

FACULTY OF HEALTH SCIENCES
STRATEGIC PLAN
2019 – 2025

Background & History

When the original FHS Strategic Plan in 2020 was set to expire, the Dean, Director of Operations & Finance and Leadership Team agreed that FHS wanted to move to a more dynamic, integrative strategic planning framework, whereby the strategic plan became integrated into every part of the planning, operations and leadership processes for the faculty. The Leadership team at the time came together to reconfirm the foundational framework items for the faculty including the Vision, Mission and Values.

- **Vision: To be a world leader in research and education in health**
- **Mission: Through transformative research and education, we will unleash ideas and opportunities that enable living in health through the lifespan.**
- **Values: Leadership, Excellence, Innovation, Collaboration, Sustainability**

These elements became foundational to the development of the Faculty's Strategy Map. Initiated in 2019, the Strategy Map became the framework through which the Faculty has organized, prioritized and led FHS throughout the past 5 years. In 2021, the Strategy Map, and strategic plan scorecard were reviewed to ensure alignment with the release of the Western @150 plan.

Our Priorities

Critical to the development of the Strategy Map was the identification of our key operational priorities, and the goals and objectives associated with those priorities. Including:

- **Educational Excellence: Develop 21st century professionals, leaders and researchers driving change in health and well-being**
- **Research Impact: Extend faculty research, scholarship and reach**
- **Cultural Transformation: Be a thriving, inclusive, diverse culture for our learners, staff, faculty and alumni**
- **Dynamic Partnerships: Engage in dynamic partnerships across the globe to develop extraordinary scholars, expand research and impact health and well being across the lifespan**

Our Process

Annually, the Leadership Committee meets in early Fall to review the Strategy Map, discuss the strategic priorities and critical action items and make adjustments and evaluations as identified on the strategic planning scorecard. Adjustments to metrics, evaluations and priority action items are identified at the annual planning retreat, so that priorities, investments and strategies can be integrated into the budget planning submission for the Faculty.

“WHY”	“WHAT”	“HOW” TARGETS		STATUS – AUGUST 2024
		Quantitative – e.g. enrollment, faculty and program growth, fundraising goals, sustainability	Qualitative – e.g. partnerships, internal collaborations, training opportunities, commitment to EDI, sustainability	Key Accomplishments and Achievements
GREATER IMPACT				
<ul style="list-style-type: none"> Growing strategically 	<p>Grow strategically – increase enrolment by 1000 students within 5 years across FHS.</p>	<ul style="list-style-type: none"> Grow Undergraduate Programs <ul style="list-style-type: none"> 15% international in SHS / KIN in 5 years <p>Metric: at 3.2% international. (Kin / SHS)</p>	<ul style="list-style-type: none"> Support innovative partnership models – BHSc – Brescia – Middle East Women Explore option for dual degree with B MedSci and BHSc Explore growth opportunities associated with proposed School of Public Health Continue development of 3+1+2 program model with select international partners to feed professional health professional masters programs Develop Summer School offerings to attract international student cohorts 	<p>International Strategy for Recruitment – Launched 2023 Coordinator, International Recruitment & Activities hired 2023.</p> <ul style="list-style-type: none"> Recruitment plan developed and underway Recruitment strategy to align with registrars’ office – increase intent to register events, international recruiting events etc. Prioritizing web-page redevelopment and marketing material development for international communities. <p>School of Public Health</p> <ul style="list-style-type: none"> Structure for SPH under development. SPH will house undergraduate (possible BPH) and graduate programs (MPH, Global Health). Undergraduate Certificate in Critical Global Public Health launching in Winter 2025 <p>Integration with the Brescia School of Food and Nutrition</p> <ul style="list-style-type: none"> While not anticipated in the original strategic plan, FHS completed the integration of the School of FNS adding another 300 undergraduate students. FHS now the 3rd largest faculty on campus / Western.
		<ul style="list-style-type: none"> Grow our professional master Programs in PT and OT specifically <p>Metric: PT increased intake to 118 from 80. OT increased intake to 90 from 74.</p>	<ul style="list-style-type: none"> Develop a clinical education and community engagement strategy, perhaps with alumni network Develop new and innovative strategies to deliver clinical education/placements Build positive engagement strategies (deploy creative solutions) for clinical placement partners 	<p>Enrollment Growth PT / OT - 2024</p> <ul style="list-style-type: none"> First cohort of increased enrolment in Sept 2024. <ul style="list-style-type: none"> Achieved our enrollment targets in PT and OT for domestic students. Below target for international students to support expansion. <p>Practice Education Committee (PEC)</p> <ul style="list-style-type: none"> Revitalized our PEC - initiating new virtual workshop/seminar series for clinical placement and experiential learning partners; first workshop November 2024. Programs initiating outreach to community to support increased engagement strategies (ie: SPT Lecture and debate series). <p>Affiliation Agreement</p>

