

Faculty of Applied Health Sciences Academic Plan Revised September, 2008

Preamble

Our academic priorities are the foundation upon which we build degree programs, develop research policy, appoint faculty and staff, and make resource allocations. They provide us with a clear sense of what to do, how to do it, and why we are doing it when we address anticipated challenges and ad hoc opportunities. They assist individual faculty members, programs, and Departments in determining long-term goals and developing and implementing strategies to achieve those goals under an overarching sense of commonly held objectives. Just as an automobile cannot be driven forward while looking in its rearview mirror, neither can a Faculty move ahead while looking only to its past or by assuming that the present is the Faculty's optimal state.

The purpose of our academic plan is to:

- A) Identify our current strengths not only in generic terms (e.g. student centredness) but in specific academic teaching, research, and community outreach; and identify future directions for academic growth.

- B) State where resources allocated via our University budget process will flow when it becomes available and specify which kinds of requests for external funding the Faculty will support with space, money, human resource support, and technical infrastructure.

Our academic plan is the benchmark by which we will be accountable for the decisions we make, allowing us to be proactive in defining our teaching, research, and service activities, and remain transparent in the ways we undertake and communicate our priorities. It is not a recipe book, specifying what to do in all possible cases. Rather, it provides a crucible in which ideas can be tested and compared on the basis of their relative merits and their fit with that we have said we wish to accomplish together. By striving to achieve the goals set out in our academic plan:

We seek to become Canada's leading Faculty engaged in the multidisciplinary pursuit and dissemination of knowledge about health as an individual, organizational, community, and societal resource, particularly where health is influenced by active and engaged living, and to translate the knowledge gained by our scholarship into improved well-being of individuals, organizations, and communities in Niagara, Ontario, Canada, and globally.

Assessment of Current Academic Environment

A) Programs Offered

Bachelor's degree programs in:

- Biomedical Sciences (BSc, jointly with Biology)
- Child Health (BA, jointly with Child and Youth Studies)
- Community Health (BA)
- Health Sciences (BSc)
- Kinesiology (BKin and BSc Kinesiology)
- Nursing (BScN)
- Physical Education (BPhEd)
- Public Health (BPH)
- Recreation and Leisure Studies (BRLS)
- Sport Management (BSM)

MA and MSc graduate programs emphasizing these fields:

- Community Health
- Health Sciences
- Health and Physical Education
- Kinesiology
- Leisure Studies
- Sport Management

PhD graduate program emphasizing these fields:

- Behavioural and Population Health
- Health Biosciences
- Social and Cultural Health Studies

B) Established strengths

Our Faculty has a long tradition of **Teaching** excellence and our commitment to the creation of an outstanding learning experience for our undergraduate and graduate students and to the delivery of the best professional training remains paramount.

Our **Research** culture has developed dramatically with Brock's rise to greater prominence as a more research-intensive university. Our research productivity and impact is thriving through the excellent work of individual scholars and spirited cooperation driving new research collaborations both inside and outside Brock.

Our engagement in **Community Outreach**, locally and more broadly, is a growing and vital aspect of our identity. The transformation of our teaching and

research into knowledge of value to those beyond the academic world brings new and powerful partnership possibilities to Brock.

C) Opportunities

Our single greatest opportunity is to build upon our multidisciplinary base of faculty expertise to enact a comprehensive program of research and graduate studies at the Masters and Doctoral levels.

We have the potential to add professional graduate degree streams that will better serve working professionals in the discipline areas represented in the faculty (e.g. nursing, public health, recreation and leisure studies and sport management).

The opportunity exists for a professional program stream to build upon our broad foundation of humanities, social sciences, physical sciences, and natural sciences expertise (e.g. hygiene) where such a program would meet university needs and be consistent with available resources.

We have remarkable scope to link to communities of practice, in Niagara, Ontario, Canada, and abroad, in almost all of our academic disciplines in ways that integrate our teaching and research with service. There are innumerable opportunities to take advantage of regional, provincial, federal, and international programs that resonate very well with what we do and what we know.

Faculty Objectives:

Objective #1

To continue to develop and encourage multidisciplinary strengths that promote innovations in teaching and research.

Objective #2

To implement our recently approved doctoral program(s) leading to a PhD degree and to expand both research-based and professionally-oriented Master's programs.

Objective #3

To establish and maintain strong collaborative partnerships beyond the boundaries of Brock University.

Objective #4

To free our academic aspirations from their current infrastructure constraints by finding a home in a Faculty of Applied Health Sciences building in which all our entire ensemble of Departments can work together healthily and productively.

Academic Plan To Achieve Our Objectives

In order to reach each of our broad objectives, we will need to specify for each objective attainable Specific Goals whose achievement will represent significant steps towards reaching the larger objective. These Specific Goals are listed below for each objective.

Objective #1

To develop multidisciplinary strengths to promote innovation in undergraduate teaching and research.

