

MID-CYCLE REVIEW (2019)

STRATEGIC FRAMEWORK 2016-2021

STRATEGIC PRIORITY I

EDUCATION AND THE LEARNER EXPERIENCE

WHAT WE ACHIEVED	WHAT WE WANT TO ACHIEVE BY 2021
There are 87 accredited educational programs across the Colleges of the RFHS. The Integrated Accreditation Unit (IAU) was established and is operational, assisting programs and Colleges in maintaining accreditation and supporting all professional and entry-to-practice programs within the Colleges.	Ensure accreditation standards are maintained or exceeded, and upcoming accreditation requirements are met, with continued support through the IAU.
Entrada is a learning management system developed out of Queen's University. The RFHS is transitioning from the current systems in place to Entrada to support clinical scheduling and those functions not supported in UMLearn. Entrada is a cost effective model that will allow the RFHS to efficiently deliver programming.	Full implementation of Entrada. The University of Manitoba's classroom scheduling system (Ad Astra) continues to be a hurdle to effective scheduling on the Bannatyne campus. Resolution of these hurdles for sustainable classroom scheduling.
The Interdisciplinary Health Program ("IHP") was created in 2007 as a joint program between the Faculties of Human Ecology, Science, and Arts. The IHP is now housed within the RFHS and offers two four-year degree programs: Bachelor of Health Sciences ("BHSc") and Bachelor of Health Studies ("BHSt"). Specialized concentrations are available for both IHP degrees. Enrolment is capped.	Suggested changes to the BHSc to be implemented, to ensure the program meets the needs of current and future students.
The RFHS continues to support the Office of Interprofessional Collaboration ("OIPC"). All RFHS students are placed in interprofessional cohorts of seven. A Chair in Interprofessional Collaboration was created, and a Interprofessional Practice Coordinator was added.	Continued growth in interprofessional curriculum and collaboration within the RFHS and its Colleges. Continued work on interprofessional clinical experiences through Entrada.
In 2018, the RFHS and its Colleges created a joint commitment to Equity, Diversity and Inclusion ("EDI") of its faculty, staff and learners. An EDI Committee was formed, and identified an EDI Policy as a priority. A new Director, EDI was hired in 2019 and will assist in implementation of EDI priorities across the Colleges and the RFHS. A new Anti-Racism Lead has also been hired.	Implementation of the minimum requirements for EDI, as set out in the EDI Policy, across the RFHS and its Colleges.
The Clinical Learning Simulation Program ("CLSP") continues to grow in simulation activities across the RFHS and its Colleges.	More programs are moving towards simulation based teaching. Additional simulation space will be needed. An expansion of approximately 2000 square feet by 2021 is planned.
A Learner Mistreatment Policy/Speak Up Button is well established in the Max Rady College of Medicine, and a proactive approach through learning environment assessments. A RFHS Learner Mistreatment Working Group has been established to explore Faculty-wide processes.	RFHS Learner Mistreatment Policy and process established and operationalized throughout all Colleges and programs of the RFHS.
Enhanced student services have been put in place including additional study/lounge space; an emergency bursary fund was created; in certain programs, service-learning and additional elective time has been added.	Continue the work of the accommodations working group, to address student living accommodations when attending training away from their home.
Distributed Education is required to be responsive to the needs of students. Recent initiatives include Rural Week, a longitudinal clerkship in Brandon, as well as educational sites in Brandon, Dauphin, Selkirk, Steinbach, Morden, Winkler, Thompson and the Pas.	Continue to explore additional avenues and locations for distributed education for all Colleges and programs of the RFHS.

