Vision

To be a leader in innovative and interdisciplinary health research and education in Canada

Mission

To nurture the creativity and critical thinking of tomorrow’s health leaders and global citizens through transformative interdisciplinary research, education and knowledge mobilization.

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. Western values the significant historical and contemporary contributions of the Indigenous nations who call the region home, and of all the original peoples of Turtle Island (also known as North America).
# TABLE OF CONTENTS

PREAMBLE ........................................................................................................................................... 3

Training and research strengths in the School of Health Studies ................................................................. 3
The plan: six goals, 17 strategies ...................................................................................................................... 4
Planning for success: Continuous Quality Improvement .................................................................................. 5
Critical thinking: a note on possibilities and limitations of this Strategic Plan .............................................. 5

GOAL I: PURSUE AND SUPPORT LEADING INTERDISCIPLINARY RESEARCH ........................................... 6

Strategy 1: Pursue new faculty positions to complement and build on existing expertise ......................... 6
Strategy 2: Build and maintain spaces to support school research activities ................................................. 6
Strategy 3: Consistently pursue opportunities for leadership in graduate course design / delivery .......... 7
Strategy 4: Map out the feasibility for a SHS graduate program .................................................................. 7
Strategy 5: Continue to promote collaborative activities with organizations and institutions outside of SHS ... 7

GOAL II ADVANCE CROSS-CULTURAL HEALTH STUDIES AND EXPERTISE ............................................. 8

Strategy 6: Expand opportunities for undergraduate students in the BHSc program to gain education experiences locally, nationally, and globally ................................................................. 9
Strategy 7: Increase the local, national, and international visibility of our strengths and activities related to cross-cultural health education and research ..................................................................... 9
Strategy 8: Increase research and graduate education that fosters cross-cultural studies and expertise ........ 10

GOAL III: INCREASE ACCESS TO EXPERIENTIAL LEARNING OPPORTUNITIES ......................................... 10

Strategy 9: Increase support for local, national, and international experiential learning opportunities .......... 11
Strategy 10: Create a new international course .............................................................................................. 11
Strategy 11: Actively engage alumni to support engaged local and international learning and research .... 12

GOAL IV: ENHANCE ALUMNI ENGAGEMENT ............................................................................................. 12

Strategy 12: Actively recognize alumni and share stories of school successes ............................................... 12
Strategy 13: Develop linkages with local, national and international alumni through Alumni Advisory Council ... 13

GOAL V: FOSTER A CARING ENVIRONMENT THAT SUPPORTS STUDENT, STAFF AND FACULTY WELL-BEING .14

Strategy 14: Alignment of academic and administrative resources ............................................................... 14

GOAL VI: PRACTICE CONTINUOUS QUALITY IMPROVEMENT IN UNDERGRADUATE EDUCATION ............ 15

Strategy 15: Review current degree- and course- learning outcomes to ensure alignment with Western Degree Outcomes (WDO) and identify potential opportunities for degree- or program-enhancement ...................... 15
Strategy 16: Critically review and enhance core curriculum in the BHSc program ........................................ 16
Strategy 17: Shore up existing teaching positions to ensure consistent delivery of high quality courses ...... 16

REFERENCES ................................................................................................................................................. 17

TABLE 1 – SHS GOALS AND ALIGNMENT WITH FACULTY AND WESTERN STRATEGIC PLANS .................. 18
FIGURE 1 - STRATEGIC PLAN TIMELINE ...................................................................................................... 20
Preamble

The School of Health Studies (SHS) is a unique interdisciplinary unit within the Faculty of Health Sciences at Western that focuses on health and its determinants. The SHS adopts a holistic approach to health and its determinants. Our courses and research cover biomedical, social, cultural, and environmental dimensions of health, and take into consideration individual, population, and cross-cultural perspectives. To study and understand health in this way necessitates knowledge and approaches from a wide range of disciplines, sectors, perspectives, and scales. Our faculty is therefore intentionally composed of dedicated and talented scholars trained in diverse disciplines: psychology, mental health, gerontology, law, ethics, anatomy, kinesiology, public health, health policy, medical anthropology, medical sociology, philosophy, implementation science, and statistics. In addition to our research, many of us are significantly engaged in clinical practice, health policy, knowledge translation and advocacy beyond the University. All of us pride ourselves on the range of methodological and theoretical approaches that our students learn about in our programs. Our main goal as a unit is to equip all our students with the knowledge, critical thinking skills, professionalism, and practical know-how we believe are necessary to thoughtfully as well as effectively respond to public health and healthcare needs, delivery challenges, or research questions of the future.

