

COLLEGE OF BIOLOGICAL SCIENCE

Strategic Plan
2024-2029



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MESSAGE FROM THE DEAN

The College of Biological Science is known for its commitment to advancing knowledge, fostering innovation, and preparing future leaders in the biological sciences. We represent the largest College of dedicated biologists in Canada, which has translated to both being the 4th ranked life sciences program in Canada and offering the top-ranked undergraduate program not affiliated with a medical institution. As we look to the future and a global landscape that is evolving more rapidly than ever, we recognize the imperative to proactively shape our destiny, ensuring long-term success and strengthening our position as a preeminent centre of biology learning and research.

This strategic plan represents our collective vision and commitment to charting a continued course towards excellence and international recognition. It was a personal priority for me to make the strategic planning process as consultative as possible. Individual working groups were struck in late 2022 to establish our priorities and goals in four specific areas: *research, academics, community* and *space*. While each committee has followed its own process, they shared a common principle of engaging widely with the CBS members at multiple stages for ideas, inspiration, and feedback.

Through these four working groups, we have identified both long-term priorities that will be critical to guiding capital investment and international engagement over the next 10-15 years, as well as short-term (5-year) operational priorities that will grow our core research and teaching enterprise and enhance our deeply valued sense of community. Collectively, our long- and short-term priorities will guide CBS in building an international reputation of excellence and making the necessary investments to meet the ever-changing needs of teaching, research, and collaboration. This is especially necessary in the current fiscal climate, to guide our decisions going forward.

Throughout this strategic plan, we have embraced the principles of excellence, inclusivity, and integrity. We recognize the significant impact our research and academic programs can have on society and the environment, and we are dedicated to fostering a working and learning environment that nurtures these values as we pursue our shared mission of advancing discovery and training the next generation of biologists.

The journey ahead will no doubt come with challenges. However, with a shared sense of purpose and commitment to excellence, I am confident in our ability to face these challenges and cement CBS at the forefront of innovation and excellence in both research and teaching in the biological sciences.

Mazyar Fallah
Dean, CBS

STRATEGIC OPERATIONAL PRIORITIES – SUMMARY



1

Increase our national and global impact through research excellence.

2

Provide world class post-graduate training that supports diverse and impactful career paths.



3

Enhance impactful and in-demand programs.

4

Offer an outstanding learning experience.

5

Produce sought-after and fulfilled graduates.



6

Strengthen a sense of community working towards a common purpose.



7

Optimize existing space.

METHODOLOGY

The process for developing the College of Biological Science’s (CBS) Strategic Plan 2024-2029 started in the Fall 2022 with an open call for members to form four working groups: *research*, *academics*, *community*, and *space*. Working Groups (WGs) were established in November 2022 to ensure representation from departments and other groups in the College in each of these areas. The composition of the WGs were:

Research	Academics	Community	Space
Sarah Bates (Chair)	John Dawson (Chair)	Coral Murrant (Chair)	Graham Holloway (Chair)
Marica Bakovic	Tim Bartley	Georgina Cox	Monique Albert
Kasra Foroughi	Virginia Capmourteres	Shoshanah Jacobs	Vanessa Myers
Steffen Graether	Ashley Fisher	Jason McAlister	Sarah Schorno
Andreas Heyland	Brian Husband	Rebecca Shapiro	Monica Wong
Nina Jones	Akash Jairaj	Mackenzie Charter	Wei Zhang
Kevin Kerr	Heather Pollock		
Lindsey Kitchenham	Justine Tishinsky		
David Ma	Lori Ann Vallis		
Philip Millar			
Jehoshua Sharma			
Matthew Sorbara			

In December 2022, WGs held initial meetings to discuss their scope and schedule for the Winter semester and, from January to May 2023, each WG undertook a series of meetings and consultations with the wider college to establish strategic operational priorities, goals, objectives, and metrics of success in their areas. Each WG consolidated the feedback and prioritized the goals for their area. During this time, the Chairs (and *ad hoc* assigned Co-Chairs) of each WG also came together as part of a Central Committee, chaired by Dean Fallah, to update everyone on the progress of the individual WGs. In July 2023, the Central Committee integrated the documents of the four WGs into this single Strategic Plan, which was circulated to all members of the WGs for a final revision before sharing with the entire College for further consultation.