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STRATEGIC PRIORITY II

RESEARCH

WHAT WE ACHIEVED	WHAT WE WANT TO ACHIEVE BY 2021
RFHS Research Framework and Strategy Map created and implemented.	A research strategic plan for the Basic Sciences completed.
Investment in RFHS Core Research Facilities across the RFHS: <ul style="list-style-type: none"> • Basic Science Core Platforms • Central Animal Care Services • Centre for Healthcare Innovation • Manitoba Centre for Health Policy 	
RFHS Research Advisory Committee and RFHS Academic Health Sciences Network Research Council created and operational.	
RFHS Complex Data Strategy developed in 2018.	Address research infrastructure (hardware/software) for complex health data.
In 2019, RFHS Research, Scholarly Work and Creative Activities Guidelines were approved, which further assist faculty to ascertain the expectations for research.	
RFHS has further invested in supporting graduate students. Initiatives include a graduate open house; joint Research MB/RFHS graduate entrance awards; a Director, Professional & Career Development hired; an Industry Fair – HSGSA and Career Services; a Bannatyne Campus orientation; RFHS Dean Achievement Awards; Distinguished Professor Program; PhD External Examiner Subsidy; Graduate Lounge updates; a job skills training program developed for graduate students.	Explore additional ways to support graduate students, to tap fully into the potential for graduate education.
In collaboration with the Manitoba Health Care Providers Network, Northern Regional Health Authority and the OIPC, a Home for the Summer opportunity was created for four RFHS students in Thompson, Manitoba. This eight-week project will provide the students from nursing, medicine and pharmacy with a chance to work collaboratively to develop health promotion strategies for older adults in the community.	Expand to provide additional opportunities to other communities.
Research team clusters and collaborations fostered through Rady Innovation.	
	Implement the Equity, Diversity and Inclusion policy in Research.

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STRATEGIC PRIORITY III

TEACHING AND THE WORKING ENVIRONMENT

WHAT WE ACHIEVED	WHAT WE WANT TO ACHIEVE BY 2021
<p>The RFHS Office of Educational and Faculty Development (OEFD) provides an array of faculty development opportunities to enhance teaching skills. Additional faculty development is available for all faculty through the centralized University of Manitoba Centre for Advancement of Teaching and Learning (CATL).</p>	<p>Increased uptake occurs of faculty development opportunities, ensuring the needs of all units and Colleges of the RFHS are comprehensively served. Greater clarity respecting the services offered by OEFD and CATL with better integration between them.</p>
<p>RFHS Promotion and Tenure guidelines were developed and implemented across all Colleges and units within the RFHS.</p>	
<p>In 2019, RFHS Teaching and Related Activities Guidelines were approved, which further assist faculty to define the scope of their teaching.</p>	
<p>New Faculty orientation information materials were developed, and are publicly available. Orientation sessions are provided at certain times of the year.</p>	<p>Increased attendance at New Faculty orientation sessions.</p>
<p>Security improvements have occurred, to provide a safe working and learning environment:</p> <ul style="list-style-type: none"> • Additional security staff including Assistant Director Security Services • Campus locked down at 5pm except main Brodie Centre doors – access with student/staff ID card • Expanded Safe Walk and addition of Safe Ride program • CCTV Camera Updates; lighting increased on all pathways around Bannatyne campus • Personal alarms provided to all students, faculty, staff at Bannatyne and Nursing at Fort Garry 	<p>Continued attention to security; additional resources added as need to address security concerns.</p>
<p>RFHS Immunization services centralized for staff, faculty and students.</p>	

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STRATEGIC PRIORITY IV

COMMUNITY, PARTNERSHIPS AND COLLABORATION

WHAT WE ACHIEVED

The RFHS Office of Community Engagement has been established. During orientation in Medicine, learners visit inner-city agencies such as Siloam Mission, Winnipeg Harvest and North Point Douglas Women's Centre.

The RFHS Social Accountability Committee was established with six community members, as well as faculty and students across the Colleges and the units of the RFHS, and is operational. RFHS Social Accountability Scan/Inventory done across all Colleges to identify all initiatives (curriculum; research; etc.) that incorporate social accountability.

Health system transformation has been occurring, with the creation of Shared Health. Affiliation agreement with UofM and Shared Health is in draft stages, and a Joint Council (RFHS/Shared Health) has been established. College-specific/Shared Health committees have been established (Medicine; Nursing) and others in development/discussion stages.

The RFHS, through the College of Rehabilitation Sciences, is exploring the possibility of a joint Speech Language/Audiology program, developed in partnership with the University of Saskatchewan.

At the request of the College of Paramedics of Manitoba, the RFHS is exploring whether paramedic education may be feasible at the University of Manitoba.

WHAT WE WANT TO ACHIEVE BY 2021

Move forward with a coordinated social accountability strategy within the RFHS. Consider expansion of inner-city agency visits to all Colleges.

Hold town halls to gain community input into social accountability priorities and initiatives within the RFHS and its Colleges. The first "pilot" town hall is scheduled for October 7, 2019.

Social Accountability Scan/Inventory will be done across Max Rady College of Medicine Departments.

Implement recommendations to address identified gaps in social accountability within the Departments, Colleges and RFHS.

Joint Council and College-specific Committees fully established and meeting, to ensure RFHS and its Colleges have input into health system change.

Continue discussions and development of a joint program.

Receive the initial report of the paramedic education working group.

