

Community Health Sciences

Year 1 Action Plan

Prepared by

Ms. Lisa Chicules, Strategic Consultant

Dr. Fiona Clement, Department Head

Dr. Paul Ronksley, Associate Head Research

Dr. Fabiola Aparicio-Ting, Associate Head Education

Dr. Tiffany Boulton, Associate Head Service

Dr. Joanna Rankin, Associate Head Equity, Diversity and Inclusion

May 9, 2022

Table of Contents

- List of contributors
- Our Intention
- Mandate
- Process
- Action Plan Framework
- Action Plan on a page/table
- Each of the 4 sections
- Our Learnings

List of contributors

- **Strategic Consultant**

Lisa Chicules

- **Department Head, Department of Community Health Sciences**

Dr. Fiona Clement

- **Associate Heads, Department of Community Health Sciences**

Dr. Fabiola Aparicio-Ting, Dr. Tiffany Boulton, Dr. Joanna Rankin, Dr. Paul Ronksley

- **Members of the Student Executive Committee**

Chiara Salvatore

Saania Tariq

Saania Zafar

Nimra Aamir

Hazel Diaz

David Klassen

Mina Fahim

Souad Abdalla

Kieran Steer

- **We thank everyone who contributed for all their valuable input.** In particular, thank you to all the faculty, staff, and student members who provided input through the Department Council meetings and other feedback opportunities