				<ul style="list-style-type: none"> Negotiating target placement numbers in PT, OT, CSD, FNS built into new Affiliation Agreement with SJHC/LHSC. <p>Clinical Education Expansion</p> <ul style="list-style-type: none"> Utilizing expanded clinical education suites in HSB to deliver fieldwork courses, clinical education training across programs. <p>Clinical Placement Model Changes</p> <ul style="list-style-type: none"> Nursing implemented a unique preceptor model for clinical education in 2023. This model not only supports a closer student-practice site connection – it also has created 70+ new practice placement opportunities. PT piloted new practicum models (2:1) to expand placement capacity.
		<ul style="list-style-type: none"> Diversify Professional Masters programs <ul style="list-style-type: none"> Increase international enrolment to 10% of programs – over 5-year period <p>Metric: PT at 8.4%, OT and CSD remain ~1%</p> <ul style="list-style-type: none"> Increase Master’s enrollments in Advanced Health Care Practice (AHCP) to 200 within 5 years <p>Metric: AHCP enrolment 160 incl 11 int’n.</p> <ul style="list-style-type: none"> Increase enrolment by 10% in joint programs (HIS and Global Health Systems) <p>Metric: modest growth in HIS, none in GHS</p>	<ul style="list-style-type: none"> Market Master of Health Sciences (MHSc) and create new Field in Equity and Sustainability Review and redevelop course-based Masters in Kin and possibility for new Coaching Field in Master Health Science Partner with Schulich on the development of a professional doctorate program and new Field in the Advanced Health Care program – Health Innovation <ul style="list-style-type: none"> Meeting happened however were not able to get traction with Schulich. 	<p>Program Expansion</p> <ul style="list-style-type: none"> AHCP - Health Equity and Sustainability field started Sept 2023. AHCP – Clinical Epidemiology and Research Management field started September 2023. <ul style="list-style-type: none"> Both fields proving to be popular with enrolment doubling in both fields in 2024. Nursing – introduced two new Graduate Diplomas in 2024. <p>Program Redesign</p> <ul style="list-style-type: none"> Kinesiology – redesigned the course-based Kinesiology program to a 3-term program. Introduced major program change in 2023. Currently enrolled 33 new Masters students Fall 2024. <p>Program Development</p> <ul style="list-style-type: none"> Professional Doctorate – completing needs assessment (Alumni Survey completed in Spring 2024). Market assessment currently underway. Program Steering Committee formed and meeting to develop program proposal for review. Goal to introduce new professional doctorate for class 2026. Advanced Coaching Program – currently in needs / market assessment phase.

		<ul style="list-style-type: none"> Commit \$1M in carry forward to critical infrastructure to support expansion <p>Metric: completed with Elborn renovations</p> <ul style="list-style-type: none"> Expand our space by 25% to support growth <p>Metric: completed with Entrepreneurship project – expansion of PT teaching spaces. Also expanded the Nursing Simulation Suite – opened new pod January 2024 and new Clinical Education Suites in HSB in 2023/2024.</p>	<ul style="list-style-type: none"> Develop and implement an interim space plan Develop a long-term building / space plan to support expansion 	<p>Functional Planning – Elborn College</p> <ul style="list-style-type: none"> Functional Plan for Elborn completed in Dec 2023. PT teaching space relocated to SEI – 3rd floor – addition of 1 large new classroom. 3 new teaching labs OT space expanded at Elborn with renovation of large teaching classroom and two new labs Office spaces for both OT and PT expanded with Phase 1 renovations at Elborn. <p>New Health Sciences Building</p> <ul style="list-style-type: none"> Functional plan for new FHS Building is complete. Site analysis underway. Core programming includes teaching space for PT, OT and interprofessional simulation suites for clinical education supporting nursing expansion as well as rehab school needs. New Dean’s office in HSB out for tender so Brescia School can have current Dean’s office and co-locate in HSB.
		<ul style="list-style-type: none"> Grow the undergraduate Nursing Program <p>Metric: grew CTF to 274 and collaborative program to 174.</p>	<ul style="list-style-type: none"> Redevelop nursing model to plan for possible changes to Collaborative program. Explore further expansion of CTF program in nursing and continue to grow RPN to RN pathway program. Possibility to create pathway for internationally educated nurses Deploy new preceptor model in Nursing and create opportunities for exposure to LTC 	<p>Nursing Curriculum Renewal</p> <ul style="list-style-type: none"> Curriculum review and refresh underway by Nursing program. Target new program modifications by September 2025. Nursing developed a RPN to RN pathway and introduced in 2023. This has grown to 68 students within the CTF program. <p>Fanshawe / Western Collaborative</p> <ul style="list-style-type: none"> Negotiation with Fanshawe for dissolution is underway. Last cohort in collaborative program to start Sept 2025 <p>Long-Term Care Placement Expansion</p> <ul style="list-style-type: none"> Group placements in long-term care placements are now incorporated into 2nd year – placement growth this year is significant (we had 1300 offers for this fall and the need was for 600 student placements in LTC)
<ul style="list-style-type: none"> Promoting teaching and learning for the future 	<p>Increase</p> <ul style="list-style-type: none"> experiential learning, research experience, 	<ul style="list-style-type: none"> Hire 2 Experiential Learning Coordinators, one focussing externally on community partnerships and one focussing internally <p>Metric: Completed.</p> <ul style="list-style-type: none"> Create 2 new MOUs with community partners in London and community to develop strong student opportunities in 	<ul style="list-style-type: none"> Increase opportunities in research as experiential learning in undergraduate programs and AHCP capstone experiences Review opportunity for partnership with central EL team to expand international experiential learning opportunities 	<p>Experiential Learning – Administrative Support</p> <ul style="list-style-type: none"> Hired 2 Experiential Learning Coordinators – shared between SHS and Kin with a focus on partnerships, students support, practicums, placements and internships. <p>Experiential Learning – Course Tagging</p>