SHS members and staff firmly believe that a broad foundation across multiple perspectives on health and health care creates learners who are better prepared to enter a wide range of health-related careers: as health professionals involved in direct patient care, researchers, policy-makers, and community leadership on various health issues. The Bachelor of Health Sciences program in the School of Health Studies was one of the first programs of its kind in Canada and was created in response to a growing recognition of the importance of working across disciplines and outside silos to improve health and health care. It combines theoretical, policy-driven, and experiential learning about health and health service delivery from social, cultural, biological, and psychological perspectives.

The School of Health Studies and its Bachelor of Health Sciences program is home to more than 1,300 undergraduate students. The program continues to attract outstanding applicants from across Canada and around the world; our admission average is just above 87% year after year. In 2018-2019 our student enrolment was 420 entering year one. Our program contributes substantially to the financial viability of the Faculty of Health Sciences.

Training and research strengths in the School of Health Studies

Undergraduate and graduate students working with our faculty have the opportunity to specialize in one of several key areas relevant to health professional and research practice. The following is a list of training and research strengths in our School in 2018:

- Healthy aging
- Health systems analysis and policy
- Critical health studies
- Applied health studies
- Ethics and moral worlds
- Health promotion
• Knowledge translation and mobilization
• Mental health and wellbeing
• Innovative pedagogies in health education

These core strengths provide the foundation for the objectives and strategies outlined in our 2018-2023 Strategic Research and Academic Plan.

Research & Teaching Excellence in the School of Health Studies

The plan: six goals, 17 strategies

The 2018-2023 School of Health Studies Strategic Research and Academic Plan outlines six goals and 17 strategies aimed at sustaining and expanding research as well as training strengths in our School. These goals are to:

1. Pursue and support leading interdisciplinary health research
2. Advance cross-cultural perspectives and expertise
3. Increase access to experiential learning opportunities
4. Enhance alumni engagement
5. Foster a caring environment that supports student, staff and faculty well-being
6. Practice Continuous Quality Improvement in undergraduate education

This plan aligns with the strategic plans of the Faculty of Health Sciences (Leading in Health), specifically the foci of “on the move”, “social determinants”, “health information and technology” and “health services, systems and policy.” This dynamic, comprehensive plan also supports Western’s degree outcomes. In addition, it directly corresponds to the University’s priority commitments, as outlined in Achieving Excellence on the World Stage.
Planning for success: Continuous Quality Improvement

For the first time since the School’s creation, Continuous Quality Improvement (CQI) is explicitly integrated into our Strategic Plan as a cornerstone practice. Our commitment to CQI is reflected throughout this Plan: it guides and informs what we do, why we do what we do, how we do what we do, and how we know what we’re doing is effective, relevant, and sustainable. New roles for faculty and staff lead have been established to oversee CQI initiatives in the School. CQI processes designed for and implemented within the School of Health Studies will ensure that we have the capacity to reliably and comprehensively identify, analyze and revise our practices and protocols.

In what follows, we define and outline the rationale for each of the School’s six goals for the period 2018-2023, describe key strategies for their actualization, and briefly explain how these goals and actions map onto Faculty and University strategic priorities.

The ways in which our School’s goals align with Faculty and University goals is presented in Table 1. A summary timeline for meeting these goals and objectives is presented in Figure 1.

Critical thinking: a note on possibilities and limitations of this Strategic Plan

We as faculty and staff in the School are deeply committed to the plan described herein. We also recognize that our ability to deliver on this Strategic Plan is contingent on a number of factors, namely:

1) Support from the faculty leadership
2) Appropriate staff support
3) Appropriate complement of full-time permanent faculty to maintain delivery of programs
GOAL I: Pursue and support leading interdisciplinary research

Rationale
Interdisciplinary research and knowledge mobilization is central to the mission of the SHS. Faculty research strengths are diverse and consistently foreground the complexity and diversity of human and social health needs and experiences throughout the life course. Many faculty in the School provide core support to interdisciplinary initiatives, such as the Centre for Health Research, Equity, and Social Inclusion; it is faculty in the School of Health Studies that have spearheaded Western’s new Health, Ethics, and Law Policy Lab; and many of our faculty teach cross-listed courses. We will continue to work closely with the Faculty and the broader University community to foster such inter-disciplinarity that is aligned with the research priorities of the Faculty of Health Sciences, while supporting. Doing so will capitalize on, and extend the School’s creativity, success, and existing research strengths.