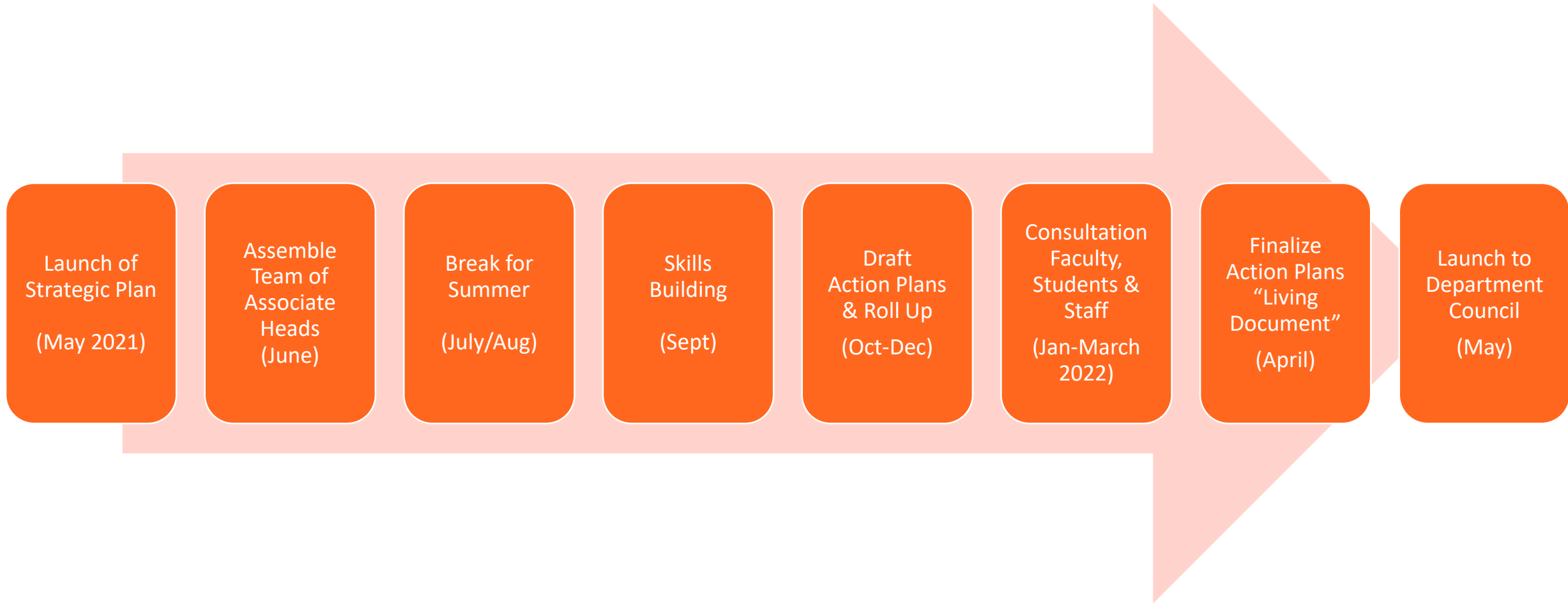
Our Intention

- **Our Guiding Principles:**
 - **Respectful** – this process was undertaken with the insight that faculty was responding to two emerging health crises (COVID and Opioid Crisis) and their request to take on the role of critically evaluating versus content creation
 - **Collaborative** – the intention of the process, was to collaborate as broadly as possible given the limitations of time, existing system integration, and evolving context
 - **Authentic Engagement** - This action plan is meant to respond to the changing line of sight within our ecosystem (i.e., University of Calgary, Cummings School of Medicine, the 6 different institutes) and the communities we serve. This, like our strategic plan, is a “living document” no conversation is our last and we will engage in an ongoing dialogue to ensure its relevancy to both our students and our faculty and the societies we serve.
- **The Action Plan** : demonstrates how we will achieve the mission of the strategic plan. It considers not only each of the strategic focus areas but how they work together to achieve our goals interwoven with EDI. It acknowledges and respects Community Health Sciences sphere of influence and captures learning and insights to be leveraged within our ecosystem. Our intention was to ensure the action plan was a balance of ambition and practicality.
- **Moving forward:** The next phase of work will be to develop a work plan and KPIs to support the Action Plan. These need to be developed in concert with the evolving strategic plans of the University of Calgary, the Cummings School of Medicine and the Institutes to ensure alignment toward and achievement of a common purpose.

Our Mandate

- **To develop the Action Plan of the 4-year strategic plan for the Department of Community Health Sciences (April 2021 – March 2025).**
 - Year 1: April 2021 – March 2022 - Develop Action Plans
 - Year 2: April 2022 – March 2023 - Begin Implementation
 - Year 3: April 2023 – March 2024 - Evaluate KPIs/progress and refine as needed
 - Year 4: April 2024 – March 2025 - Begin to see impact on mission and determine if stay the course or revisions required

Our Process



Our Action Plan Framework

Strategic Focus Areas	Research Pursuing meaningful research	Education Reimagining Education	Service Creating with communities	Commitment to Equity, Diversity and Inclusion (EDI)
-----------------------	--	------------------------------------	--------------------------------------	---

Overall Objectives

1. Define key terms to create a shared understanding and expectations
2. Audit current state to identify gaps and opportunities
3. Curate resources and build the expectation of engagement with those resources to facilitate professional development
4. Create sharing and learning opportunities to advance our mission
5. Identify tangible actions annually to demonstrate progress toward our mission of advancing health with communities

EDI is a shared responsibility to be interwoven throughout the strategic priorities