A Note on Metrics:

In the priorities listed below, Metrics determine activity related to Objectives. It is important to stress that these are measurements and not the goals. Sometimes generating a report is listed as a metric; however, commonly a number is measured (number of applications, awards, students, instructors). It is also important to stress that many of these parameters have upper limits and so growth over time will not be linear but will reach an asymptote. There is value in maintaining a parameter at an upper limit; an example is the goal for all people to have safety training. Growth in that number is not possible once we are successful: we want to maintain that number at its upper limit. For metrics, the first year will be taken as a baseline and we will track growth or maintaining those metrics in the later years against that.

STRATEGIC OPERATIONAL PRIORITIES

Research

CBS has a long history of excellence in biological research, with a mission to expand our understanding of life at increasing levels of complexity, from DNA to cells to organisms and complex ecosystems. Approximately 100 faculty, 70 full-time staff, 400 graduate students and numerous undergraduates contribute to our research enterprise across three departments and two centres. Despite being the second smallest college at the University of Guelph in terms of faculty complement, CBS is responsible for generating approximately 25% of the institution's Tri-Agency research funding and is a major contributor to the University of Guelph's Times Higher Education 2024 ranking of 126-150th [in the world](#) for life sciences. The College has an outstanding record of advancing scientific knowledge (e.g., CBS produced 383 peer-reviewed publications in FY21/22), and its traditional research pillars are complemented by its reputation in the Scholarship of Teaching and Learning (SoTL), a field that combines strengths in research and education to drive innovation in teaching biology at several levels. Undergraduates, graduate students, and post-doctoral fellows play an essential and integral role in all of CBS's research activities, and the College strives to provide the highest quality of research training in a working environment that prioritizes inclusion and accessibility.

In seeking to build on CBS's previous Strategic Plan (2017-2022), the Research Working Group determined that the College's previous research-related priority was based on a fundamental principle that remains unchanged – namely, achieving research excellence. Further, the strategies (goals) to achieve this priority also remain largely unchanged (i.e., increasing research funding, investing in the College's research capacity, and fostering a culture of collaboration). At the same time, we have witnessed significant shifts in the academic and research climate over the last five years that, in some cases, require new strategies to help us meet these goals. The refined priorities, goals, and objectives set for Research speak to CBS's needs in the current climate.

For this iteration of the CBS Strategic Plan, the Research Working Group's mandate was also expanded to include graduate training. This change reflects the distinct nature of our graduate training programs compared to undergraduate academics, and the deep interconnectedness between research and graduate training. Thus, we have a new dedicated priority area and associated goals to reflect this change in scope.

Strategic Operational Priority #1: Increase our national and global impact through research excellence.

Goal #1.1: Continue to grow and diversify the research funding held by faculty.

Objectives	Metrics
<ul style="list-style-type: none"> • Maintain high level of faculty participation in Tri-Agency operating grant programs. • Increase participation in partnership programs with high rates of success (e.g., NSERC Alliance, Mitacs). • Increase participation in new funding opportunities that support interdisciplinary collaborations and approaches (e.g., New Frontiers in Research Fund, Discovery Horizons). • Explore large, transformative funding opportunities that can be championed by CBS to increase research capacity and collaborative opportunities (Innovation Fund, CFREF, CREATE). • Identify new strategies to enhance fundraising success. 	<ul style="list-style-type: none"> • Percentage of faculty holding a Tri-Agency grant. • Amount of Tri-Agency funding and non-Tri-Agency funding awarded to CBS faculty. • Number of distinct funding organizations providing support to CBS faculty. • Percentage of faculty with more than 1 external grant. • Number and amount of philanthropic gifts held by CBS faculty and research centres.

Goal #1.2: Increase CBS investment in its research enterprise.