<ul style="list-style-type: none"> Enriching the student experience 	<ul style="list-style-type: none"> professional master's capstone projects 	<p>areas of strength to provide integrative learning opportunities</p> <p>Metric: MOU created with McCormick – with support from project funds.</p> <ul style="list-style-type: none"> 100% of undergrads (Kin, SHS) some Experiential Learning opportunities in their programs by 2026 <p>Metric: 59% of undergrads have substantive experiential learning courses</p> <ul style="list-style-type: none"> Over 1000 undergraduate experiences in research by 2025 <p>Metric: ongoing, data to be collected next year</p> <ul style="list-style-type: none"> Add entrepreneurship experiences to 2 undergraduate programs <p>Metric: not started</p>	<ul style="list-style-type: none"> Partner with Centre for Entrepreneurship and Western Discoveries to develop entrepreneurship opportunities within grad / undergraduate programs. Opportunity with the SEI centre opening? 	<ul style="list-style-type: none"> Based on the parameters of the course tagging by Western, the percentage of experiential learning (EL) in FHS courses is as follows: <ul style="list-style-type: none"> 35% = no EL 6% = some EL 59% = substantive EL <p>4th year Practicum Numbers</p> <table border="1" data-bbox="2377 459 2759 701"> <thead> <tr> <th>Program</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>CLIN KIN</td> <td>32</td> <td>25</td> </tr> <tr> <td>KIN</td> <td>33</td> <td>39</td> </tr> <tr> <td>HS</td> <td>67</td> <td>48</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Launched new tools (InPlace) for placement matching and evaluations as well as pre-placement clearances to make process for placements easier and increase capacity. <p>Undergraduate Experiential Learning Programs</p> <ul style="list-style-type: none"> Kinesiology has undergraduate entrepreneurship course – working with WORLDiscoveries and local businesses. (Enrolment capped at 40). Strength and Conditioning course developed a new EL partnership with Sport and Rec to embed EL into that course design (similar to Athletic Therapy program design). More development to come. The Practicum and Internship programs have been redesigned as part of the curriculum renewal to a pass/fail model that should increase capacity in these program areas. <p>International Experiential Learning</p> <ul style="list-style-type: none"> Health Studies – grown international partnerships including Bath, Universities in Scandinavia, University of Jyväskylä, Finland, and Cuba. <p>Research Experience Growth</p> <ul style="list-style-type: none"> Continued to support the Undergraduate Summer Research Internship. We have 41 USRI's for 2024. 	Program	2023	2024	CLIN KIN	32	25	KIN	33	39	HS	67	48
Program	2023	2024														
CLIN KIN	32	25														
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		<ul style="list-style-type: none"> 10% of PhD Students in FHS have international research experiences by 2025 <p>Metric: need to conduct baseline survey</p>	<ul style="list-style-type: none"> Build and conduct Qualtrics survey to determine baseline and develop plans/strategy after results received 	<p>Graduate Student Experiences</p> <ul style="list-style-type: none"> Survey being developed to assess total numbers of Masters and PhD students that already participate in 												