Everyone in CHS needs the knowledge & confidence to practice EDI

Everyone in CHS needs to feel empowered and a sense of belonging

CHS Mission: Advancing health with communities

Objectives	Research Pursuing meaningful research	Education Reimagining education	Service Creating with communities	EDI Commitment to EDI
1. Define key terms to create a shared understanding and expectations	<ul style="list-style-type: none"> Leverage DORA and the work on main campus to define “Meaningful Research” 	<ul style="list-style-type: none"> Define what is “innovative, meaningful and relevant” to our stakeholders 	<ul style="list-style-type: none"> Define “Authentic Engagement” with communities 	<ul style="list-style-type: none"> Leverage existing work and align with definitions from main campus to define Equity, Diversity and Inclusion
2. Audit current state to identify gaps and opportunities	<ul style="list-style-type: none"> Understand current barriers and capacities to pursue meaningful research 	<ul style="list-style-type: none"> Understand needs and priorities with faculty, students, program leads, alumni for each strategic priority 	<ul style="list-style-type: none"> Understand current barriers to inclusion through consultation with CHS communities (faculty, students, and staff) and external communities 	<ul style="list-style-type: none"> Understand where people are in terms of EDI i.e., comfort, confidence, concerns about current practices, own role in EDI, what makes them nervous, invite in and identify gaps, barriers and strengths
3. Curate resources and build the expectation of engagement with those resources to facilitate professional development	<ul style="list-style-type: none"> Curate resources at VPR and OADR to identify relevant learning opportunities to support students and faculty across domains (financial, admin, teaching, service) 	<ul style="list-style-type: none"> Curate opportunities for experiential learning (hands-on learning) and Taylor Institute resources and workshops for professional development in teaching and learning 	<ul style="list-style-type: none"> Curate resources available focused on authentic community engagement and service expectations for creating with communities 	<ul style="list-style-type: none"> Curate resources available from CSM, Indigenous Strategy, Taylor Institute, Office of EDI, Faculty Resources, Best Practices
4. Create sharing and learning opportunities to advance our mission	<ul style="list-style-type: none"> Provide opportunities to engage with those doing meaningful research within the University i.e., Knowledge Exchange 	<ul style="list-style-type: none"> Provide opportunities to share and connect about educational innovation through CHS Teaching Days 	<ul style="list-style-type: none"> Provide opportunities to engage with community leaders in breaking down the barriers to community inclusion 	<ul style="list-style-type: none"> Provide practical strategies and resources to build EDI capacity
5. Annual Action Items	<ul style="list-style-type: none"> Faculty to create a research impact statement 	<ul style="list-style-type: none"> Design and plan implementation of stackable graduate certificate program 	<ul style="list-style-type: none"> Create guidelines for “Authentic Community Engagement” 	<ul style="list-style-type: none"> Create EDI Guiding Questions

**Detailed Action Plans for each
Strategic Focus Area &
Our Commitment to Equity, Diversity and Inclusion**

Strategic Focus Area: Research

Led by: Dr. Paul Ronksley, Associate Head Research

Context Setting – Research

- **Strategic Focus: *Pursing meaningful research***
- **External Pressures:**
 - Societal shifts
 - E.g., Demand for researchers to uphold the principles of EDI and ensure that research is done ‘with’ communities and not ‘on’ communities.
 - Funding landscape and expectations of funding agencies
 - E.g., Struggle to pursue innovative/creative research and adapt to shifting evaluation criteria while delivering on institutional evaluation metrics (publication records and dollars raised).

Context Setting – Research

- **Strategic Focus:** *Pursing meaningful research*
- **Internal Pressures:**
 - Increasing recognition that traditional research assessment places too much emphasis on quantitative metrics and too little on quality and creativity
 - Declaration of Research Assessment ([DORA](#))
 - Shift away from journal ‘impact factor’ to more qualitative metrics
 - U of C commitment (e.g., New tenure and promotion criteria)
- **Goal:** Re-defining ‘meaningful’ research within this context and ensuring we have a shared understanding, supports (e.g., impact literacy training) and direction to do this effectively across faculty, students and staff

Research

Pursuing meaningful research

We do this by... collaborating broadly on issues shaping societies.

