## Focus Area and Definition

### EDUCATION (EDU)
**Deliver innovative high quality learning experiences**

To provide globally relevant, high quality and accessible interdisciplinary learning experiences for diverse students, who become knowledgeable and skilful leaders to contribute to ethically-grounded public health research and practice in Canada and the world.

( Scope: academic programs - MPH, MSc, PhD, MACE, and undergrad courses; embedded certificates (grad and undergrad); and continuing education such as the Fellowship in Health System Improvement (FHSI). Future: to include other continuing education as developed. )

### RESEARCH (RES)
**Lead research excellence**

To foster and support strategic research leadership and capacity to address complex and crucial public health challenges and to amplify the impact on the local and global community (scope: faculty research programs incl. research PIs, research trainees and research centres.)

( Scope: investigator-driven research, centres, external research partnerships)

### PEOPLE, CULTURE AND ORGANIZATION (PCO)
**Promote organizational effectiveness and resiliency**

To create and sustain a culture of respectful engagement, that reflects the School’s commitment to inclusive diversity, while increasing structural/operational effectiveness at all levels.

( Scope: people, EDI, operations/ administration-HR, Finance, IT, and External Engagement)

### Year 1 (By June 2022)

- Receive approvals for General MPH focusing on core PH competencies
- Begin to develop embedded certificates in areas of School's research strengths, excellence and emerging public health needs with a rollout plan (link to PCO – three-year resource plan)
- Begin to develop an undergraduate strategy (building on the work in progress)
- Increase Indigenous knowledge content within SPH programs and courses
- Support establishment of SPH Mamawe a towiskiwin working group and action plan for TRC recommendation implementation
- Begin to develop a framework for research degree curriculum review and renewal
- Roll-out new course-based MACE program alongside thesis-based MACE
- Offer innovative experiential learning opportunities (e.g., blended, technology-assisted, place-based groups)

### Year 3 (By 2025)

- Continue development of embedded certificates
- Implement the first cohort of General MPH with embedded certificates (new GPH fully transitioned) managing the transition of MPH program cohorts (2023)
- Offer undergrad learning opportunities via embedded certificates, and minor/major in public health. Submit CEPH approval for full BPH degree (2025)
- Implement Indigenous health and wellness certificate under direction of Indigenous faculty, advisors, and knowledge holders
- Complete research degrees curriculum renewal ( update) and begin implementation (2024-25)
- Develop a continuing education framework aligned to internal strengths and external needs
- Review program every three years with yearly retreats.

### Year 5 (By 2027)

- Whole continuum of public health learning experiences across programs (undergraduate, MPH, MACE, MSc, PhD and continuing education) with an increase in enrolment.

### Year 1 (By June 2022)

- Identify top five public health areas of strategic research strengths and leadership (with a three-year review cycle)
  1. Circumpolar and Global Health
  2. Climate Change Action and Planetary Health
  3. Community and Population Health, Wellbeing, and Sustainability
  4. Innovation and Responsiveness in Health Systems and Health Policy
  5. Social Inequity, Structural Vulnerability, and Health Equity
- Establish terms of reference for an SPH research advisory committee
- Develop a research/academic excellence communications plan to tell our stories
- Begin to formalize research support through partner network aligned to internal capacities/needs
- Begin to strengthen and recognize external partnerships and engagement

### Year 3 (By 2025)

- Develop and track research impact along with outputs
- Develop and offer research mentorship and capacity development opportunities
- Leverage institutional research opportunities and facilitate pan-SPH initiatives
- Establish local to global partnerships in key areas of excellence
- Formalize research support and systems through partner network
- Implement research advisory committee

### Year 5 (By 2027)

- Local to global leadership of our research excellence and impact

### Year 1 (By June 2022)

- Develop dashboard metrics
- Establish SPH organizational and committee structure (with a three-year review cycle)
- Develop three-year resource plan (teaching equity, allocations, and teaching modalities at program level)
- Link SET partner model to SPH academic and admin operations (HR, Finance, IT, External Relations [MarComm, Advancement, Alumni], Research Administration, and Student Services)
- Develop EDI and Indigenous engagement plans

### Year 3 (By 2025)

- New operating and academic model fully transitioned
- Faculty growth and engagement plan with inclusive diversity integration
- Student recruitment and enrollment management plan developed/approved (for existing programs) and market survey (for undergrad program)
- Streamlined quality and accreditation processes
- EDII embedded in all our operations and activities
- Develop external facing philanthropic vision tied to EDU and RES (transformational impact, top five impact areas)

### Year 5 (By 2027)

- Efficient and effective operations that reflect a culture of inclusive excellence and respect