

Faculty of Applied Health Sciences

Strategic Plan Presentation to
The Joint Senate-Board Integrated Planning
Oversight Committee

June 27, 2012

Neil McCartney PhD
Professor and Dean

Vision and Mission of the Faculty of Applied Health Sciences

Vision

We advance the health and well-being of individuals, making the world a better place.

Mission

To foster excellence in education and research in a student-focused environment and to develop, promote and maintain multi-disciplinary programs focusing on human health and well-being. We are committed to the application of basic and applied knowledge for the purpose of enhancing the social, environmental and economic health of the Niagara Region and beyond.

Overview of the Faculty of Applied Health Sciences

PROFILE

We are a young faculty with 80 faculty members and 22 staff members in

5 Departments:

- Kinesiology
- Sport Management
- Community Health Sciences
- Recreation and Leisure
- Nursing

3 Centres:

- Centre for Healthy Development
- Centre for Bone and Muscle Health
- Centre for Sport Capacity

Various Research Laboratories and Programs:

- Brock University Fire Fighters Screening (BUFF)
- Brock Heart Institute
- Leave the Pack Behind
- Brock Base Camp
- Microscopy and Image Analysis Lab
- Instrumentation and Sample Storage Facility
- Infectious Disease Research Laboratory
- Cell Metabolism & Neuromuscular Physiology Laboratory
- Vascular Biology Lab
- Epidemiology Unit
- CRC Youth and Wellness Laboratory
- Leave The Pack Behind
- The Skating Lab: On-Ice Performance Laboratory
- Outdoor Education Research Lab
- Exercise Intervention Laboratory
- Environmental Ergonomics Laboratory
- Balance and Gait Laboratory
- Electromyography Laboratory
- Human Hemodynamics Laboratory
- Applied Physiology Laboratory
- Body Composition Laboratory
- Health & Exercise Psychology Laboratory
- Neuromuscular Acquisition and Rehabilitation Laboratory
- Balance and Motor Control Lab
- Qualitative Research Interview Laboratory
- Health and Sexuality Lab

ENROLMENTS

UNDERGRAD: 3067 student majors, up 184 from the previous year based on 2011-12 Admissions statistics.

GRADUATE: 127 students, up 28 from the previous year and 20 PhD students.

Faculty of Applied Health Sciences has the second largest student major enrolment at Brock University.

TEACHING

We have award winning professors teaching a variety of lectures, labs and some seminars. Seminars have almost been entirely eliminated in our Faculty due to budget constraints. FAHS is home to three Faculty members that have been awarded the 3M Teaching Award, Canada's highest teaching award recognizing the highest level of teaching excellence and scholarship. Three Faculty members have received Excellence in Teaching awards in the past year.

ADMISSION AVERAGES (entrance in September, 2012)

Community Health

- Child Health 77%
- Public Health 77%
- Community Health 74%
- Health Sciences 81%

Kinesiology

- Bachelor of Kinesiology 82%
- Bachelor of Science in Kinesiology 79%
- Bachelor of Physical Education 77%
- Concurrent Bachelor of Physical Education/Education 85%
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Bachelor of Science in Nursing 85%

Bachelor of Sport Management 82%

Bachelor of Recreation Leisure Studies 73%

ON LINE LEARNING

- SPMA 1P94, seminar component online
- RECL 1P03
- [RECL 3V92](#)
- RECL 3P62 and RECL 4P92, offered as hybrid courses in the upcoming year

RESEARCH

The mandate of the Faculty of Applied Health Sciences:

The health of people, families, organizations, and communities is a shared and fundamental responsibility. To play our part, the Faculty of Applied Health Sciences dedicates itself to the goal of understanding health, broadly defined, in order to help gain, maintain, and restore it. We do research to discover new and important knowledge and offer the evidence on which to base health policy and practice. We teach to communicate what we discover. And we reach out to our many different communities in Niagara and around the world to make a healthy difference in people's lives.