		<ul style="list-style-type: none"> Add entrepreneurship experiences to 1 graduate program <p>Metric: not started</p>	<ul style="list-style-type: none"> Partner with Centre for Entrepreneurship and World Discoveries to develop opportunities within grad/undergraduate programs. 	<p>some type of international research experience / collaboration. To be distributed Fall 2024.</p>
	<p>Ensure innovative opportunities for interprofessional education and practice that prepare students for evolving health care needs</p>	<ul style="list-style-type: none"> Increase the number of interprofessional experiential learning opportunities Increase the number of strategic partnerships with community stakeholders 	<ul style="list-style-type: none"> Enrich and expand interprofessional education curriculum Further develop collaborations to support curriculum 	<p>Learning Environments</p> <ul style="list-style-type: none"> Summer camp led by the Leeper Clinic – became interprofessional learning and education program – and expanded in 2024 – 4 weeks shared between CSD and OT students. Clinical Education Suite in HSB now shared with NUR, PT/OT etc.
<ul style="list-style-type: none"> Stimulating our research, scholarship, and creative activity 	<p>Grow micro-credentialing across programs and grow existing programs in innovative and sustainable ways</p>	<ul style="list-style-type: none"> Deploy 1 micro credential in 2022/23 in Active, Healthy Aging through CCAA Identify and develop strategy to deploy additional micro credentials (2 – 3 in 2023/2024) <p>Metric: completed program deployment 2024</p> <p>Metric: 2 ICOS courses and 1 CCAA course developed</p>	<ul style="list-style-type: none"> Explore certificate / micro-credential partnerships with partner faculty (e.g. Ivey, Schulich, Law) Explore opportunities for on-going professional development micro credentials in professional rehabilitation programs e.g. Audiology 	<p>Canadian Centre for Activity and Aging</p> <ul style="list-style-type: none"> Full launch of Aging Well Micro-certificate program in 2024 – built on 4 courses including the new communication course. <p>Continuing Education / Needs Assessment</p> <ul style="list-style-type: none"> Broad evaluation completed by CSD for education / opportunities in Audiology.
<ul style="list-style-type: none"> Stimulating our research, scholarship, and creative activity 	<p>Extend faculty research, scholarship and reach to leverage Western and FHS to lead research in physical activity, well-being, health, and health care</p>	<ul style="list-style-type: none"> Add 1 – 2 Research Centres (e.g. Child and Youth Health, Spine) Increase number of Research Chairs by 2 across FHS Increase the number of tri-council grant submissions <p>Metric: Not complete. Decided against Child and Youth Health Research Centre, possible Centre for Bioethics led by Dr. Maxwell Smith</p> <p>Metric: Completed. CIHR Chair in Applied Public Health; CRC in Data Analytics and Health; CRC in Activity and Aging</p> <p>Tri-Council Grant Submissions</p> <ul style="list-style-type: none"> At present (as of July 25, 2024), we are currently on track to surpass 2023 tri-council grant submissions. 2021: 81 submissions (41 awarded) 2022: 60 submissions (34 awarded) 2023: 94 submissions (42 awarded) 2024: 83 submissions (24 awarded, 46 awaiting decision) 	<ul style="list-style-type: none"> Extend the reach of the FHS Research Centres and groups – rebuild websites and community profile. Develop a mechanism to track faculty research output/products in “real-time” <ul style="list-style-type: none"> Develop and deploy a system to automate scalable internal and external dissemination Link current research with FHS Communications team for enhanced institutional storytelling Measure, highlight promote the story of the MSK Innovation Factory (FHS Big Idea) Continued leading international testing and iteration of Automated Grant Feedback (AGF) for funding applications Launch and support the BIG IDEA project from the REP competition – MSK Innovation Factory 	<p>FHS Research Centres</p> <ul style="list-style-type: none"> Working on redevelopment of FHS Centre Web Sites – CCAA complete. ICOS transferred to new template Fall 2024. FHS Coms team supporting CHRESI with homelessness project and leadership for project deployment. Revitalization of CCAA: reorganize and revitalize the research mandate of the CCAA, recruit new Scientific Director, leadership and organizational restructure (with built in mentoring for future leadership roles) and FHS faculty and broader research community reengagement <p>Research Enrichment Plan</p> <p>Knowledge Translation</p> <ul style="list-style-type: none"> Automated system for tracking publications and posting on X was implemented in July 2023 Launched the Storyhouse initiative – produced 47 narratives in the first 2 pilot sessions. <p>Research Impact</p> <ul style="list-style-type: none"> From September 2023 to current: <ul style="list-style-type: none"> Number of FHS research stories in Western News: 16 Number of FHS-written research stories: 7 Number of research-related media hits: 162