Strategy 1: Pursue new faculty positions to compliment and build on existing expertise

Action steps
- Work with FHS to promote the establishment of a Canada Research Chair in one of our key strength areas (other than cross-cultural health – addressed in GOAL III)
- Establish one or more new tenure track faculty hires in key strength areas (e.g. Mental Health, Social Epidemiology, Health Across the Lifespan) to solidify strengths and foster an outstanding community of scholarly practice

Measures of success
- New hire of tenure-track faculty in a SHS strength area
- Establishment of a Canada Research Chair in a SHS strength area

Timeline: Fall 2020

Strategy 2: Build and maintain spaces to support School research activities

Action steps
- Maintain and expand SHS shared research spaces as feasible and appropriate
- Identify and support the preparation of infrastructure funding grants, including Canadian Foundation for Innovation and Ontario Research Fund grants
- Provide on-going support (space, logistics) for our researchers and research groups seeking to host research activities

Measures of success
Increased research lab space and infrastructure

**Timeline:** ongoing

**Strategy 3: Consistently pursue opportunities for leadership in graduate course design / delivery**

**Action Steps**
- Establish and implement a strategy for increasing the graduate courses offered by SHS faculty, as feasible within workload availability
- Develop and enact a transparent, school-wide process for assigning undergraduate and graduate teaching

**Measure of Success**
- Assignment of graduate teaching workload is done through collaborative discussion at School and Faculty levels
- Initial (Autumn 2019) and regular measure of faculty satisfaction with graduate course teaching opportunities

**Timeline:** Winter 2020

**Strategy 4: Map out the feasibility for a SHS graduate program**

**Action Steps**
- Create a collaborative task force that includes leadership from the School of Health Studies, FHS, and HRS, to examine the challenges, current expertise and enablers that can contribute to a new HS graduate program

**Measure of Success**
- TBD: Potential next steps agreed to by School of Health Studies Council

**Timeline:** Fall 2021

**Strategy 5: Continue to promote collaborative activities with organizations and institutions outside of SHS**

**Action steps**
- Expand opportunities for interdisciplinary dialogue across SHS, FHS, and beyond
- Liaise with Western’s Office of Research Development to identify areas of inter-faculty research opportunities
- Invite Directors of Institutes to provide an overview of projects, objectives, and potential collaborations that may be available for members of the School
- Create a seminar series, organized around a key area of research on an annual basis, where
we invite colleagues and current collaborators for presentations to share work and discuss potential new projects

• Work with the FHS Communications Officer to create robust communications strategies at the Faculty, Western, and broader community levels that highlight the important research being conducted in the School
• Develop and implement a plan to better highlight and support collaboration with adjunct faculty
• Build upon existing relationships with Western Libraries, and grow new relationships to identify opportunities for collaboration
• Promote SHS faculty membership in national academies and review boards

**Measures of success**

⇒ Established seminar series
⇒ Increased faculty membership in national academies and review boards
⇒ Increased number of non-academic and academic news stories about SHS faculty and student research activities
⇒ Increased relationships and partnerships between researchers and knowledge users

**Timeline:** Ongoing

---

**GOAL II  Advance Cross-cultural Health Studies and Expertise**

**Rationale**

We are an interdisciplinary unit. At this particular point in our trajectory as a School, we propose to accentuate one of our teaching and research strengths: cross-cultural health studies. Goal II is responsive to undergraduate student interests and facilitated by ongoing faculty cross-cultural research and international experiential learning initiatives. Cross-cultural Perspectives and Expertise refers here to an approach to practicing health care and health research that values interdisciplinarity, comparative analysis and contextualization to deepen understanding and realistic solutions to problems that cut across geographic, national, and cultural boundaries. Developing strategies to ensure this strength is incorporated into student training aligns with calls for the integration of more anti-oppressive curriculum into healthcare professional training and Canada-wide expectations of cultural safety. Ethical and effective decision-making in healthcare requires self-awareness, a capacity to recognize and investigate the potential for multiple factors shaping any situation, and context-appropriate communication. We expect graduates from this School to leave better able to recognize, reflect upon, and explain differences as well as similarities in experiences and practices of health, illness, and care within Canada and beyond. Key to these skills in our view is an understanding of the importance of social determinants in terms of social, institutional, and personal determinants. An essential component of the cross-cultural perspective we strive to foster in students is a recognition that health inequities are neither natural nor inevitable; they are enabled by particular social and cultural norms and values, power dynamics, access to resources, and policies in a given context. This also means change is possible. A key message we strive to communicate to our
students is that they can be a part of advancing health equity locally, nationally, and globally if they so choose.