- 10 faculty received NSERC grants
- 3 faculty received CIHR grants
- 4 faculty received SSHRC grants
- 3 Canada Research Chairs
- 1 Chancellors Chair

Faculty of Applied Health Sciences Researchers received **\$3,395,016.34** in research funding in 2011-12 and **\$875,745.48** in 2012-13 from a variety of sources and funding agencies. For example but not limited to:

- CIHR (Canadian Institute of Health Research)
- NSERC (National Science & Engineering Research Council)
- SSHRC (Social Sciences & Humanities Research Council)
- NRC (National Research Council)
- CFI (Canada Foundation for Innovation)
- Ministry of Research and Innovation
- Ministry of Health
- Heart & Stroke Foundation
- Dairy Farmers of Canada
- Spinal Cord Injury Institute
- Rick Hansen Foundation
- Canadian Association of Nurses
- Aids Research of Canada
- Ontario March of Dimes
- Niagara Health Services

BUDGET

Faculty of Applied Health Sciences has a base budget of ~ \$14 million.
Revenue to cost ratio of approximately 1.98 based on 2010-11 fiscal year.

Background and Introduction:

I think it is worthwhile to outline the process that has led to the FAHS Strategic Planning Document. As Dean, I wanted to fully engage the faculty and staff members in the development of our strategic directions, and I am confident this has been done, as outlined below.

1. Fall 2011. The FAHS Executive Committee (Dean, two Associate Deans, Department Chairs, Budget Officer, Dean's Executive Assistant) worked on defining the process for developing our Strategic Plan.
2. December 6, 2011. The FAHS Executive Committee held a full-day Retreat at the Brock Heart Institute to outline potential strategic directions for the Faculty, in accordance with the University Strategic Planning Document "*From Priorities to Actions*". It was agreed to hold a Faculty-wide Retreat in January, to engage faculty members in refining the strategic directions identified by the Executive Committee.
3. January 18, 2012. Approximately 60 faculty members (from a complement of 80) attended either a morning, afternoon or full-day Consultation and Information Session to examine who we are, what we do well and the challenges we face. The attached appendix document "*Information and Consultation Results*" is a result of the collaborative work that was undertaken, and provided the building blocks that allowed the Executive Committee to frame a Draft Strategic Plan.
4. February to April 2012. The FAHS Executive Committee spent several meetings compiling our own "*From Priorities to Actions*" document. From this, we assembled *action items* into five thematic areas: *Faculty Development/Support; Student Engagement; Curriculum/Program Development; Undergraduate and Graduate Student Recruitment; Community Engagement*.
5. May 29, 2012. A Faculty-wide Retreat was held in the Pond Inlet, to map out a path forward to enact the recommendations in the previously identified five thematic areas, and to create a Faculty Vision and Mission Statement. This work is outlined in the attached document "*Vision, Mission and Action Items*".
6. Since the May 29 Retreat I have refined our Strategic Plan in accordance with the University document, "*From Priorities to Actions*" and it is attached as "*The Faculty of Applied Health Sciences Strategic Plan: From Priorities to Actions*".

**The Faculty of Applied Health Sciences Strategic Plan:
From Priorities to Actions**

1. Ensure Brock is a preferred place to work and study.

Strategic Objectives	Strategic Actions	Measures of Success	Timeline	Budget Implications
A. Enhance a culture of mutual respect and engagement for faculty and staff.	A1. Implement a mentorship program for teaching and research for new faculty to foster an environment of support.	-positive feedback from new faculty members and engagement of experienced faculty members	2012	None
	A2. Hold annual faculty Information and Consultation Session (Retreat) to foster collaboration and respect for similarities and differences.	-75% attendance -ongoing review of strategic plan and initiatives -survey of workplace satisfaction	May of each year	None above base budget
	A3. Generate specific research and teaching interdisciplinary working groups.	-number of collaborative research and teaching initiatives	Already underway	None above base budget
B. Enhance student centered philosophy.	B1. Increase student representation in university governance.	-one or more reps in each department	2012-2013	None
	B2. Create Faculty wide student mentorship opportunities.	-engagement in the program	2012-2013	None
	B3. Create Faculty wide grad and undergrad student societies.	-number of students engaged and number and nature of activities	2012-2013	None above base budget

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C. Recruit and retain high quality faculty, staff and students.	C1. Recruit students with higher averages by direct engagement with Niagara schools. (Ex. FAHS scholars camp)	-increased grade point average of incoming students -greater engagement of alumni in recruitment	Ongoing	None beyond base budget
	C2. Create alumni exit survey to follow students for 3 years post-graduation.	-database and using stats for future recruitment. -recruitment of higher quality students.	For 2013 graduating class and beyond	None beyond base budget
	C3. Expand Basecamp to target various sectors of the university.	-larger numbers and targeted sectors	Ongoing	None beyond participation fees collected
	C4. Showcasing research success.	-website, YouTube video presentations	Already underway and successful	None beyond base budget