Objectives

- | | |
|--|---|
| 1. Define key terms to create a shared understanding and expectations | <ul style="list-style-type: none">• Leverage DORA and the work on main campus to define “Meaningful Research” |
| 2. Audit current state to identify gaps and opportunities | <ul style="list-style-type: none">• Understand current barriers and capacities to pursue meaningful research |
| 3. Curate resources and build the expectation of engagement with those resources to facilitate professional development | <ul style="list-style-type: none">• Curate resources at VPR and OADR to identify relevant learning opportunities to support students and faculty across domains (financial, admin, teaching, service) |
| 4. Create sharing and learning opportunities to advance our mission | <ul style="list-style-type: none">• Provide opportunities to engage with those doing meaningful research within the University i.e., Knowledge Exchange |
| 5. Annual Action Items | <ul style="list-style-type: none">• Faculty to create a research impact statement |

Strategic Focus Area: Education

Led by: Dr. Fabiola Aparicio-Ting, Associate Head Education

Context Setting – Education

- **Education - Relevant and meaningful educational experiences *for* and *with* students and faculty**
- Working within the 2018-2023 University Academic Plan, and aligning with any changes that result from the *Growth Through Focus* strategy
- Leverage existing institutional resources and potential partnerships to meet objectives
- **Guiding Principles:**
 - **Responsive:** Foster educational delivery and innovations that are responsive to evolving learner needs and the changing employment landscape
 - **Inclusive:** Create new and enhance existing programming (from admissions to delivery) to provide equitable and inclusive education as much as we are able as a Department
 - **Commitment to educational excellence:** Reinforce a positive teaching and learning culture as we support the shifting of what it means to be a good scholar - through professional development and a focus on authentic engagement that includes the voices of faculty, staff and students in planning and revising curriculum

Education

Reimagining education

We do this by...creating relevant and meaningful experiences for and with students and faculty.

Objectives

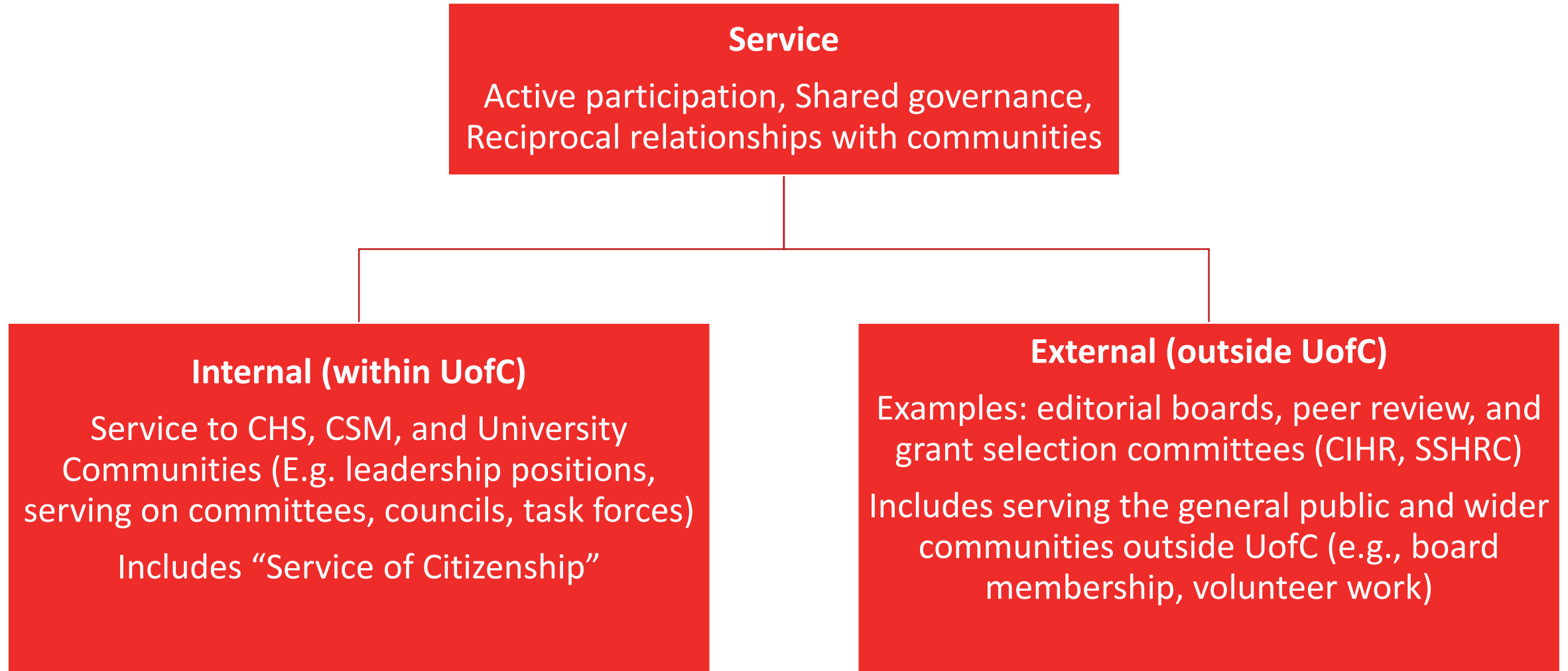
- | | |
|--|---|
| 1. Define key terms to create a shared understanding and expectations | • Define what is “innovative”, meaningful and relevant” to our stakeholders |
| 2. Audit current state to identify gaps and opportunities | • Understand needs and priorities with faculty, students, program leads, alumni for each strategic priority |
| 3. Curate resources and build the expectation of engagement with those resources to facilitate professional development | • Curate opportunities for experiential learning (hands-on learning) and Taylor Institute resources and workshops for professional development in teaching and learning |
| 4. Create sharing and learning opportunities to advance our mission | • Provide opportunities to share and connect about educational practices and innovation through CHS Teaching Days |
| 5. Annual Action Items | • Design and plan implementation of stackable graduate certificate program |