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INDIGENOUS HEALTH & ACHIEVEMENT

WHAT WE ACHIEVED

Ongomiizwin (Indigenous Institute of Health & Healing) launched in 2017, improving the coordination of educational, research and clinical activities in Indigenous Health, and addressing the health needs of Indigenous people. It includes:

- Ongomiizwin Education: longitudinal course, summer exposure, rural week
- Ongomiizwin Health Services: over 70 physicians, 20 nurses, 20 allied health professionals
- Ongomiizwin Research: Truth and Reconciliation Action Plan, 8 Full Time Faculty
- New Indigenous Scholar
- Funding for 3 projects through Indigenous Initiatives Fund

In 2017, RFHS purchased 200 seats for Manitoba Indigenous Cultural Safety Training across the RFHS and its Colleges. The seats have been disbursed among the Colleges and the RFHS.

Ongomiizwin Research continues to be actively engaged with numerous partners in the development and support of partnership-based research. The PIKE-Net program is continuously engaged with Indigenous undergraduate and graduate students engaged in Indigenous health research to support them with culturally appropriate learning experiences, finding mentors to support them, and support them to apply to existing funding opportunities.

Hiring of an Anti-Racism lead in response to learners reporting micro-aggressions.

Career Pathway Programs have been developed and implemented:

- CanU Reach
- Biomedical Youth Program
- Inter-city Basketball Programs
- Discovery Days
- Peer Mentorship
- Ongomiizwin Education Pre-admission prep
- Ongomiizwin Education Mentorship

The Medicine Garden of Indigenous Learning is located on the Bannatyne Campus, outside the former Pedway Restaurant.

WHAT WE WANT TO ACHIEVE BY 2021

Full implementation of Truth and Reconciliation Action Plan.

Further curriculum development.

Full utilization of all purchased seats.

Continued and furthering of partnerships.

Anti-Racism lead in place, addressing micro-aggressions.

Ensure implementation of career pathway programs across the RFHS and its Colleges.

Revitalization of the Medicine Garden/Mashkiki Gitigann.

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STRATEGIC PRIORITY VI

INVESTMENT IN ITS RESOURCE BASE

WHAT WE ACHIEVED

The RFHS has allowed for shared resources and efficiencies, and shared talent within the Colleges. Reallocation of \$1 million for overarching functions elevated to the RFHS level, creating efficiencies and expertise in: Academic Affairs, Continuing Competency and Assessment, Education (IPE; Simulation; Clinical Placements), Graduate Studies, Indigenous Health, Research, Administration, Operations, Finance, Legal, HR, Communications, Office of Community Engagement, Integrated Accreditation Unit. Vice-Dean positions created in the RFHS for functions consistent across all Colleges: Research; Academic Affairs; Education; Indigenous; Graduate Studies.

Re-direction of carryover to strategic and capital priorities such as:

- Emergency Bursary Fund
- Daycare / Additional floors above
- Office of Community Engagement (social accountability)
- Program Coordinator in Global and Indigenous Health
- Director, Equity Diversity & Inclusion
- New lecture theatre
- Study space and lounge space
- Financial support for Graduate Students
- Bannatyne Health Clinic
- Family Centre / Family supports

Food Services updates have occurred at Bannatyne campus through Central Administration.

Introduction of RFHS capital projects prioritization process.

Stronger presence with Central Administration; Dean, RFHS sits on Vice-Provost Advisory Cttee

WHAT WE WANT TO ACHIEVE BY 2021

Continued evolution of shared functions to create additional expertise and consistency.

Faculty-wide IT and Student Supports Committees to be operational.

Creation of RFHS policies implementing best practices across the Colleges and the RFHS.

Business process review of administrative processes within the Colleges and the RFHS.

Space is a major limiting factor at the Bannatyne campus. A new building at the Bannatyne campus is needed, including planning for its development. Potential development of floors above a new daycare to address needs.

Dental Clinic revitalization is needed.

Spaces that are in line with the pedagogy of teaching need to be developed. As the Colleges move to online exams, flexible teaching spaces with specific technologies need to be created to ensure delivery of programs effectively and efficiently. Effective technology is required for distributed education. Continued advocacy is needed for classroom updates.

The Bannatyne Health Clinic to be completed and operational. The Family Centre to be operational.

The Bannatyne campus needs to be accessible.

There has been improvement in the food services available to learners, staff and faculty at the Bannatyne campus, however, they need further improvement.

Continued use of prioritization process.

A continued strong presence with Central Administration.