2. Support of Brock’s undergraduate student-centered focus while maintaining excellence in graduate education.

Strategic Objectives	Strategic Actions	Measures of Success	Timeline	Budget Implications
A. Promote access for students to courses across the faculty to increase choices for students.	A1. Implement a Faculty wide curriculum review.	-completion of review and curriculum reform	January 2013	None beyond base budget
	A2. Introduce FAHS Biology course	-course approved and offered	September 2014	1 faculty hire plus \$34,000 lab expenses
	A3. Life Sciences Program	-approved, offered and attracting high quality students	September 2014	5 faculty hires over 4-years; 1 staff; 1 teaching release; >\$12,000,000 estimated net profit over 4-year program
B. Promote opportunities for students to engage in research.	B1. Offer Graduate program for Nursing.	-program offered and high quality nursing students enrolled	September 2014	Increase to part-time teaching budget
	B2. Offer undergraduate research internships for credit.	-new course approved and high quality students enrolled	September 2013	None above base budget
C. Promote innovative strategies for small group focus.	C1. Further use of online technology for small group learning through course delivery and scheduling.	-increase in use of technology for small group learning	Ongoing	Costs for several new online courses

3. Foster excellence in research, scholarship and creativity.

Strategic Objectives	Strategic Actions	Measures of Success	Timeline	Budget Implications
A. Enhance the support of inter disciplinary research.	A1. Develop proposal for trans disciplinary spaces competition	-awarded funding for successful trans disciplinary proposals	Ongoing	Self-sustaining Centre after 5-years
		-success in external grant competitions for trans disciplinary research	Ongoing	Increased research revenue
B. Recruit and retain faculty with high research potential.	B1. Increase the volume of papers written by FAHS faculty in top journals.	- creation of a new research data base to demonstrate the increase in volume of papers in tier 1 journals	September 2013	None above base budget
	B2. Improve the quality of graduate students by improving the marketing and communications for grad student recruitment.	-increased number of high quality graduate applicants	Ongoing	None above base budget
C. Increase external research funding. (External and Tri-Council)	C1. Create networks of excellence between other institutions for trans disciplinary groups and mentorship when completing grant applications. (share research projects)	-increased number of external partnerships and number of related research awards	Ongoing	Potential for increased research funding

4. Serve the social, cultural and economic well-being of the University, as well as the local, national and global communities.

Strategic Objectives	Strategic Actions	Measures of Success	Timeline	Budget Implications
A. Create new research and service programs that benefit the university and the community.	A1. Continue building partnerships with community agencies such as Wellspring Niagara, Brock/Niagara Centre of Wellness, Tabor Manor/Pleasant Manor Partnership, Spinal Cord Injury Program, Nursing clinic within the Brock/Niagara Wellness Centre, Niagara Sport Commission, Welland High Performance Centre	-increased community partnerships, student placements and research endeavours	Ongoing	Potential revenue generation
B. Develop and enhance existing relationships with Niagara Health System (NHS) and Local Health Integrated Networks (LHIN) and other health service providers.	<p>B1. Creation of Brock/NHS steering committee for education and research collaboration.</p> <p>B2. Increased referrals from regional physicians for the Brock Heart Institute.</p> <p>B3. Increased collaboration with McMaster Medical School.</p>	<p>-successful creation and operation of the committee</p> <p>-increased number of referrals and participants</p> <p>-enhanced teaching and learning initiatives</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Potential for enhanced research funding</p> <p>Enhanced number of fee-for-service participants</p> <p>Potential for enhanced research revenue</p>

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<p>C. Increase Service/Experiential Learning opportunities.</p>	<p>C1. Increase in student placements within NHS and LHIN. C2. Create an advisory committee with the view to create an Office of Experiential Learning for FAHS</p>	<p>-increased diversity and number of placements -creation and successful operation of a Faculty advisory committee and OEL including comprehensive data base</p>	<p>Ongoing September 2013</p>	<p>None above base budget Office supplies and management</p>
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5. Encourage trans-disciplinary initiatives.