	<ul style="list-style-type: none"> Continue to leverage the \$5M Research Enrichment Plan investment from FHS to raise research impact 		<p>ORCID implementation support</p> <ul style="list-style-type: none"> 80.6% of FHS Faculty Members have an ORCID as of July 2024) <p>BIG IDEA PROJECT</p> <ul style="list-style-type: none"> MSK Innovation factory launched – currently supporting 6 innovation projects. <p>Canada Research Chairs</p> <ul style="list-style-type: none"> 2024 - 2 new Tier 2 Chairs – Dr. Angie Roberts, Dr. Lindsay Nagamatsu CIHR Chair in Public Health – Dr. Maxwell Smith
	<ul style="list-style-type: none"> Develop high-impact / collaborative research spaces <p>Metric: Research space for SHS complete. Research space at Elborn College – South Wing – planning in development.</p>	<ul style="list-style-type: none"> Develop the research vision for South Wing – Elborn College Create the SHS Collaboration Hub for research Develop plan for 4th Floor HSB research space as it pertains to the FHS Flagship Research Enterprise Develop a sustainable approach to staffing/resourcing for FHS Research centres – common approach to business / admin / communications team 	<p>South Wing – Core Research Facility</p> <ul style="list-style-type: none"> Visioning exercise completed in December 2023 Scope plan being developed for Fall 2024. Large interprofessional CFI being developed to integrate with facility strategy for core facility / core lab concepts in the South Wing. Projected renovation project underway in 2025. <p>Research Commons – School of Health Studies</p> <ul style="list-style-type: none"> Opened in September 2023 <p>HSB – 4th Floor</p> <ul style="list-style-type: none"> Relocation of Anatomy provides 3 laboratory spaces for specific research needs.
	<ul style="list-style-type: none"> Have 1 research project up and running with students in 450 Talbot <p>Metric: Funded 8 proof of principle projects and then 4 demonstration projects that are suitable for 450 Talbot</p>	<ul style="list-style-type: none"> Identify and fund additional high impact research projects and opportunities that support FHS research profile (450 Talbot) 	<p>Preparation</p> <ul style="list-style-type: none"> We have funded demonstration projects that could go into 450 Talbot. Since 450 Talbot project is on hold, no further action is expected.
	<ul style="list-style-type: none"> Increase number of post-doctoral fellows by 10% across FHS <p>Metric: Average number of post-docs per year in FHS has increased (in 2020 mean = 10 vs. 2023 mean = 20</p> <ul style="list-style-type: none"> Continue to increase PhD numbers across all programs <p>Metric: PhD numbers increased for 2024 entry</p>	<ul style="list-style-type: none"> Develop FHS specific programming opportunities for post-doctoral development Promote the FHS opportunities for post-doctoral awards/sponsorships Find collaborative opportunities to fund collaborative/integrated post-doctoral fellows 	<p>FHS Promotion</p> <ul style="list-style-type: none"> Associate Dean presented at School retreats to promote post-doctoral funding opportunities and supports. Will continue to promote through 2024/2025. <p>FHS Outstanding Postdoctoral Scholar</p> <ul style="list-style-type: none"> Award created and introduced in 2023 and awarded in June 2024.
Raise research profile and communicate impact in research and scholarship	<ul style="list-style-type: none"> Have annual Impact Reports (research metrics) across Schools – Research Office working with each School to develop impact reports. 	<ul style="list-style-type: none"> Continue focus on interdisciplinary research opportunities and areas of development – tell those stories create connections across FHS. 	<p>Interprofessional Research Collaboration</p> <ul style="list-style-type: none"> Through our REP investment – a number of interprofessional / interdisciplinary projects were funded at development level.