Strategic Focus Area: Service

Led by: Dr. Tiffany Boulton, Associate Head Service

Service: Context Setting

Creating with Communities through Authentic Engagement



Creating with Communities: A Continuum



Directive

“To Communities”

Community Informed

“For Communities”

Participatory

“With Communities”

Context Setting – Service

- **Principles Guiding Authentic Engagement with Communities:**
 - **Participatory:** Reciprocal engagement “with” communities. The needs, problems, goals, and methods are defined with (or by) communities. This is a shift from traditional, directive, and extractive approaches.
 - **Inclusive:** Being participatory includes a commitment to break down barriers to ensure a diversity of perspectives are represented and respected
 - **Accountable & Responsive:** We are accountable to the internal and external communities we serve. To do this, CHS “should be lockstep” with communities (as stated in strategic plan) and responsive to the identified needs and priorities voiced by community members.
 - **Valued & Recognized:** This is about **making the invisible, visible** by valuing and recognizing service work that is being done in addition to serving on committees and formal advising roles within the university. (E.g., creating and maintaining relationships with community partners, mentoring and advising students outside of formal supervisory relationships, creating an inclusive and collegial atmosphere by mentoring and supporting colleagues)

Objectives

Service: Creating with communities

We do this by... developing with community a culture of authentic engagement.

- | | |
|--|--|
| 1. Define key terms to create a shared understanding and expectations | <ul style="list-style-type: none">• Define “Authentic Engagement” with communities |
| 2. Audit current state to identify gaps and opportunities | <ul style="list-style-type: none">• Understand current barriers to inclusion through consultation with CHS communities (faculty, students, and staff) and external communities |
| 3. Curate resources and build the expectation of engagement with those resources to facilitate professional development | <ul style="list-style-type: none">• Curate resources available focused on authentic community engagement and service expectations for creating with communities |
| 4. Create sharing and learning opportunities to advance our mission | <ul style="list-style-type: none">• Provide opportunities to engage with community leaders in breaking down the barriers to community inclusion |
| 5. Annual Action Items | <ul style="list-style-type: none">• Create guidelines for “Authentic Community Engagement” |

Strategic Focus Area: Equity, Diversity and Inclusion

Led by: Dr. Joanna Rankin, Associate Head EDI

Context: Equity, Diversity & Inclusion

Equity

- as a principle, condition, process, and outcome is rooted in human rights and the inviolability of human dignity.