Strategic Objectives	Strategic Actions	Measures of Success	Timeline	Budget Implications
<p>A. Create an inter/trans/multi disciplinary centre for research and service. (Decew property)</p>	<p>A1. Creation of high quality proposals.</p>	<p>Creation of the Brock/Niagara Health and Wellness Centre</p>	<p>2012 -</p>	<p>Enhanced revenues from fee-paying participants; greater research funding</p>
	<p>A2. Continue to build relationship with Wellspring Niagara.</p>	<p>New Wellspring building on the Decew site</p>	<p>2015</p>	<p>Rental revenue</p>
<p>B. Create innovative trans disciplinary undergraduate and graduate training programs.</p>	<p>B1. Offer Professional Kinesiology Certificate.</p>	<p>-approval and offering of certificate program and enrollment of high quality grad students</p>	<p>September 2014</p>	<p>>\$150,000 new revenue/annum; ~\$75,000 needed in part-time teaching budget</p>
	<p>B2. Offer degree in "Life Sciences".</p>	<p>-approval and offering of program and enrollment of high quality grad students</p>	<p>September 2014</p>	<p>>\$12,000,000 net revenue over a 4-year degree program</p>

6. Promote Internationalization.

Strategic Objectives	Strategic Actions	Measures of Success	Timeline	Budget Implications
A. Promote international research collaboration funding.	A1. Create international partnerships and explore grant opportunities.	-successful international research collaborations and funding	Ongoing	Potential for increased research funding
B. Increase international educational opportunities for FAHS students.	B1. Increase the number of active agreements in Central and South America where many FAHS partnerships exist.	-increased number of partnerships and students participating	Ongoing	There is a need to secure funding outside of base budget

Summary of Major Initiatives

- Degree in Life Sciences
- Professional Certificate in Kinesiology
- Increased number of students in Nursing Program
- Increased number of Graduate Students
- Community Partnerships (Welland, NHS, Wellspring, Tabor Manor)
- Trans disciplinary space and research
- Internationalization (South America)

Appendix One Information and Consultation Results

(From the January 18, 2012 Information and Consultation Session)

**Meeting Notes
Faculty of Applied Health Sciences
Information and Consultation Session
Wednesday, January 18, 2012**

The Dean welcomed everyone and explained that the Board of Trustees and Senate have formed a Joint Board-Senate Integrated Planning Oversight Committee to evaluate each unit's strategic direction, which will in turn inform the Strategic Plan for the University.

They are requesting that each Dean create a Strategic Plan for their Faculty. The Dean would like this to be a collaborative undertaking instead of a "top down" approach.

It has been stated that we are in a time of transformative change. We have the opportunity to show that the Faculty of Applied Health Science is one of the best Faculties in this university. We need to lead and create our own path or it will be created for us. The purpose of this exercise is to determine where we want to go and how we would like to accomplish this.

Thank you to all of the participants for your engagement in the process and valuable contributions. Thank you to Anna Lathrop for facilitating and Colleen Hood and Kirsty Spence for assisting.

Information and Consultation Results

black = morning session

bold = overlap

blue = afternoon session

Departmental Strengths

- diversity in research and programming
- research excellence and creativity
- excellence in teaching-awards
- young and energetic faculty
- engage in collaborative work-interdisciplinary
- experiential opportunities for students-applied learning, job ready
- learning centred-high student retention, PD for students,
- community connections-programs and partnerships, research projects involve the community (example: Cardiac Institute)
- high quality research-Canada Research Chairs
- high quality Grad programs
- high international standing-recognition if research, global issues in the classroom, taking students abroad, creating global citizens
- centres and institutes within the faculty
- dual approach to teaching-diversity of disciplines (lab to gym-molecule to man-"Life Sciences")
- synergy between departments-trans-disciplinary
- long term success of alumni-value of a Brock degree in Applied Health Sciences
- student access to faculty-"open door"
- faculty engagement in the university-committees and governance
- inclusivity and acceptance of diversity
- prepare students for professional schools
- high demand among students
- small group seminars
- unique departments

Faculty -Wide Strengths

Nursing

- learning centred
- creative thinkers
- international connections
- clinical partnerships
- exceptional teachers
- great external relations
- increase in grad program
- accreditation
- quality students
- collegiality
- high % employment

KIN

- public knowledge of program
- teaching excellence-awards
- diversity and excellence in research
- multiple research centres
- size and demand of programs by students
- accreditation possibilities
- quality Grad programs
- unique international reputation
- largest faculty
- extensive university representation on committees
-