Objectives	Metrics
<ul style="list-style-type: none"> • Maintain or increase the amount of College funding directed to CBS research enterprise (e.g., Grad Growth Funds, small equipment fund, trainee support for ECRs), other general research supports (e.g., AAC, HHNS Small Animal Wing, Hagen Aqualab), and support for centres and institutes. • Invest in new staff positions to provide technical and analytical support for statistics, computational methods, big data, and data management. 	<ul style="list-style-type: none"> • Amount of CBS funding directed to different aspects of research support within the College. • Number of internal awards to CBS members (graduate students, post-docs, and faculty).

Goal #1.3: Enhance research collaborations within CBS and beyond.

Objectives	Metrics
<ul style="list-style-type: none"> • Establish cross-department informal research hubs based on different themes that support cross-disciplinary connections. • Develop new research centres and institutes in areas of strategic importance. • Provide seed funding to get new collaborations and pilot initiatives off the ground. • Host interdepartmental symposia, seminars, open houses and/or workshops to increase connections between faculty in different departments with shared research interests and complementary expertise. • Support internationalization efforts by fostering new and meaningful collaborative partnerships with institutions outside of Canada, particularly those that involve multiple CBS researchers. • Develop strategic faculty hiring plans to build and/or maintain critical mass in target areas and enhance scientific leadership, and fill identified gaps in expertise (e.g., bioinformatics, AI, Indigenous-Western Science knowledge system engagement) that will support collaborative research endeavours. 	<ul style="list-style-type: none"> • Number of new research institutes and centres created. • Number of novel collaborations between CBS faculty who have not previously worked together (as measured by funded projects and/or joint publications, co-supervised trainees). • Percentage of CBS faculty collaborating with other CBS faculty. • Number of new collaborations between CBS faculty and external collaborators. • Deepen existing collaborations with external partners (e.g., meaningful engagements, site visits, participation in joint meetings, etc.)

Strategic Operational Priority #2: Provide world-class post-graduate training that supports diverse and impactful career paths.

Goal #2.1: Attract and retain high-quality post-graduate trainees.

Objectives	Metrics
<ul style="list-style-type: none"> • Increase graduate and post-doctoral stipends to keep better pace with cost of living and to remain competitive with other institutions. • Increase financial and other supports for international students to increase their participation in CBS graduate programs. 	<ul style="list-style-type: none"> • Increase in annual trainee stipends relative to cost-of-living increases. • Total number of graduate students enrolling in CBS graduate programs (both domestic and international), • Number of graduate students from outside U of Guelph enrolling in CBS graduate programs.

Objectives	Metrics
<ul style="list-style-type: none"> • Increase the number of students from outside the U of Guelph recruited to CBS graduate programs. • Increase the number and success of post-docs. 	<ul style="list-style-type: none"> • Number of initiatives led and/or other supported by CBS that support international student success by reducing barriers and/or strengthening a culture of inclusion. • Time to completion for graduate students. • Number of externally funded post-docs and employment outcomes.

Goal #2.2: Provide leading-edge post-graduate training to meet the needs of employers.

Objectives	Metrics
<ul style="list-style-type: none"> • Continue to develop new graduate degree programs and/or revise existing programs to build on CBS's strengths and produce graduates to help meet existing and emerging market needs. • Increase the number of successful applications to NSERC CREATE program and other similar opportunities to provide enhanced training opportunities in the field of biology. • Explore partnerships with other colleges to fill gaps in skills training. • Enhance professional skills development by increasing trainee uptake of skills training already offered by CBS and the University and external partners, and developing new training where gaps exist. 	<ul style="list-style-type: none"> • Number of training grants awarded. • Number of CBS graduate students participating in professional skills workshops, courses, and other initiatives • Create a matching travel grant fund (with co-funding from advisors) to support training, knowledge dissemination and networking opportunities for graduate trainees. • Number of professional development opportunities coordinated by CBS.

Academics

According to Macleans' 2021 rankings, the University of Guelph ranks 4th in Canada in the teaching of biological sciences, behind only McGill University, the University of British Columbia, and the University of Toronto. This means that our University ranks 2nd in Ontario for teaching biology, ahead of powerhouse medical schools and institutions with larger faculty numbers. Similarly, [The Higher Education](#) world ranking data puts the U of G 6th in Canada and 3rd in Ontario for life sciences.