Diversity

- difference, or variety is a characteristic of nature, human society, and the academic world.

Inclusion

- encompasses norms, practices, and actions that promote participation, engagement, empowerment, and a sense of belonging for equity-deserving groups.

Context Setting – Equity, Diversity and Inclusion (cont'd)

- EDI in universities has been critiqued based on the development of EDI statements without adequate implementation or concrete action
- There is both internal and external demand that we deliver on EDI
- CHS requires more tangible actions, resources and strategies to make EDI practices more accessible to faculty, students and staff. There are many opportunities to leverage resources with each of these groups.
- To genuinely embed EDI into our department it must be purposefully included in each of our strategic priorities.

Objectives	EDI: Commitment to Equity, Diversity and Inclusion
1. Define key terms to create a shared understanding and expectations	<ul style="list-style-type: none"> Leverage existing work and align with definitions from main campus to define Equity, Diversity and Inclusion
2. Audit current state to identify gaps and opportunities	<ul style="list-style-type: none"> Understand where people are in terms of EDI i.e., comfort, confidence, concerns about current practices, own role in EDI, what makes them nervous, invite in and identify gaps, barriers and strengths
3. Curate resources and build the expectation of engagement with those resources to facilitate professional development	<ul style="list-style-type: none"> Curate resources available from CSM, Indigenous Strategy, Taylor Institute, Office of EDI, Faculty Resources, Best Practices
4. Create sharing and learning opportunities to advance our mission	<ul style="list-style-type: none"> Provide practical strategies and resources to build EDI capacity
5. Annual Action Items	<ul style="list-style-type: none"> EDI Guiding Questions

Our learnings along this journey

Throughout this process the team learned many things which we have attempted to capture so it can be shared with others as they develop their strategic plans moving forward.

- **Process learning**

- It takes the time that it takes
- Be clear on the deliverables and principles that will guide you but flexible and adaptable around the process
- Recognize the team skill set and confidence to engage in strategic thinking. Spend the time needed to build it
- Engage an outside facilitator to add capacity and focus
- Strategic thinking requires quiet reflection, space and time

- **Leadership learning**

- It takes a team with varying expertise to deliver the scope and scale of this initiative
- Recognize that strategic thought leadership is an expertise
- Appreciate the capacity constraints
- When you create a safe place for people to give you feedback, they give you excellent, and at times difficult, feedback so be patient with yourself
- Pause the process as required to authentically engage
- Understand that it is a never-ending but rewarding journey

Insights that must be saved for when our ecosystem is ready

We recognize that different parts of our own organization and society in general are moving at different paces to address the current shifts. Throughout our conversations, we were offered thoughtful perspectives and deep insights that we wanted to document so that when the ecosystem is ready, we have this wisdom captured. Here are some of the important things we heard:

- Our institutional structures and policies
 - Conversations underscored the importance of aligning and staying inline with the broader institution work.
 - Don't forget about our facilitators like the impending changes to Merit, Tenure and Promotion criteria which are a powerful lever for system change.
 - We are “early adopters” and can be leaders on how a department can respond to the broader societal shifts effectively.
 - Remember there are tools available, but they may not be widely known or understood (e.g DORA)
- Our evolving community engagement
 - We need to be aware of privilege and power within our institutional structures and how this creates barriers to authentic community engagement. Terminology and definitions, in particular “inclusive”, can be privileged terms.
 - As the demand and the need increases for community engagement, we need to centre the experience of the community. The practicality of reciprocal, collaborative impact partners requires time to do it right. This will require systemic changes in academia. Until we SEE the value in community-based evidence, ways of knowing, things will not shift.
 - Provide formal opportunities for community to evaluate and audit us to let us know where we may be falling short

Opportunity for continuous feedback

- https://survey.ucalgary.ca/jfe/form/SV_1Bwi6FLukll1ql0

Thank you.