

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Health Science Education, M.Sc.

Date of Review: April 27th and 28th

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Health Science Education M.Sc.. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Health Science Education program submitted a self-study in February 2020 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Health Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a remote review on April 27th and 28th, 2020. The visit included interviews with the Provost and Vice-President (Academic); Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Assistant Dean of the program and meetings with groups of current students, full-time faculty and support staff.

The Assistant Dean of the program and the Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (May 2020). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

In their report (May 2020) the Review team noted the following strengths and areas for enhancement:

Strengths

- A commitment to positive student experience and student centeredness.
- The high quality of courses, an excellent caliber of instruction, and the national and international reputations of many of the Program’s educators.
- The largely asynchronous delivery of online content, which promotes learning accessibility for learners with diverse professional and personal responsibilities.
- The breadth of inter-disciplinarity and inter-professionalism throughout the program, in terms of both faculty and learners, and the strong inter-professional communication and collaboration that results.
- Staff and faculty responsiveness and nimbleness in meeting individual learner needs.
- Strong emphasis on continuous quality improvement and assurance throughout the program, at the level of the courses, assignments, annual academic events, and overall curriculum.
- The nimbleness and responsiveness of the Graduate Officer (Radomirovic).
- The procedural and content leadership of the Assistant Dean (Grierson).

Areas for Enhancement or Improvement

- A limited scope of course offerings, which reflect faculty expertise and focus primarily on disciplines oriented towards individual learning.
- Relatively insular governance and administrative structures with contributing members situated primarily in the Faculty of Health Sciences and HSED Program respectively.
- Limited explicit attention to potential issues related to Equity-Diversity-Inclusion.
- Limited tracking and engagement of alumni
- The academic output of the students in the program is limited.

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

“Specific follow up in a specific timeframe” details are hyperlinked to the chart for maximal clarity.

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. Add Education Foundations Component	- HS EDUC 700 will be reformed to include these components. - Appropriate faculty contributors will be identified and recruited	Grierson, HSED Curriculum Committee, Monteiro, Bayer, Radomirovic	May 27 th , 2020 through June 11 th , 2021, and beyond.
2. Recruit Internationally	- Enhance marketing at international conferences - Enhance marketing through global professional networks	Grierson, Sherbino	Beginning September 2021 and thereafter.
3. Revisit the requirement to be a clinician to access the course-based route	-Adjust policy to include access to non-clinician students that have professionally relevant work in a health professional education field.	Grierson, HSED Admissions Chair (Vanstone), Radomirovic	Completed: May 2020
4. Revisit admissions requirements with an eye to EDI.	- Form a Working Group to address 4 objectives related to promoting EDI via admissions	- Grierson, Vanstone	- July 2020 through January 2021, and beyond

5. Potential supervisors provide input regarding admissions of students into the thesis stream	- This recommendation reflects a practice that is already in operation for the HSED program	N/A	N/A
6. Consider how critical social sciences and humanities perspectives could be integrated.	- HS EDUC 700 will be reformed to include these components. - Appropriate faculty contributors will be identified and recruited	Grierson, HSED Curriculum Committee, Monteiro, Bayer, Radomirovic	May 27 th , 2020 through June 11 th , 2021, and beyond.
7. Include alumni as instructors and/or mentors.	-Develop an HSED mentorship program opportunity that is aligned with MERIT membership program. The program will offer resource and direction to move mentors through a staged progression of larger teaching roles.	Grierson, Sherbino, Chan	-The mentorship opportunity will be in place prior to the residency (HSEDC 700) that starts the 2020/21 academic year (June 3 rd 2021).
8. Explore opportunities to identify and communicate with students who may be struggling or falling behind.	- Continue discussions with the Vice Dean, HSGS (Hanna) and the FHS Professionalism Chair (Walton) regarding supporting early-career health professional students that struggle to balance graduate work and clinical practice. -Program-facilitated course monitoring process to be initiated.	Grierson	- Conversations regarding support for early career health professionals are ongoing. These conversations will be intensified over the Summer 2020 term - Program-facilitated process for student monitoring: Fall 2020 term.
9. Upgrade the program coordinator to a program manager	-Review the responsibilities of Graduate Officer and ensure appropriate role is designated	Grierson, Bjilic, Troy-Hempey	July 2020
10. Develop redundancy in leadership	-Dissociate role of Curriculum Committee Chair from that of Assistant Dean, HSED -Develop an Assistant Director Role	Grierson, HSED Curriculum Committee, Bjelic, Troy-Hempey	-Discussions about Chair position: Fall Curriculum Committee Meeting (September 2020) - Discussions re: Assistant Director position: July 2020
11. Integrate some expertise in other areas of education	- HS EDUC 700 will be reformed to include these components. - Appropriate faculty contributors will be identified and recruited	Grierson, HSED Curriculum Committee, Monteiro, Bayer, Radomirovic	May 27 th , 2020 through June 11 th , 2021, and beyond.
12. Develop part-time thesis option to alleviate the need to provide a stipend.	-HSED offers a part-time thesis pathway for eligible applicants. Stream monitoring continues - Alleviation of financial support for thesis student is not a current goal.	Grierson	Ongoing
13. Invite stakeholders from outside of the program to participate in the Design Thinking Evaluation	-Stakeholder engagement is already a key feature of the Design Thinking Evaluation project.	Bayer	Ongoing
14. Consider broadening curriculum committee membership to allow a less insular structure	-In conjunction with our response to recommendation 10, we will seek members from outside of the HSED faculty	Chair, HSED Curriculum Committee	September 2020 – January 2021
15. Increased collaboration with Program for Faculty Development	-Develop PFD-supported mentorship program	Grierson, Sherbino, Chan	- June 3 rd 2021)