		<p>Metric: First FHS Impact Report produced in 2023</p> <ul style="list-style-type: none"> Increased normalized citation impact x% pointers higher than 1.36 times world average (as compared with 2016-2020 Scholarly Impact Report) As of July 25, 2024, the Faculty’s Category Normalized Citation Impact for the 2020-2023 period is 1.15 (indicating average citations are 15% higher than would be expected based on their area of publishing). Increase the knowledge mobilization (Kmb) activities that show impact through a Year-over-year % increase of engagement with digital/social media products 	<ul style="list-style-type: none"> Redevelop websites to attract diverse PhD students Increase international student stories / profiles Provide full “wrap around” Kmb consultation across research project lifecycle (pre-award to end-of-grant) <ul style="list-style-type: none"> Enhance Kmb strategy effectiveness and competitiveness across specific competitions Provide in-house digital production consultation and solutions (hybridization, webinar support, digital/visual media, social media) for FHS faculty members, schools, labs, and research teams 	<ul style="list-style-type: none"> <i>Ongoing but some examples would be good</i> <p>PhD Recruitment</p> <ul style="list-style-type: none"> Website format for faculty profiles redeveloped 23/24 to profile search terms, research profiles highlighted. <p>Student Testimonials</p> <ul style="list-style-type: none"> Two video testimonials from international students are complete and uploaded to FHS’ YouTube with another video in the works. Communications is developing more student stories and testimonials to be launched in 2024/2025. <p>Knowledge Mobilization</p> <ul style="list-style-type: none"> Research Support team expanded 2021-23 <ul style="list-style-type: none"> Program Manager - Research Research Coordinator Knowledge Mobilization Specialists 2 Knowledge Mobilization Coordinator Shared Research Coordinator/KMB Specialist with McCormick Care Over 1,160 FHS Publications pushed to Social Media 30 hours of training material created Over 15 faculty events supported / facilitated, 10 events hybridized Development and launch Kmb training series for the FHS Research community (research program development, knowledge users, narrative, digital media, lab web sites, outsourcing third party contracting. Working with each School to produce and develop Research IMPACT reports to measure publications, outputs etc.
	<p>Grow our donor base and fuel our major / principal gift pipeline</p>	<ul style="list-style-type: none"> Increase FHS annual fundraising achievement to \$1.5 M sustainably within 3 years <p>Metric: reached \$2.7M in 2023-2024</p>	<ul style="list-style-type: none"> Grow our donor base and fuel our major / principal gift pipeline Develop a plan for student engagement in philanthropy, e.g. graduation gifts 	<p>Total gifts & pledges:</p> <ul style="list-style-type: none"> Fiscal Year 2022: \$962,684 Fiscal Year 2023: \$1,464,226 Fiscal Year 2024: \$2,732,926
<p>PEOPLE, COMMUNITY AND CULTURE</p>				

<ul style="list-style-type: none"> Alumni Engagement 	<p>Grow and strengthen relationships with 30,000+ alumni worldwide</p>	<ul style="list-style-type: none"> 1 Alumni Engagement role Metric: completed hiring in 2023 Deploy Alumni newsletters 2-3 times per year Metric: completed creation of newsletters for each School to be implemented twice/year 	<ul style="list-style-type: none"> Develop an engagement strategy in alignment with and in support of our philanthropic, experiential learning, and partnership goals. Utilize LinkedIn to create and strengthen communities of shared interest amongst alumni 	<p>Alumni Engagement</p> <ul style="list-style-type: none"> Hired Alumni Relations Coordinator in September 2023. Increased our attendance and presence at convocations, alumni events, graduations etc. <p>Alumni Outreach and Communications</p> <ul style="list-style-type: none"> Launched an Alumni newsletter in partnership with advancement which is sent to each School alum 2x per year highlighting key stories, student profiles etc. Reviewing our Social Media channels to identify increasing opportunities to strengthen our network.
<ul style="list-style-type: none"> Advancing Reconciliation with Indigenous communities 	<p>Ensure curriculum and competency framework embrace decolonization and indigenization</p>	<ul style="list-style-type: none"> Explore a partnership with Indigenous Studies, in adding course and degree options in indigenous health Metric: Planned for 2025/2026 Add a tenure track faculty position in Indigenous Health Metric: added and then resigned. Will have to try again 60% of course outlines reflect decolonization and indigenization Metric: completed 25% course outlines. Collaborate, review and integrate accreditation standards for decolonization, indigenization, and EDI across our programs Metric: have met all accreditation standards to date in PT, OT, CSD, Nursing All Schools and programs have a curricular framework for decolonization and indigenization Metric: framework completed but implementation ongoing 	<ul style="list-style-type: none"> Review the curriculum with hired expertise from Indigenous educators with the aim to decolonize the material and ways of teaching Consult/Partner with The Office of Indigenous Initiatives to develop a student recruitment strategy focused on health sciences / programs – working with local communities to promote health sciences professions Review and develop policies which will ensure the support and accommodation for Indigenous/First Nations students Following Western’s Guide for Working with Indigenous Students, work with the Office of Indigenous Initiatives to address the financial, geographical, and access issues for students in FHS 	<p>Diversity in Faculty Hiring</p> <ul style="list-style-type: none"> OT- hired an Indigenous faculty member who ran an intensive in 2024 and will complete the embedding of Indigenous and decolonizing materials into Y1 and @ of curriculum by June of 2025 <p>Diversifying the Student Body</p> <ul style="list-style-type: none"> PT -moving to involve Indigenous partners in decision making for reserved indigenous seats in MPT program (admissions). Increased number of indigenous program seats – all filled in 2024. <p>Partnerships with Office of Indigenous Affairs and Across Western</p> <ul style="list-style-type: none"> FHS actively participates in Truth and Reconciliation Day as a sponsor of educational events hosted by different Faculties.
<ul style="list-style-type: none"> Creating a more equitable and inclusive Western 	<p>Ensure equity, diversity, and inclusion as foundational to the faculty</p>	<ul style="list-style-type: none"> Engage consultant / specialist support for development of the EDIDA strategy Metric: EDIDA strategy developed. 100% of staff / faculty have completed the required EDIDA training module 	<ul style="list-style-type: none"> Increase representation from equity entitled groups across students, faculty and staff through pro-active recruitment and retention practices Position FHS as a leader in promotion /advocacy for individuals with physical disability as an area of excellence / strength Engage students in the development of initiatives creating a culture of safety across FHS 	<p>Faculty Wide EDIDA Survey</p> <ul style="list-style-type: none"> Survey conducted in Spring 2024. Broad themes reviewed at Faculty Council (June 2024) Survey data will support the development of the action plan for faculty programs / measures. Assistant Dean meeting with School Councils to disseminate further.