Specific Goal 1A: To develop a comprehensive teaching strategy in the area of Human Anatomy, Physiology and Human Growth and Development that serves the diverse needs of several groups of undergraduate students and that takes advantage of new IT-based teaching strategies. (September 2012)

Specific Goal 1B: To develop our existing BScN degree program, at Brock and in collaboration with our partners in the health care community (e.g. Loyalist College, Niagara Region Public Health, the Niagara Health System, and others) so that we become a destination of choice for future professionals in this area of study based upon unique clinical emphases and teaching/learning strategies. (Ongoing but with a steady state enrollment goal of 350 majors on two campuses by 2011)

Specific Goal 1C: To develop and regularly offer course offerings with an international learning component and to provide, via these courses and other vehicles, opportunities for 5% of our students to study internationally each year. (September 2010)

Specific Goal 1D: To develop strong practice-oriented learning opportunities and experiences in the “laboratory of the real-world” to break down barriers between our teaching and research and the world from which it comes and to which it ultimately flows. (Ongoing)

Specific Goal 1E: To develop a stronger entrepreneurial component within our Faculty’s research and teaching by identifying and seeding opportunities for the application for scholarship not always conceived in terms of economic development. (Ongoing, with two tangible examples by December 2010)

Specific Goal 1F: To develop where possible new undergraduate degree innovations building upon existing resources that reflect the evolving nature of our academic disciplines. (Ongoing)

Specific Goal 1G: To develop undergraduate theory and research to support new innovations in practice, practicum, fieldwork and internship experiences in order to promote experiential education in health promotion initiatives. (Ongoing)

Objective #2

To expand to full capacity our engagement in Graduate Studies programs.

Specific Goal 2A: To create a cluster (4-5) of research Centres hosted in our Faculty that bring together researchers with diverse expertise in ways that complement our existing Departmental structure and that encourage new ways of approaching research challenges. (September 2010)

Specific Goal 2B: To engage in strategic enrolment for the doctoral programs, with a half cohort admission in January 2009 (3 students), and full admission cycle in 2010 (6 students).

Specific Goal 2C: To grow into national prominence our existing research based Master’s fields in terms of student quality, student numbers, student outcomes, and research excellence. (Ongoing, working to full capacity by May 2009)

Specific Goal 2D: To create, submit, and gain approval from OCGS for and to admit the first cohort of students to course-based Master’s degrees in designated areas of professional education such as Adventure Therapy, Hygiene Science,

Nursing, Public Health, Sport Management and Therapeutic Recreation (First students to be admitted for September 2011).

Objective #3

To establish and maintain strong collaborative partnerships for the undergraduate and graduate program beyond the boundaries of Brock University.

Specific Goal 3A: To develop our relationships with our alumni in ways that form the foundation for financial support in the future. (Ongoing as the University's Advancement strategy evolves)

Specific Goal 3B: To create with Niagara Region Public Health, the Niagara Health System, and other potential partners in biomedical and health research mutually beneficial funding applications and research synergies. (December 2010)

Specific Goal 3C: To create effective partnerships with universities in developing countries to advance in mutually beneficial ways our shared teaching and research missions. (Ongoing)

Specific Goal 3D: To create and implement a regular series of publications, paper and electronic, that informs the community at Brock and beyond and our partners about the many important successes in our teaching, research, and service. (Ongoing)

Specific Goal 3E: To expand and improve the presence of our Faculty in the public marketplace of ideas by personal engagement with leaders in education, business, politics, and culture and by increased presence at national and international scholarly events. (Ongoing)

Objective #4

To free our academic aspirations from their current infrastructure constraints by finding a home in a Faculty of Applied Health Sciences building in which all our entire ensemble of Departments can work together collaboratively.

Specific Goal 4A: To consolidate faculty members and departments into one physical location. This entails a two-part strategy:

- i) Upon completion of the Niagara Health and Biosciences Research Centre, and the planned moves of academic units, to move the Department of Physical Education and Kinesiology and the Department of Sport Management to Academic South (2012).
- ii) To gain approval for our building concept for an expanded Academic South, and thereby move the Department of Nursing (and necessary expansions for other departments within the Faculty) and also to provide expanded facilities for Health Services and Athletic Therapy (2014)

Specific Goal 4B: While developing plans for new Faculty facilities, to improve the infrastructure conditions in which we now work by: renovating existing laboratory facilities; enhancing our information technology environment to create an exemplary computing environment; ensuring that faculty and staff office spaces are safe; and providing ergonomically sound working environments for all our staff and faculty. (Ongoing)

Appendix

Resources Required To Achieve Objective #1

New Faculty

1A	1
1B	2
1C	0
1D	0
1E	0
1F	0
1G	0

New Staff

1A	0
1B	1
1C	0
1D	1 (RECL Therapeutic/Outdoor)
1E	0 (but with assistance from ORS)
1F	0
1G	0

New Operating Funding

1A	\$15000 per year
1B	\$300,000 (Clinical PT teaching)
1C	\$30,000 (@\$5000 per course)
1D	\$10,000
1E	\$25,000
1F	0
1G	0

New Capital Funding

1A	2 new teaching labs
1B	Two new offices
1C	0
1D	0
1E	0
1F	0
1G	0

Resources Required To Achieve Objective #2

New Faculty

2A	1
2B	3
2C	0
2D	3

New Operating Funding

2A	Faculty resources and grants
2B	\$3000 per year (administration)
2C	0 (GA support via Grad Studies)
2D	\$20,000 per year (promotion)

New Capital Funding

2A-2D	9 New Offices
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Resources Required To Achieve Objective #3

New Faculty

None

New Staff

3A-3E (in combination)	2 (one retrained, one new)
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New Operating Funding

3A	\$10,000 per year
3B	0
3C	\$10,000 per year
3D	\$25,000 per year
3E	\$3000

New Capital Funding

1 new office

Resources Required To Achieve Objective #4

New Faculty	None
New Staff	
4B	1
New Operating Funding	
4Ai	50,000 (moving, central costs)
4B	50,000 (equipment & infrastructure)
New Capital Funding	
4Aii	\$10M (Capital campaign)