SPMA

- good reputation, public knowledge
- experiential learning**
- industry connections
- biggest undergrad program in Canada**
- different business/management models
- unique degree**
- cross discipline among faculty (economics, business)**
- broad employability among grads**
- international outreach**

CHSC

- interdisciplinary teaching
- research and teaching collaboration**
- multiple degree options
- articulation with colleges**
- high demand by students
- interdisciplinary research**
- context credits offered
- community involvement-local and international**
- full spectrum of wellness
- expertise in teaching**
- trans disciplinary work across the university**

REC. L

- Community and faculty engagement
- diversity and range of programs
- community awareness of program**
- grad program representation
- applied opportunities, experiential learning**
- collaboration between faculty
- leading initiatives-serving on committees and University governance**
- strong curriculum
- strength in research
- professional preparation for students

Biggest Challenges We Face	Opportunities
Lack of resources -fiscal, research dollars,	Dean to make a business plan based on “payback” initiatives for financial resources generated, new academic initiatives Funding for achievement of outcomes
Operate in Silos	Increase collaborations between departments and with other faculties Commit to meeting more regularly
Space-not enough for managing increase in students (erosion of quality?)	Force us out into the community for teaching Change how we deliver/teach programs “hybrid” courses-face to face and on line Offer courses on weekends and year round Accelerated “super courses”
Faculty shortage	Not enough teachers for the # of students we take Hire faculty to teach in more than one department/faculty PhD students to teach first year classes Flexible teaching time-intensive research one term, more teaching the next Do what Profs are good at-some teach, some research Voluntary 40/40/20 can change based on P&T projects Hire support staff to run labs
Large enrollments/attracting the highest quality students	Put caps on classes Offer certificate opportunities Offer 3 terms-more flexibility for students to work at other times during the year, less competition for co-op spots
Teach specific classes for older adults	May be more agreeable to make donations to the University

Autonomy of revenue streams	Take control of revenue resources Reward for success-value for outcomes
Workload saturation-not enough time	Streamlining teaching Curriculum review
Limited support (staff, research, administrative, fiscal)	
Space (teaching, research, offices, not being under one roof)	Transparent and equitable allocation of funds Focus on alumni program and industry relationships
Quality Curriculum	Increase admission averages Offer more grad programs Students are our strength Valuable linkages (Niagara College, Professional Hockey Players Association, Niagara Ice Dogs-can offer educational programs for their players)
Budget	Profit generating programs Offer professional programs Continuing Ed opportunities
Lack of recognition from internal "Brock"	Re entertain naming of the Faculty
Limited resources for research	Secure corporate support Use students more often for teaching to free up time for research Leverage enrolment #s to obtain more money

Priority 1- Brock is a preferred place to work and study	
Actual	Possible
Base Camp Collaboration between colleagues Academic integrity pledge Niagara Region-lifestyles -Standard of living -community Work-Life balance	Applying research and scholarship to make Brock a healthier place to work and study for faculty, staff and students Mentorship as a service for new staff and faculty Offer more support through research Monthly birthday cake More social time together
Priority 2-Support Under Grad Student-Centred Focus and Excellence in Grad Education	
Actual	Possible
Access to faculty members Quality of instruction # of courses offered to students Engagement in research Community outreach Funding support of grad students Academic Advisors Student orientations Grad conference funding Under grad student focus-excellent curricular progression -well constructed curriculum-fosters experiential ed. -good community connections -strong CTLET connection -some strong mentoring opportunities -professional engagement for students	Peer mentorship/leadership Social media innovations Increase admission averages Course based Masters program Continue to support large class teaching excellence Support alternatives to achieve critical thinking and writing skills Raise the bar for Grad admissions Maters programs for Public Health, Nursing, Coaching Hybrid course structure-24 hr. university Innovative delivery-scheduling, streaming format Increase cross departmental offerings Diversify the way courses are taught mentoring faculty Resource sharing-placement forms/protocol Conduct a curriculum review faculty wide with curriculum specialists from all departments