Strategy 6: Expand opportunities for undergraduate students in the BHSc program to gain education experiences locally, nationally, and globally

**Action Steps**
- Identify and advertise health-focused exchange opportunities that are of potential interest to BHSc students
- Ensure regular offerings of undergraduate courses (e.g. Aging Globally, Global Health, Sexuality, Gender & Health; Creative Healing) that expose undergraduates to cross-cultural & comparative health studies
- Create new international course (see details under Goal 3)
- Advertise international courses (e.g. Aging Globally) earlier and to a broader array of students

**Measures of Success**
- Increased number of students, year over year, participating in study abroad opportunities including international exchange, alternative fall/spring break trips and international courses.
- Increased number of applicants for instructor-led courses (e.g. Aging Globally).
- The launch of a new international course, in a similar vein to the highly successful “Aging Globally: Lessons from Scandinavia”
- Achieved positive financial gain and shared revenue between the Faculty of Health Sciences and the School of Health Studies

**Timeline:** December 2021

Strategy 7: Increase the local, national, and international visibility of our strengths and activities related to cross-cultural health education and research

**Action steps**
- Continue to share our members’ successes regarding global scholarship and collaborations on the School of Health Studies website, SHS Bulletin, presentations at School council
- Encourage SHS participation in on- and- off-campus events that present opportunities for student-faculty-community dialogue on global health research and training
- Sustain and augment our partnership with Faculty of Health Sciences Institutes and initiatives such as Centre for Research in Health Equity and Social Inclusion (CRHESI), the Africa Institute

**Measure of Success**
- Identify strategies and opportunities for increased engagement in this area
- Increased media coverage locally and international of faculty and student strengths
- Representation of School of Health Studies colleagues in key decision-making positions within institutes and curricular or research initiatives within the Faculty of Health Sciences.
- Invitation and participation of School of Health Studies colleagues in university and off-
campus community events (ex. town halls, round tables, speaker series)

⇒ Increased number of international invitations to School of Health Studies faculty to present or facilitate workshops related to global health research or education

⇒ Increased participation and tracking (in SHS Bulletin and annual reports for faculty) of staff, faculty, and students’ participation in university or other community global health activities

Timeline: Ongoing

Strategy 8: Increase research and graduate education that fosters cross-cultural studies and expertise

Action steps

• Seek adjunct appointments or Visiting Fellows whose areas of work overlaps with and enhances our current research beyond Canada (ex. Northern Europe, Africa)

• Refresh successful practices in the School, such as works in progress meetings, for graduate students to provide venues for faculty and students to discuss global health research ideas

• Work with FHS to promote the establishment of a Tier II Canada Research Chair in Cross-Cultural and Global Health to be housed in SHS

• Work with the Graduate and Research Affairs Committee to develop a roster of School of Health Studies colleagues to offer support for global health-oriented grant applications or other initiatives submitted by our faculty and graduate students

Measure of Success:

⇒ Increased percentage of faculty members and students with funded research programs that foreground global education, research, collaboration, or knowledge

⇒ Increased applications to International Visiting Fellowship program

⇒ Ongoing collaborations of faculty in PI-initiated, co-PI, or co-investigator grant opportunities focused on global education or research

⇒ Establishment of a new stream of graduate specialization in Global Health in HRS

⇒ Establishment of a CRC in SHS in Cross-cultural and Global Health research

⇒ Enrollment of 2 or more graduate students in the newly created streams annually

Timeline: Fall 2018 and ongoing

GOAL III: Increase access to experiential learning opportunities

We in the SHS are committed to ensuring our students leave our program with a clarified awareness of their professional goals and values, enhanced practical skills, and an understanding of the importance of inter-professionalism, collaboration, and community engagement to high quality
research and patient- and family-centered health systems and care. Experiential Learning is recognized by Western and the Ontario government as a means to enhance student employability and quality of university education. We provide our students with a range of opportunities to gain hands-on practical experience related to their anticipated specialization. Our faculty and staff will continue to develop and offer diverse, unique, well-structured and supervised EL opportunities as part of the SHS experience.