<ul style="list-style-type: none"> Helping our students and campus members thrive through belonging 		<p>Metric:</p> <ul style="list-style-type: none"> 67% of staff/faculty participated in optional professional training and certificate programs (i.e., Bias and Microaggressions; Anti-Racism Certificate Program). 	<ul style="list-style-type: none"> Review all curriculum changes to incorporate EDIDA recommendations across Schools / Programs 	<ul style="list-style-type: none"> Updates for FHS community are shared at Faculty Council and will be posted on Web-Site section as site is redeveloped <p>FHS EDIDA Committee</p> <ul style="list-style-type: none"> Major reorganization of the FHS EDIDA committee to re-organize from the Anti-Racism Task Force to a faculty-wide umbrella committee structure. Wide representation from all Schools, Students, Graduate Students etc. Now meets regularly to develop action plans / discussions and support events – including Pride, Indigenous Solidarity Day, etc. <p>School-Based Activities</p> <ul style="list-style-type: none"> CSD – implemented student gatherings around EDIDA topics to foster discussion between faculty, staff and students. OT – invited Indigenous physician as a guest speaker during school-based orientation week. Nursing – DAAO (Decolonization, Anti-Racism, Anti-Oppression) Committee facilitated Speaker Series inviting guests to speak on topics such as weight stigma, disability, etc. School-based retreats focused on faculty completion of Western’s Office of EDI Anti-Racism Foundations Certificate Program.
<ul style="list-style-type: none"> Helping our students and campus members thrive through belonging 	<p>Support diverse learners both domestically and internationally</p>	<ul style="list-style-type: none"> Increase international students to 15% across the majority of programs <p>Metric: reported above</p> <ul style="list-style-type: none"> Add 1 academic advising specialist in international student advising <p>Metric: position to be added once student numbers warrant</p>	<ul style="list-style-type: none"> Develop/Provide administrative structures and supports that are inclusive and responsive to the diverse needs of our students, faculty, staff, partners, and community 	<p>FHS Staff / Faculty Training</p> <ul style="list-style-type: none"> Required participation in the University-Wide EDIDA training modules has been completed – staff / faculty. Academic Advisors have attended specific training programs for advising diverse students in partnership with campus community.
<p>WESTERN’S PLACE IN THE WORLD</p>				
<ul style="list-style-type: none"> Concentrating on our place, right here in London 	<p>Expand and strengthen partnerships with:</p> <ul style="list-style-type: none"> LHSC, incl. FKSMC, Spinal Physiotherapy and Surgery 	<ul style="list-style-type: none"> Create 2 – 3 new Clinical Scientist (Clinician Researcher) roles to support research priority areas <p>Metric: Creation of one in Nursing with LHSC</p> <ul style="list-style-type: none"> Partner with McCormick on 1 shared Research Coordinator role embedded in the FHS Knowledge Mobilization team 	<ul style="list-style-type: none"> Adjust Faculty Council Terms of Reference to include representatives from SJHC, LHSC, MLHU McCormick/FHS research committee created and supported by joint position. 	<p>FHS Partnerships</p> <ul style="list-style-type: none"> Faculty Council Terms of Reference now include senior leaders from LHSC, SJHC and the MLHU Clinician Scientist role created in Nursing – joint with LHSC.