Priority 3-Excellence in Research, Scholarship and Creativity	
Actual	Possible
Funding from granting agencies Research Chairs/Centres Tri Council funding High research output Diverse forms of scholarship Scholarship that resonates with the community Internationally re-known Good reputation with tri-council funding Trans disciplinary teams	Research institutes Access to state of the art facilities \$1000 for proposal submissions New organizations for research funding Synergies for consulting and research Partner with others for fundraising Build partnerships with a variety of organizations Hard/soft sciences to meet Lobby government-ORS on behalf of FAHS Interdisciplinary journals to create grants Become more involved in grant reviewing/collaboration/peer review Learn how to create scholarly research projects with multiple outcomes Move towards best practices Greater amounts of internal funding from ORS Less structured interest groups to foster collaboration Data base or decentralized place to learn about research projects Gerontology certificate, Aging research centre
Priority 4-Serve the Social, Cultural and Economic Well-Being of the University and External Community	
Actual	Possible
Number of students =\$ Experiential learning Internships Consulting/involvement in community agencies Internal engagement Community programs held on campus (SNAP, Osteo program, Heart Institute, Leave the Pack Behind) Student s provide in health/community/social programs and agencies Brock talks participation Involvement in CTLET/ISW facilitators Heart Institute, physical activity research ramifications Research that improves care	More\$+resources=more initiatives Solidify ties in the community-more formalized trans-disciplinary and long term Inventory of existing ties/partnerships/collaborations that contribute to this goal Opportunities for sustained depth of partnerships Liaise with community/research facilitator Make communication about what we are doing a priority Fund partnerships

Priority 5-Encourage Trans-Disciplinary Initiatives	
Actual	Possible
<p>Faculty collaboration Sharing research People are unsure what trans-disciplinary means Multi-discipline research between departments Beginning of funding for trans-disciplinary objectives</p>	<p>On line depository of faculty wide course outlines Faculty wide courses (FAHS_____) Team teaching among faculty from different departments More lab sharing in Cairns building Faculty audit to learn others work to identify possible linkages for collaboration Trans-disciplinary internships for students and faculty Internal FAHS web site –who is doing what? Fun Grad club Faculty wide speaker series to share ideas Application of trans-disciplinary research Curriculum/degrees in BSc Dental Hygiene, Complementary Therapy, Con Ed Child Health Engage in 7P00 seminar series Commit to and engage in FAHS research/events Development of a research culture-everyone is welcome Infuse events with trans-disciplinary theme-people, topics, implications Development of a safe environment to lower defenses so dropping of “silos” can occur and quality trans-disciplinary work can happen in an open culture</p>
Priority 6-Promote Internationalization	
Actual	Possible
<p>Students taking Brock classes in Central and South America Students doing exchange years overseas Faculty doing sabbaticals internationally Faculty editing international journals Research funding from international grants International travel for conferences Every department has international course Bring in international speakers/PhD s</p>	<p>Teaching flexibility to allow taking international opportunities when they become available (not just during sabbaticals) Faculty web site to carry info for potential international grad students Create international courses that attract professionals and \$\$</p>

Priority 7-Practice Accountability, Fiscal Responsibility and Stewardship	
Actual	Possible
Hire Budget Officer	More attention on PDA's and operational accounts
Transparency of faculty budgets-be more informed	Practice fiscal responsibility
Use of Student evaluations	Yearly faculty report on productivity/output/professional development
Student academic integrity policy	Faculty wide student evaluations
	40/40/20 accountability vs. trust

Appendix Two
Action Items
(from the May 29, 2012 Full-Day Retreat)

Faculty Development/Support			
Dave Ditor, Ana Sanchez, Tony Bogaert, Hui Di Wang, Jane Moore, Kim Gammage, Debbie O’Leary, Craig Hyatt			
	Prioritize order of actions	Develop a strategy for implementation	Assign timelines
Implement a mentorship program for new/existing faculty for teaching and research	1b	-mentorship committee with varying disciplines of service -include in job postings -sessional orientation/workshops with CTLET	immediate
Evaluate workplace satisfaction	2	-yearly questionnaire -report on faculty web site	2013
<i>Increase the volume of papers written by Faculty in peer-reviewed journals</i>	1a	-course relief for Faculty (especially new career) -merit pay -fostering internal and external collaboration <ul style="list-style-type: none"> • Seminar series • Multidisciplinary space • Unified ethics • Structured liaison for community partnerships • ORS to support series • Support for writing grant applications • Recognize journal review as <u>work</u> 	immediate