Recommendation 1

Consider adding an educational foundations component to the program. This might address philosophy, history, sociology, anthropology, equity, politics, and international perspectives on education. This would address some of the areas of improvement with respect to issues of EDI, and social constructivist perspectives.

Proposed Follow-up: Currently, the Program's first residency week (HS EDUC 700) focuses on building up students' competence in managing their self-directed online learning experience, helping them build

communities of scholarship, and introducing them to the courses and academic pathways that they may choose to take throughout the Program.

In addition to these goals, one of the stated learning objectives for HS EDUC 700 is that at the completion of the week, students will be able *“to articulate an understanding of the Health Professions Education field, the scope of relevant issues, and the relevance of study within this field to their professional work, which includes: a) recognizing the features and theories of inter-professional health professions education, and to be able to integrate these into their own experience as inter-professional learners within the Program; b) acknowledging the importance of cultural humility (i.e., humbly positioning oneself as a learner with respect to understanding the experiences of others) when interacting within the diverse cultural milieu of health professions education scholarship; and c) understanding the importance of developing a robust command of the HPE literature and skill in academic writing, critical thinking, and scholarly presentation.*

With this objective in mind, HS EDUC 700 presents a natural opportunity to begin our response to this recommendation. The Residency Week already addresses this objective with sessions dedicated to interprofessionalism, equity in education, and unique perspectives on education practice (i.e., humanitiesbased approaches). We will work to enhance the breadth of these offerings such that the week begins to take the form of an intensive, introductory workshop in education foundations. In particular, we will be mindful to build depth of content in the foundational areas listed above (philosophy, history, sociology, anthropology, equity, politics, and international perspectives on education) and others while also maintaining a focus on preparing students for the online learning environment.

In making this change, Residency Week 1 (HS EDUC 700) will:

1. Serve as a strong foundation for students that choose to build knowledge and expertise in these areas through the pedagogical and education research sessions that support the newly designed capstone portfolio. In mentioning the capstone portfolio, we also wish to draw attention to the seminar series that comprises one arm of this assemblage of academic activities. Several of the listed education foundations are fundamental to topic and perspectives that are shared through this series. Accordingly, we anticipate that student participation in these sessions will enhance their learning with respect to these foundations.
2. Enhance student ability to understand the way in which the content associated with each of their core and elective courses has roots in pertinent education foundations. In this way, we anticipate greater demonstrations of critical integration between the specific course-level perspectives (i.e., pertaining to competence assessment) and the general theories that underpin education programming (i.e., the history of outcomes-based curricula).
3. Afford the Program the opportunity to appraise the feasibility of creating a full course in education foundations. While such a course would certainly be a natural fit into our graduate programming, we recognize a need to consider its interaction with current course content, its impact on academic planning, and the faculty expertise needed to deliver such a course. Through a staged approach that begins with the Residency Week, we will be able to determine the most relevant topics for inclusion and to build relationships with faculty that are positioned to offer expertise to our program. Notably, this workshop (and any subsequent course) will require the expertise of faculty

that are not currently involved in the Program. In order to recruit faculty with this expertise, the HSED Program will:

- a. Canvas the Faculty of Health Sciences, MacPherson Institute, and wider McMaster University communities for appropriate Faculty members willing to participate in the HSED Program. Consideration will need to be given to the way in which we present HSED involvement as valuable to contributing faculty.
- b. Lobby the McMaster Education Research, Innovation, and Theory (MERIT) Program to consider this expertise as they move through current searches for 2 new faculty members. The Assistant Dean, HSED anticipates serving on these search committees.

Responsibility for Leading Follow-up:

1. The HSED Curriculum Committee will be responsible for developing a new alignment of learning objectives, teaching and learning activities, and assessments that will form the foundation of a revised HS EDUC 700 Curriculum, which contains explicit attention to enhancing student learning in education foundations. Currently, Residency Week 1 curriculum development is led by committee members Dr. Sandra Monteiro, Dr. Ilana Bayer, and Dr. Lawrence Grierson. We will strike a sub-committee that includes additional HSED members and individuals from outside of the Program to assist in this development.
2. The Assistant Dean, HSED (GRIERSON) will be responsible for identifying and recruiting faculty contributors to this initiative.
3. Identified faculty contributors will be responsible for developing and delivering the education foundations content during Residency Week 1 and/or any subsequent course.
4. The HSED Curriculum Committee will be responsible for evaluating the effectiveness of the revised Residency Week curriculum and determining the value and a viability of building and delivering an Education Foundations course.
5. The Assistant Dean, HSED (GRIERSON) and HSED Graduate Officer (RADOMIROVIC) will be responsible for managing any administrative processes associated with the new development (for e.g., drafting and submitting Curriculum Change Forms where necessary).
6. The HSED Program Staff will be responsible for supporting the development of courseware and the technical operations associated with the dissemination of materials and delivery of content.