CBS has developed major strengths in the research and teaching of biology that are recognized by others. Our aim is to continue this positive direction by meeting the future needs of education and research in biology and our students through collaboration and by valuing our community and unique position as one of the top universities in Canada for biological education.

The vision that inspired the Academics Working Group of this Strategic Plan is to be a recognized national leader in the advancement of biology through education. To accomplish this vision, we propose to create, implement, and support programs and curricula that are inclusive, accessible, relevant, responsive, and represent diversity, resulting in graduates who find fulfillment within and beyond academia and teaching teams that are thriving and engaged. The following values run throughout our priorities and goals:

- Collaborating for a common purpose
- Flexibility for educators and students
- Indigeneity, equity, diversity, inclusion, and accessibility
- Innovation and evidence-based practice
- Life-long learning and continuous improvement
- Responsibility and accountability; honesty, integrity, and ethical choices.
- Respect and value for all involved

For this iteration of CBS's Strategic Plan, the Academic Working Group identified three major priorities. The first priority relates to enhancing impactful and in-demand programs and is focused on the *upfront investments* needed to ensure high demand for, and quality of, our programs: engaged and informed educators, and strong curriculum design and supports. The second priority revolves around the *delivery* of exceptional quality learning experiences incorporating inclusive and accessible teaching practices and includes two components: student engagement and personal success, and student achievement of learning outcomes. The third priority set for Academics speaks of producing professionals in high demand who leverage their knowledge and skills to find career fulfillment within and beyond academia. This priority is therefore focused on the product of our teaching, learning preparation and delivery, and also on our need to

remain current with market trends for biology-based skills that can better society and provide an indelible foundation on which our graduates find career fulfillment. For each one of these priorities, we establish goals, objectives, and metrics, as well as a glossary of terms.

Strategic Operational Priority #3: Enhance impactful and in-demand academic programs.

Goal #3.1: Strengthen instructors’ usage of best practices in teaching and learning, technology, and course/curricular design.

Objectives	Metrics
<ol style="list-style-type: none"> 1. Build our community of educators by increasing communications and interaction among educators through mechanisms, such as peer observation and reflection on teaching (PORT), or the peer consultation on teaching program (PEER). 2. Provide support for developing, implementing and determining the effectiveness of assessment methods now and in the future. 3. Increase access and incentivize use of resources and professional development opportunities related to best practices in instructional design, teaching strategies, curriculum design, and use of technologies (e.g., communications from COESP, OTL, and OpenEd; Teams channels; monthly drop-in sessions; video bank). 4. Provide GTAs with regular training and support in teaching, grading, roles and responsibilities, academic policies, leadership, study strategies, wellness, among others, with a special focus on new TAs. 	<ul style="list-style-type: none"> • Mapping of the proportion of courses using best practices. • Number of applications for funding for COESP travel and course improvement grants. • Number of applications for central funds such as LEF and SoTL funds submitted each year. • Satisfaction of faculty, staff, TAs with support and training opportunities (educator survey). • Frequency of communications of educational activities and success stories in CBS via websites, newsletters, social media, award ceremonies, etc.

Goal #3.2: Increase program responsiveness to changes in scientific disciplines, student needs, and workplace demands.

Objectives	Metrics
<ol style="list-style-type: none"> 1. Complete and distribute an annual summary by curriculum committees of key feedback received, annual priorities for action, and progress in addressing their priorities (e.g., possibly involve student researchers to facilitate this process). 2. Regularize adoption of continuous improvement processes by departments 	<ul style="list-style-type: none"> • Summary of kinds of curricular changes or actions taken or affecting programs on a regular basis. • Diversity of partners receiving the curriculum committee summary. • Overall feedback and satisfaction of students, instructors, alumni, and employers* with program directions

<p>(curriculum committees), including student feedback regarding their needs</p> <ol style="list-style-type: none"> 3. Hold regular curriculum retreats involving all programs that review past performance indicators and plan for future improvements. 4. Increase use of external partners via program advisory committees (PAC) at the program or department level. 	<p>and recent changes. *Link with surveys from 5.1 and 5.2.</p> <ul style="list-style-type: none"> • Working toward all programs consulting with program advisory committees on regular basis. • Number of primary choice applications to CBS programs (via U o G data portal).
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Goal #3.3: Increase capacity for creativity, innovation, and resilience to change in enrolments and personnel.