	<ul style="list-style-type: none"> • SJHC, incl. Gray Center, HULC, Cardiac Rehab • McCormick Long Term Care • Schulich School of Medicine & Dentistry 	<p>Metric: Completed. Shared coordinator hired</p>		<ul style="list-style-type: none"> • Partnerships in place through Bone and Joint Institute, Salvation Army, Learning Disability Association, HULC • Partnership with City of London and Canadian Center for Activity and Aging senior fitness classes • Working with Schulich on School of Public Health and Global Health System masters program <p>Gray Centre – partnership with SJHC</p> <ul style="list-style-type: none"> • Started late 2022/2023 – significant research investment for mobility in partnership with SJHC. • Co-located model for Endowed Chair and integrated team of research. <p>FHS / McCormick MOU</p> <ul style="list-style-type: none"> • Agreement with McCormick to fund a joint Research Coordinator that works 50% for FHS and 50% for McCormick. • Collaborative research projects to date: <ul style="list-style-type: none"> ○ S Hunter - mobility aids and falling in LTC (completed) manuscript in preparation ○ M Savundranayagam/A Garnett – Mobile project training for caregivers – funding being sought to continue existing pilot project ○ D Connelly/AJ Stephen (PhD student) promoting PA for LTC residents – preliminary phase complete ○ Smye – Dementia Competency Framework – planning stage ○ Garnett – virtual presence for social connectedness in LTC – phase 2 under way ○ M Savundranayagam – Be EPIC VR underway and seeking funding to extend ○ Shoemaker/CCAA - Initial discussion with new McCormick CEO Johnson in August to explore additional possibilities for collaborative research
<ul style="list-style-type: none"> • Engaging the world more broadly 	<p>Build strategic partnerships with a select number of international universities</p>	<ul style="list-style-type: none"> • Create 3 strategic partnerships in 3 international partner universities <p>Metric: Bath done. Working on two others</p>	<ul style="list-style-type: none"> • Identify international university partners with common programming and research opportunities and develop joint opportunities for PhD research and other programming. 	<p>Strategic International Partnerships</p> <ul style="list-style-type: none"> • Bath University • Rwanda University • Oslo Met University – joint grant submitted for Masters and PhD student travel etc. submitted in April 2024

<ul style="list-style-type: none"> Building a more sustainable world, as an imperative 				<ul style="list-style-type: none"> Continuing to assess opportunities for strategic partnerships with International University partners, i.e. Makerere University, Uganda.
	<p>Develop business and research models with partners that support education and research objectives in downtown London – e.g. Western’s Wellness Center</p>	<ul style="list-style-type: none"> FHS one-time financial commitment to 450 Talbot <p>Metric: \$50,000 in proof of principle and demonstration projects</p> <ul style="list-style-type: none"> Have 1 research project up and running with students in 450 Talbot <p>Metric: not started</p>	<ul style="list-style-type: none"> Identify partnership opportunities and requirements to successfully develop 450 Talbot and ensure sustainability in program design 	<ul style="list-style-type: none"> On hold since 450 Talbot on hold <p>FHS Supported – WELL GRANTS</p> <ul style="list-style-type: none"> June 2023 FHS funded 15 Planning Grants at 5K each. February 2024 FHS funded 4 Demonstration projects at 25K each – based upon the results of the Planning Grants and next phase pitches. 2 of original Planning grants recipients were each granted 5K more to continue to develop towards demonstration projects. Results and pitches of these latter 2 grants are expected in Sept 24.
	<p>Contribute to WHO Sustainable Development Goals</p>	<ul style="list-style-type: none"> Launch Master of Health Sciences in Equity and Sustainability <p>Metric: completed in 2023</p> <ul style="list-style-type: none"> Partner with other initiatives on campus to include health effects of climate change <p>Metric: planned for 2025/26</p>	<ul style="list-style-type: none"> Continue research in social justice and inclusion, health equity, and wellbeing to support WHO goals of #1: No Poverty; #2: Zero Hunger; #3: Good Health and Well-being; #8: Decent Work and Economic Growth; #10: Reduced Inequality; #11: Sustainable Cities and Communities; and #17: Partnerships to achieve the Goal 	<p>Program Development</p> <ul style="list-style-type: none"> FHS actively participating in the Masters and G.Dip in Climate Risk Assessment – started Fall 2024. With plan to grow to include FHS as enrolment increases. FHS continues to be a partner in the Global Health Program supporting on-going program design around global social justice and sustainable health. <p>Impact Projects</p> <ul style="list-style-type: none"> Through partnerships we have developed relationships with community partners – goals to make health care more accessible (ie: Salvation Army for hearing assessments) and the Learning Disabilities Association to investigate effective reading intervention to increase literacy in struggling readers.