<i>Student Engagement</i>			
<i>Brent Faught, Litsa Tsiani, Laura Cousens, Colleen Hood, Martha Barnes</i>			
	<i>Prioritize order of actions</i>	<i>Develop a strategy for implementation</i>	<i>Assign timelines</i>
<i>Student representation in University governance</i>	<i>Faculty undergrad Council (FUC)</i> <i>-Governmental representation</i>	<i>Promote within each Department's student council</i> <i>-Promote through Faculty</i>	<i>September 2012</i>
<i>Faculty wide student mentorship opportunities</i>	<i>-Freshman study hall</i> <i>-Faculty mentorship opportunities/research</i> <i>-Experience Plus/Internship opportunities</i>	<i>-Announce in yr. 1 classes</i> <i>-Faculty driven</i> <i>-Faculty driven</i>	<i>September 2012</i> <i>ASAP</i> <i>ASAP</i>
<i>Create Faculty wide undergraduate and graduate student societies</i>	<i>-promote awareness through website, sakai, Facebook, twitter</i> <i>-Student societies outside of Brock</i>	<i>-IT support required by Jon Therrien and Mike Armstrong</i> <i>Faculty driven</i>	<i>ASAP</i>

<i>Curriculum/Program Development</i>			
<i>Joyce Engel, David Gabriel, Phil Wilson, Maureen Connolly, Lisa Kikulis, Nancy Francis</i>			
	<i>Prioritize order of actions</i>	<i>Develop a strategy for implementation</i>	<i>Assign timelines</i>
<i>Implement a Faculty wide program review</i>	<ul style="list-style-type: none"> -identify redundancy in courses -examine feasibility of amalgamating courses -explore innovative courses -increase flexibility in course offerings 	<ul style="list-style-type: none"> Associate Dean to request syllabi for potentially redundant courses -Explore alternate teaching models and realign content from redundant courses -explore development of interdisciplinary streams -create summer institute to expand spring/summer offerings 	<i>August 2012</i>
<i>Offer undergraduate research internships for credit</i>	<ul style="list-style-type: none"> -institute project based research internships with course pathways -find ways to sustain research institutes 	<ul style="list-style-type: none"> -connect with community to identify research internships -explore feasibility of ELCs making connections with community organizations 	<i>?</i>
<i>Further use of online technology for small group learning through course delivery and scheduling</i>			

<i>Undergraduate and Graduate Student Recruitment</i>			
<i>Brian Roy, Paul Leblanc, Phil Sullivan, Nota Klentrou, Sandra Peters, Erin Sharpe</i>			
	<i>Prioritize order of actions</i>	<i>Develop a strategy for implementation</i>	<i>Assign timelines</i>
<i>Recruit students with higher averages by direct engagement in Niagara Schools and beyond</i>	<p>1. -What do high quality students want?</p> <p>2. -Research successful recruiting strategies Advertising and marketing</p>	<p>Tap into data bases</p> <p>If we don't have it then develop it</p> <p>Seduce with scholarships and open houses, Smart Start, experiential programs</p>	<i>Early fall</i>
<i>Improve the quality of graduate students by improving the marketing and communications for student recruitment</i>	<p>1. -Invite Faculty and Students to a Research Day</p> <p>2. -create advertising, video clips, web site</p> <p>3. -send grads out as ambassadors</p> <p>4. -offer PhD fast track</p>	<i>Research excellence + funding</i>	<p><i>Annually in April</i></p> <p><i>Fall</i></p>

<i>Community Engagement</i>			
<i>Janet Zanutto, Joanne Crawford, Lynn Rempel, Karen Taplay, Craig Tokuno, Scott Forrester, Jamie Mandigo, Garrett Hutson</i>			
	<i>Prioritize order of actions</i>	<i>Develop a strategy for implementation</i>	<i>Assign timelines</i>
<i>Create and enhance networks of excellence with other agencies/institutions for trans-disciplinary initiatives as it relates to community based research</i>		<i>-identify current networks -offer students opportunity to engage in community research</i>	
<i>Creation of steering committee to facilitate these networks of excellence</i>			
<i>Create a committee tasked with the development of an Centre of Experiential Learning for FAHS</i>	<i>1</i>	<i>-determine key players -have a representative from each department</i>	
<i>Alumni development/outreach (e.g. development of an alumni exit survey)</i>		<i>-identify successes, gaps and overlaps -develop marketing strategy for community -involve alumni volunteers</i>	