Strategy 9: Increase support for local, national, and international experiential learning opportunities

Action Steps

• Ensure students are made aware of community-engaged learning (CEL) opportunities through elective courses and practicum
• Ensure students have access to placements and independent research studies to support experiential learning
• Sustain funding to ensure the permanency of our SHS experiential learning coordinator.
• Support the experiential learning coordinator in finding local community and government partners for faculty-led CEL courses, practicum opportunities, and internships
• Coordinate with the FHS and Health Studies Student Association to secure commitment to ongoing support for international experiential learning opportunities through SOF funding and FHS International Committee

Measures of Success

⇒ Increase in number of students accessing CEL courses, placements and independent studies (research-based - thesis- opportunity with a faculty mentor)
⇒ Establishment of one or more permanent internships with local, government and international organizations
⇒ Permanent financial support for the position of a CEL coordinator
⇒ Funding committed to SHS international activities from Faculty and student organizations
⇒ Indications on student exit surveys about enhanced learning experiences and life or career-influencing opportunities

Timeline: January 2019 – April 2022

Strategy 10: Create a new international course

Action Steps

• Work with international partners to gauge interest in an intersession/summer (June) course for their students
• Design a new international course that could foreground either health system innovations to aging in Canada, Japan, or elsewhere
• Solicit support through the Faculty of Health Sciences and Western International in the development and logistical execution of the course
**Measure of Success**

- Secure funding for the development of a new international course
- Launch of new international course

**Timeline:** Spring 2021

**Strategy 11: Actively engage Alumni to Support Engaged Local and International Learning and Research**

**Action Steps**

- Create opportunities for involvement of the School of Health Studies Alumni in local community and international experiential learning (e.g., mentors, sponsorship, summer job opportunities, internships, research studies).
- Reach out to SHS graduates who have had international internships (at WHO or similar) for their perspectives and support to current students and offerings.

**Measure of Success**

- Tracked increased involvement of SHS Alumni in EL and research activities

**Timeline:** Ongoing

---

**GOAL IV: Enhance alumni engagement**

**Rationale**

The School of Health Studies relies on many stakeholder groups for our continued success, including our alumni. We endeavor to further develop and nurture collaborative partnerships with these stakeholders. Engagement should start early in their university/post-university career to foster a greater sense of connection to the School, and lay the groundwork for ongoing consultation, collaboration, and support.

**Strategy 12: Actively recognize Alumni and share stories of School successes**

**Action Steps**

- Develop a “Careers of SHS Alumni” profile/database
  - Review the current exit survey and modify as appropriate to our intended needs of the profile/database
  - Test survey among a small group of interested alumni to assess the questions and information returned
  - Work with Alumni Western to deploy survey to Alumni within their database and to other Alumni known to our faculty members
• Continue to collect and archive stories of alumni success on SHS homepage for the benefit of current and prospective students in the Bachelor of Health Science program.
• Create better visibility at homecoming events as a mechanism to foster wider alumni engagement
• Develop a School of Health Studies-specific donation window for Alumni and determine key area(s) for support through the efforts of a working group

Measure of Success
⇒ Creation of an Alumni profile page for the benefit of current and prospective students in the Bachelor of Health Science program. Recognition of Alumni and their contributions to society and health/health care.
⇒ Increase number of alumni engaged each year by counting the number of survey participants as well as number of grads interest in/participating in our “Grads Helping You” event

Timeline: Summer 2018 – ongoing

Strategy 13: Develop linkages with local, national and international alumni through Alumni Advisory Council

Action Steps
• Following the “careers” survey, invite select Alumni that represent a wide-ranging field of health-related careers to a session that explores various intentions of the School of Health Studies and its programming
• Host alumni during homecoming or other event to discuss trends in health and healthcare or career paths
• Host alumni focus group to learn about perceptions of key issues, trends, or skills needed in health and healthcare sector for student success (sounding board type of consultation)
• Establish alumni focus group as an annual event

Measure of Success
⇒ Creation of an Alumni Advisory Council
⇒ Increased Alumni engagement with the School and university
⇒ Establishment of annual alumni focus group

Timeline: Summer 2019-Summer 2021
GOAL V: Foster a caring environment that supports student, staff and faculty well-being

Rationale
Our school is committed to supporting the well-being of students, staff, and faculty members in a meaningful way. We aim to accomplish this at a structural level through the provision of mental health resources, being attentive to the importance of overall well-being and ensuring adequate access to and administration of various resources regarding our respective academic and service-oriented tasks. We also aim to facilitate well-being within the SHS through our teaching modules and approaches (i.e., mental health courses, discussing mindfulness, resource sharing on syllabi and in class discussions) and through more informal means, including staff and faculty social events and the SHS bulletin. These valued practices contribute vitally to our work-life balance and they provide students with concrete examples of how to incorporate different aspects of wellness in their daily lives. Given the rising rates of complex mental health conditions among our student body, which flows over into the kind of work we do as faculty and administrators, this is a goal that is both strategic and on-going.