Objectives	Metrics
<ol style="list-style-type: none"> 1. Review program/course investments and identify opportunities for efficiencies and new opportunities to continue offering an outstanding learning experience (e.g., allocation of TAs, # of courses in major, and # of course offerings). 2. Create mechanisms of support for instructors in covering ancillary course responsibilities associated with courses (e.g., academic consideration requests, alternate exam invigilation, and tech support) 3. Recognize and reward creativity, experimentation, and leadership in teaching practice by valuing and celebrating teaching successes (T&P, CBS Mini Teaching Fellows with DOE relief) 	<ul style="list-style-type: none"> • Types of revisions and innovations introduced in existing courses and programs and development of new courses and programs. • Measures of teaching workload and satisfaction with program delivery and support from faculty, staff and GTAs. • Enrolment capacity of programs as number of courses offered in relation to instructor FTEs available for teaching and costs per incremental change in enrolments. • Completion of strategic plans in departments regarding allocation of resources to teaching and priorities for investment and streamlining. • Number of nominations for teaching recognition, inside and outside of CBS (e.g., CBS Teaching Awards, OCUFA, 3M, John Bell, University Teaching Fellows, TA Excellence Awards)

Strategic Operational Priority #4: Offer an outstanding inclusive and accessible learning experience.

Goal #4.1: Promote student engagement, personal success, and achievement of learning outcomes through the incorporation of inclusive and accessible teaching practices.

Objectives	Metrics
<ol style="list-style-type: none"> 1. Design and implement an I+EDI survey to evaluate integration of I+EDI pedagogies and content. 2. Organize a regular (annual) engagement meeting between CBS and central support (e.g., SAS, Wellness) offices to increase resources, awareness, and confidence in supporting accessibility needs. 3. Create a student communication team to provide information regarding curricular and co-curricular supports/resources/opportunities to support all students, through a variety of media, particularly those identified through Science (In)Sight as at risk. 4. Create departmental EDI-focused teaching officers to mentor individuals around UID/EDI principles and pedagogies through a variety of mechanisms, in consultation with college and departmental EDI committees. 5. Promote integrity and inclusive behaviours within the classroom. 6. Increase training opportunities and college-specific support (how, when, why) regarding accessibility-related technology and classroom support for all instructors (sessional, teaching staff, faculty) (or as it relates to accessibility and inclusion). 7. Increase in the diversity of opportunities for students to demonstrate their learning, including skill development, within courses and across the curriculum. 	<ul style="list-style-type: none"> • Number of courses with a diversity of assessment types throughout each major, including an increase in authentic assessments. • Direct support messaging to students through systems such as intelligent agents, newsletters, peer helpers etc., at the course, major and program level. • Number of students engaged with co-curricular activities. • Number and reach of communications organized by student communication team. • Establish I+EDI curricular priorities based on analysis and discussion of our I+EDI survey. • A widely understood definition of Critical Thinking (CT) for the College. • Launching and running a scaffolded curriculum of CT development throughout our Programs. • Number of “tip sheets” created to help instructors implement courses in the five modes of delivery and evaluate requests for accommodations. • Number of college-specific resources (e.g., webinars, workshops, one-on-ones focused on classroom support mechanisms). • Mapping of courses with UID/EDI principles integrated. • Number of times that inclusive and accessible teaching-focused information is shared at departmental meetings. • Number of connections and consultations with SAS, Learning Commons, Wellness, etc. as a collective or at the individual level. • Number of times that integrity and inclusive behaviours in the classroom are taught, as per curriculum mapping and student perceptions.

Strategic Operational Priority #5: Produce sought-after and fulfilled graduates.

