. Enhance Inter-Professional and International Education

- 2.3.1.** Integrate the school's internationalization efforts with existing University and emerging initiatives
- 2.3.2.** Integrate the school's IPE efforts with existing University and emerging initiatives

2.4. Build a Culture of Respect, Relevance, Reciprocity, and Relationships Across the SOT

- 2.4.1.** Identify two events per year where all members of the SOT can come together socially
- 2.4.2.** Develop an annual plan for booking meetings for the academic year

2.5. Ensure Equity, Diversity, Inclusion, Decolonization, Accessibility, and Anti-Oppressive Principles are Embedded and Operationalized Through the SOT's Practices and Policies

- 2.5.1.** Review the new EDIDA Strat plan and identify specific goals related to enacting the SOT plan by the end of 2025. Implement specific goals for how we will embed EDIDA practices. Integrate them into this Strat plan by end of 2025 with specific targets

3

DYNAMIC PARTNERSHIPS:

Engage Sustainable Community Relationships

STRATEGIC DIRECTIONS & KEY INTENDED RESULTS

3.1. Encourage Alumni to Remain Engaged Post-Graduation

- 3.1.1.** Meet with FHS Comms to establish a plan for tracking metrics related to Alumni engagement. Report on the plan and metrics annually in the Directors report by June of 2025
- 3.1.2.** Profile the new SOT Alumni Awardee and Alumni engagement and contributions to the School and community on our website, and in the directors report and the fieldwork report annually, to showcase the work and accomplishments of the School
- 3.1.3.** Each year in January, review the opportunity to host an “Alumni and Friends” events at homecoming and relevant conferences (e.g., CAOT/OSOT) and document within the Alumni metrics
- 3.1.4.** Track and report on the number of Alumni that support placements for our students and publish this information in the Directors report

3.2. Foster and Maintain a Valuable and Dynamic Presence in the Community

- 3.2.1.** Implement and evaluate one student-led clinic by 2026
- 3.2.2.** Identify two viable opportunities for off-campus activities that maximizes student learning through nurturing community partnerships by 2027. Begin implementation and evaluation of these opportunities by 2028
- 3.2.3.** Identify a recognition program or award for community partners that contribute to the school by 2026
- 3.2.4.** Identify two partnerships with other universities that advance the mission vision and goals of the SOT by 2026 (OSLO Met and at UFSCAR)

3.3. Develop Communication Strategies Specific to Community Members

- 3.3.1** Work with faculty to secure an online presence for research labs and associated branding (e.g., Lab Twitter accounts, Lab website; lab logo, YouTube channel). Identify who and how the social media presence will be operationalized by first quarter of 2026
- 3.3.2.** Identify a process to generate public-facing content to facilitate translation of our research to the community with Comms in the Dean's Office by 2026
- 3.3.3.** Identify a strategy to support communications by the SOT with internal schools Nursing, PT, SW, Psychiatry, Pharmacy, CSD
- 3.3.4.** Identify a school update process from the Director to support communications through fieldwork, Alumni, and partners to be implement three times a year

3.4. Cultivate New Collaborations with Research Institutes, Centres, and Groups to Extend Partnerships for Collective Impact

- 3.4.1.** Identify one opportunity for the School of Occupational Therapy members to engage in a collaborative research project or program of research and a timeline to support the implementation and evaluation by 2028
- 3.4.2.** Identify new external collaborations with researchers, community members, and representatives of community organizations, health and social services, government or other organizations by 2026
- 3.4.3.** Develop documented processes for partnering by 2027 and review progress through annual reports in 2027, 2028, and 2029

4

EDUCATIONAL EXCELLENCE:

Sustain High-Quality, Meaningful Educational Programs

STRATEGIC DIRECTIONS & KEY INTENDED RESULTS

4.1. Excellence and Successes in Teaching, Research and Service

- 4.1.1. Report on the excellence and success in teaching, research, and service annually
- 4.1.2. Review opportunities for expanding awards in the School related to Teaching, Research and Service by 2026

4.2. Expand Bursaries for Students

- 4.2.1. Create two equity bursaries for BIPOC students by 2028 by engaging partners in developing for bursaries and scholarships for equity deserving groups

4.3. Encourage Growth and Development of the School and our Members

- 4.3.1. Support and encourage members in developing their capacities and reaching their professional goals and leadership opportunities by organizing one or two events per year in the School in 2025, 2026, 2027 and 2028
- 4.3.2. Inspire students to actively participate in professional collectives as a means to enacting change through two student organized lunch and learn sessions in 2025, 2026, 2027, and 2028
- 4.3.3. Implement the adjunct status for clinicians and grow to 20 clinicians with adjunct status

4.4. Strengthen Program Evaluation Across SOT Educational Programs

- 4.4.1. Implement the Program Evaluation plan by 2026
- 4.4.2. Review and update the PE Plan by 2029
- 4.4.3. Review IPE courses and IPE Series Coordination events as part of course review by 2026

4.5. Strengthen and Develop Meaning Experiential Learning Opportunities

- 4.5.1. Honour and illuminate Indigenous epistemologies as fundamental to how we understand diverse occupations by reviewing courses and sharing findings at the curriculum retreat in 2026
- 4.5.2. Identify a plan for communicating the outcome of 4.5.1 ongoing plan related to using Atlas to support this plan
- 4.5.3. In fieldwork under the leadership of the clinical experience committee, establish a business plan to grow field work placements in targeted areas such as mental health placements, international placements, and student lead clinics

4.6. Implement Atlas Software to Support Quality Assurance and Program Evaluation of the MScOT Curriculum

- 4.6.1. Record and analyze qualitative Atlas data by the end of the 2025 year to evaluate targeted areas of the MScOT curriculum
- 4.6.2. Identify the strengths and gaps of Atlas data and recreate the template annually beginning in 2025 and each year until 2029

4.7. Report on Admissions Data to Best Understand Our Student Demographic

- 4.7.1. Expand and grow international student admissions to a minimum of six students per cohort by 2026
- 4.7.2. Create admissions reports that align with ongoing program evaluation goals by the end of 2025