Link to Leading in Health Strategic Plan (Academic): Workplace culture

Strategy 14: Alignment of academic and administrative resources

Action Steps
- School discussion forums that bring together students, faculty, and staff to clarify the meanings of and about wellness in SHS - hold 2 per year and document how we’re doing, what we need to improve upon (and for which population) and how to do this.
- School-wide inclusion of wellness narratives in syllabi that discuss not only where to go during crisis, but how to manage anxiety and feeling overwhelmed in an on-going way. This includes caring, fair discussions about what is acceptable and unacceptable behaviour in the classroom
- Integrate formative discussions about wellness, anxiety management, mindfulness, ethical dilemmas in professional practice and strategies for managing these within a majority of SHS courses, events, and meeting, and during the First Year Tutorials.
- Establish new Fourth-year tutorial with the central goal of supporting student wellness in transition beyond graduation
- Support faculty wellness through soliciting input about current communication strategies and team-centred approaches to the work environment through an anonymous internal survey
- Celebrate successes of all kinds among our members and our unit as a whole through the SHS Bulletin, social engagements and other public forums
Measure of Success

⇒ Launch of wellness forums
⇒ Increase in student retention from years one to two; decreased student appointments for academic programming concerns
⇒ Increased student satisfaction in exit surveys
⇒ Establishment of fourth year tutorial with wellness curriculum built in
⇒ Retention of staff and faculty in the School because of the positive work environment and openness of communication that enhances the work experience and overall social interaction with peers.
⇒ Enhanced responses on institution-wide metrics (such as We Speak) that recognize collegiality, supportive working environments, and promotion of work-life balance

Timeline: Fall 2019–on going

GOAL VI: Practice continuous quality improvement in undergraduate education

Rationale
The School of Health Studies recognizes the essential nature of Continuous Quality Improvement (CQI). While a commitment to CQI underlies all decisions in the School, given the importance of undergraduate training within our School, several of our CQI strategies are geared specifically to ensuring the School’s ongoing success in this area.

Strategy 15: Review current degree- and course- learning outcomes to ensure alignment with Western Degree Outcomes (WDO) and identify potential opportunities for degree- or program-enhancement

Action Steps
- Identify and describe quality indicators that are relevant to each domain of interest. Identify most appropriate CQI leads in each domain of interest.
- Develop logic models to guide CQI plans for each domain of interest. Establish targets and collect baseline data.
- Invite Teaching Support Centre (TSC) to deliver a workshop on learning outcome design and development.
- Devise course-based learning outcomes that are SMART and link with degree level outcomes.
- Introduce annual retreat during which we review and modify current program learning outcomes to align with the WDOs.
- Establish and select CQI faculty and staff leads.
Measure of Success
⇒ A set of Western Degree Outcomes for the BHSc degree that specifically measures student learning expectations and are linked with specific, course-based learning outcomes

Timeline: 2019-2020 academic year

Strategy 16: Critically review and enhance core curriculum in the BHSc program

Action Steps
• Ensure a capstone experience within the Honours Specialization
• Explore possibilities for thesis option and/or senior project course for research-inclined students
• Continue to include undergraduate student representatives in the School to School Council meetings to keep channels of communication and information open and ensure that we are responsive to the experiences of our students
• Hire a work-study student to collect data on other Canadian interdisciplinary Health Studies programs (see Berry et al., 2016 for example in US colleges) to note the areas in which we outperform our competitors and assess how our school compares to others and identify potential gaps in our program

Measure of Success
⇒ Competitive advantage report (based on survey of SHS program compared to those of other universities) added to School website
⇒ Notable enhancement to student enthusiasm for all courses offered by the program and increased relevance to program and course learning outcomes.

Timeline: Fall 2020; new Specialization – Fall 2021

Strategy 17: Shore up existing teaching positions to ensure consistent delivery of high quality courses

Action steps
• Establish one or more new tenure track faculty hires to ensure consistent delivery of undergraduate courses offered by the School, and in areas of high student demand: Health Promotion (with a focus on aging), Social Epidemiology, and Mental Health

Measure of Success
⇒ New tenure-track faculty (minimum 2) recruited

Timeline: July 1 2020
References