Goal #5.1: Produce high-demand professionals by teaching current and anticipated sought-after skills.

Objectives	Metrics
<ol style="list-style-type: none"> 1. Develop common language around sought-after skills in biology. 2. Incorporate student employment rates and employer satisfaction data into a continuous curriculum improvement strategy. 3. Develop and implement program-wide strategies to emphasize Critical Thinking (CT) as a learning outcome. 4. Increase the number of experiential learning opportunities by ensuring every undergraduate major and graduate program has at least one required EL course and complementing these with co-curricular initiatives. 5. Research, incorporate and track current and anticipated sought-after skills in biology into curricular and co-curricular activities across programs. 	<ul style="list-style-type: none"> • Generation of a sought-after skills report from employers every 3 years, program advisory committee input and information gathered from current job postings, among others. • Generation of a report every 3 years that includes a common language tied to skills in the marketplace and mapping of those skills onto academic language to act as a translator. • Number of new or emerging skills identified from market research that are relevant for the achievement of learning outcomes. • Number of courses and co-curricular activities that incorporate and discuss transferable skills and career readiness. • Regular update of mapping changes in courses that incorporate authentic assessment, active learning, and simulated work environments. • Number of students who engage in curricular and co-curricular experiential learning in CBS. • Proportion of undergraduate programs that offer co-op. • Percentage of students in co-op. • Number of EL courses. • Percent graduate employment 1 year out and 5 years out. • Satisfaction rate of CBS graduates with workplace skills developed during undergraduate programs. • Number of suggestions made from the marketplace and incorporated into curriculum improvement related to skills and knowledge in demand.

Goal #5.2: Produce graduates who find career fulfillment due to their preparation for academic and non-academic sectors.

Objectives	Metrics
<ol style="list-style-type: none"> 1. Determine the career fulfillment of graduates. *Link with surveying graduates as above 2. Update, plan and promote new and existing career events (e.g., the Biological Science Career Skills initiative or CBS-specific job fairs) that showcase a diversity of highly sought-after skills and career pathways within and beyond academia. 3. Increase awareness of the roles and skills of research and researchers within and beyond academia by ensuring every major across CBS offers some form of research experience in 1st, 2nd and 3rd year leading to a 4th-year capstone research experience. 4. Expand support for a semester abroad in our programs. 	<ul style="list-style-type: none"> • Number of sectors and workplaces represented in professional development events. • Participation rate of students in co-curricular career exploration events and excursions. • Engagement (views, reads) with modules/website posts created to showcase career paths. • Participation rate of CBS students using career services on campus. • Participation metrics in research projects; number of students applying vs. accepted and what prior experience they have. • Number of 1st-, 2nd-, and 3rd-year students participating in introductory research experiences. • Number of 4th-year students mentoring 1st-year students in an introductory research experience. • Satisfaction rate of CBS graduates with workplace skills developed during undergraduate programs (leveraging their knowledge and skills from their U of G education). • Number of students participating in a semester abroad.

Community

CBS is a college of passionate, collaborative, supportive, collegial, friendly, and dedicated people. CBS is home to very diverse personal identities, interests, and goals, as well as over 10 ethnicities and 11 religions and faiths. With three major departments and other associated institutes, CBS members might feel a stronger sense of community and belonging within their labs, departments, or programs; however, it is undeniable that CBS members are committed to elevating the experience and wellbeing of all members of the CBS family, a desire that has been repeatedly identified through individual and group conversations over time.

Building on our diversity — and also uniqueness — and the yearning of our members to engage with others at the College level, the Community Working Group proposes to further strengthen a sense of community with CBS faculty, staff, graduate and undergraduate students, retirees and alumni as we work towards the common purpose of striving for high-quality academic and research programs.

To this end, the Community Working Group has identified one main strategic priority and associated goals and objectives, which overall aim to invest in the holistic development of CBS members, provide opportunities for shared and bonding activities, and facilitate communication between individuals and units within the College.

Strategic Operational Priority #6: Strengthen a sense of community working towards a common purpose.

Goal #6.1: Invest in the development of graduate students, post-doctoral fellows, staff, and faculty.

Objectives	Metrics
<ul style="list-style-type: none">• Help manage workloads and find efficiencies.• Promote professional development opportunities.• Provide community-building activities.	<ul style="list-style-type: none">• Number of opportunities when forms were standardized, and policies harmonized, reducing inefficiency.• Completion of audit on service work to focus on CBS core missions.• Number of professional development opportunities for staff.• Number of new professional development opportunities for graduate students and post-doctoral fellows (e.g., teaching, industry).• Number of community-building activities per year and number of people who engage in them.• Number of Wellness@Work applications.

Goal #6.2: Enhance community support for all CBS members.

Objectives	Metrics
<ul style="list-style-type: none"> • Develop community support programs, initiatives or forums struck to bring to light the voice of CBS members and address their needs. • Create more integrated and intentional onboarding of new faculty, staff, post-doctoral fellows, and grad students. • Strengthen undergraduate Orientation and community-building 	<ul style="list-style-type: none"> • Offering of retreats/forums for specific groups (grad students, post-doctoral fellows, staff, faculty) to address their specific issues. • Enhancing first-year Orientation to focus on community building within CBS and individual programs. • Offering of onboarding events for new people to CBS (e.g., who they should meet, who might serve as their mentor, information). • Number of events organized. • Attendees' feedback on events. • Changes to level of connection/sense of belonging within the CBS community (from survey every 5 years).

Goal #6.3: Enhance communication between departments and within the College.

Objectives	Metrics
<ul style="list-style-type: none"> • Develop a college-wide communication strategy to effectively disseminate college-specific information in an accessible way to all community members, <ul style="list-style-type: none"> ◦ including weekly information on the CBS website (e.g., seminars, defenses, workshops, research communications). • Centrally locate resource information on CBS website (e.g., career readiness for graduate students and post-doctoral fellows, mental health resources, financial information, awards, how to apply to the REB). 	<ul style="list-style-type: none"> • Creation of a college-wide communication strategy • Creation and update of centralized calendar for major CBS events. • Creation and update of centralized website pages with resource information.

Goal #6.4: Increase the number of opportunities for collegial interactions across the entire CBS community.

Objectives	Metrics
<ul style="list-style-type: none"> • Increase CBS-wide community events and number of members attending. • Promote volunteering as a CBS group. • Create pathways for inclusion for retirees and alumni. 	<ul style="list-style-type: none"> • Number of events offered to the CBS community (e.g., CBS seminar series, CBS grad student day, competitions between departments, CBS EDI college events, monthly coffee mornings). • Number of volunteering events CBS is part of (e.g., convocation, charitable work on- and off-campus). • Number of invitations issued to alumni and retirees to CBS events (e.g., research day). • Number of attendees to all events promoted across CBS.

	<ul style="list-style-type: none">• Changes to level of connection/sense of belonging within the CBS community (from survey every 5 years).
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Space

CBS currently offers unique spaces for research, teaching, and outreach endeavours, such as various seminar and lab rooms, well-equipped faculty labs, shared lounge spaces, and unique research spaces and infrastructure associated with the Centre for Biodiversity Genomics (CBG), Human Nutraceutical Research Unit (HRNU), Health and Performance Centre, Hagen Aqualab, Animal Wing, and Advanced Analysis Centre (AAC), among others. Despite the opportunities that these spaces provide to faculty, students, and staff, CBS's research and teaching enterprise is growing, and this results in the need for further efficiencies in our use of space and infrastructure.

For this Strategic Plan, the Space Working Group engaged in a consultation process that not only highlighted several key initiatives related to space that facilitate growth and strengthen our academic and research vision, but also opportunities to utilize space within CBS more efficiently. Some space usage concerns addressed in this Strategic Plan include a lack of awareness about CBS space resources across departments, difficulty managing spaces in buildings that are not under CBS control, insufficient storage space for field equipment, inconsistencies in the use of faculty space, and limited teaching space for expanding programs.

Within this context, CBS is committed to establishing a space audit committee to review space usage and identify possible (in)efficiencies for office, research laboratory, storage solutions and undergraduate teaching spaces before capital investment are pursued. While this space audit will be critical to informing our path forward, the Space Working Group established two overarching, but related priorities for the College: 1) foster cross-department initiatives that remove historical space barriers, and 2) optimize the utilization of existing space, especially offices, laboratories, and small classroom teaching spaces.

Strategic Operational Priority #7: Optimize existing space.

Objectives	Metrics
<ul style="list-style-type: none">Establish a space audit committee to identify possible efficiencies for office, research laboratory, storage and teaching spaces before capital investment is pursued.Examine possibility of creating research clusters in adjacent labs and/or offices.Increase secure low-cost storage for field equipment and specimen collections.	<ul style="list-style-type: none">Finalization/completion of CBS space audit by the end of 2024.Increasing desk/office space for graduate studentsIncreasing the use of existing wet lab space.Identifying poor/inefficient use of teaching space.Increasing the booking of existing teaching space (e.g. SSC 1304 and 1306)Identifying faculty with similar research interests and equipment needs currently physically separated.Optimizing existing storage space, including Departments, and possibly Colleges, "sharing" storage space.

<ul style="list-style-type: none">• Identify space that can be utilized to support cross-department initiatives to enhance collaborations.	<ul style="list-style-type: none">• Number of times HHNS seminars/faculty book rooms in SSC, and/or IB and MCB book meeting rooms in ANNU and Food Science.
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VISION BEYOND 2029: BUILDING A ROADMAP FOR LONG-TERM SUCCESS

An effective strategic plan for the long-term (5-15 years) requires a careful assessment of CBS’s resources and strengths and the identification of a clear yet dynamic roadmap to build on these resources and strengths in a way that will allow us to fulfill our long-term vision, while remaining flexible enough to respond to an ever-changing educational, social and political landscape. Although excellence in teaching and research and fostering a strong sense of community will remain standing priorities for the College in the decades to come, we have also identified two complementary “strategic priority areas” that we will work towards over the next 5-15 years.

Strategic Priority Area #1: Build our International Brand

CBS recognizes the critical importance of building a strong international reputation to foster global recognition, attract top talent (students, faculty, staff, collaborators), and secure our place on the world stage. By strategically positioning ourselves as an international leader in the biological sciences, we can expand our reach and global impact. Thus, this priority area is focused on creating and/or enhancing multifaceted opportunities for both students and faculty to engage more broadly with the international community. Such opportunities will include increasing access to semester abroad opportunities (undergraduates) and lab exchanges (graduate students), and supporting faculty in growing international collaborations (e.g., through travel support, seed funding for pilot work). We will also seek the development of Memoranda of Understanding with key partner institutions to further facilitate opportunities for meaningful and ongoing research collaborations and extended graduate student training opportunities (e.g., cotutelle).

Objectives	Metrics
<ul style="list-style-type: none">Position CBS as an international leader in biological sciences	<ul style="list-style-type: none">Establish MOUs with international universities to enable a semester abroad for our undergraduate and graduate students.Establish travel support to maintain a collaboration after completing a study research leave in an international research groupEstablish small pilot grants to establish an international collaborationEstablish graduate student travel grants to participate in lab exchanges as part of PhD training

Strategic Priority Area #2: Transform Spaces for Teaching, Collaboration, and Learning.

This priority area targets specific needs related to advancing teaching, collaboration and learning that will require significant capital investment, yet will be critical to our core mission. While this list will be continuously renewed, the current needs include capital investments. As part of the priority area, we will also explore emerging opportunities that offer significant potential to support growth in faculty and new infrastructure.

Objectives	Metrics
<ul style="list-style-type: none">Secure capital investment to transform teaching, learning and research spaces	<ul style="list-style-type: none">Update/build a new Anatomy facility.Establish modern telecommunication boardrooms that can be used for undergraduate teaching, graduate student examinations and collaborative research initiatives.Develop a new building for a human translational research centre for community engagement and health research.Build a new small lecture hall dedicated to CBS courses (150-200 students) and college-wide seminars/meetings.