Timeline for Addressing Recommendation: The proposed timeline for addressing this recommendation is as follows:

- The Assistant Dean, HSED will begin identifying and recruiting potential faculty contributors in concert with submission of this report (May 27th, 2020). This will begin with outreach to the MERIT and MacPherson Institute communities.
- An HSED Curriculum Committee sub-committee, which will work to determine the content and form of the new Residency Week 1 activities, will be formed at the next Curriculum Committee meeting: September 15th, 2020.

- The sub-committee plans for a revised HS EDUC 700 curriculum will be reviewed and approved by the HSED Curriculum Committee during its Winter term meeting: January 12th, 2021
- Revised HS EDUC 700 content and course material will be ready for presentation to the HSED Curriculum Committee Meeting during its Spring meeting: May 11th, 2021
- The curriculum will be delivered during the Summer 2021 offering of Residency Week 1 (tentatively: June 7th – June 11th, 2021).
- Evaluation and appraisal of the education foundations component will occur in concert with the Summer 2021 offering, and will continue throughout the academic year, and subsequent residency week offerings until a determination of its adequacy or need for expansion can be determined.

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Recommendation 2

Explore the possibility of offering the HSED internationally, or perhaps recruiting more internationally.

Proposed Follow-up: The HSED Program is an international program. We have students in current cohorts enrolled from United States, United Kingdom, Brazil, Pakistan, Saudi Arabia, and Thailand. However, the majority of our students are domestic, which reflects not only our recruitment efforts but also an adherence to an admission strategy that is contemplative of our ability to matriculate larger cohorts each year and the Weighted Graduate Units process that determines aspects of the Program's funding corridor. At this time, we feel that we have established a sufficient and sustainable base of faculty support and course content to begin expanding recruitment efforts and enrolling more students.

Typically, recruitment has happened in concert with major health professions education conferences in Canada and the United States (for e.g., CCME, AAMC, ICRE). We feel that we have reached a level of saturation with these audiences and will move forward with marketing efforts that will expand recruitment of a more professionally diverse and international cohort of students. In particular, we will ensure that our Program has a marketing presence at future international health professions education and general education conferences (for e.g., Association of Medical Educators of Europe; the Ottawa Conference; EduLearn). We will also be purposeful in our marketing attendance at conferences directed to educators from a wide variety of health professions (i.e., nursing, occupational therapy, dentistry, etc.).

Furthermore, we will make formal recruitment efforts through our professional networks with collaborators in the Netherlands, Australia, Saudi Arabia, and the United States in hopes of recruiting more international students.

Responsibility for Leading Follow-up: The Assistant Dean, HSED (GRIERSON) will work with the Assistant Dean, MERIT (SHERBINO) to identify an appropriate list of academic gatherings for marketing efforts and those academic partnerships globally where directed marketing efforts may take place. Dr. Grierson will then spearhead the initiation of these marketing efforts

Timeline for Addressing Recommendation: The COVID-19 pandemic casts some doubt on the timeline for future in-person conference activities. We will monitor this situation and begin these efforts in earnest when conferences resume and/or will take advantage of virtual conference interactions that may be available. Contact with global partners will begin in concert with the commencement of the 2020-2021 academic calendar, in September 2021.

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Recommendation 3

Revisit the requirement to be a clinician to access the course-based route

Proposed Follow-up: We agree with the Reviewers' comment that the policy that reserves course-based completion pathway to clinicians is overly restrictive. We will adjust this policy such that a broader group of individuals may access this route. We will maintain a focus, however, on admitting individuals into this stream for whom broad coverage of education content is relevant for their professional work. Our goal in this regard is to ensure that any policy revision does not create a situation whereby our course-based Program is open to recent undergraduates looking for graduate training to supplement applications into other fields. Accordingly, the new policy will still contemplate the way in which this stream is appropriate for professionals working in the health education field, but will not be exclusive to clinicians and clinical educators. This change will permit professionals in relevant program coordinator and project management roles to benefit from this education pathway.

Responsibility for Leading Follow-up: The Assistant Dean, HSED (GRIERSON) will discuss this policy change with the HSED Admissions Chair (VANSTONE). The Graduate Officer (RADOMIROVIC) will ensure that all program documentation, front-facing web materials, and articulations of policy at the Graduate Studies levels are updated.

Timeline for Addressing Recommendation: Immediately. This policy has already been discussed and approved.

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Recommendation 4

Revisit admissions requirements with an eye to EDI.

Proposed Follow-up: The HSED Program appreciates the recommendations regarding formal and explicit processes concerning EDI in the admissions and curricular process. We believe that we fundamentally espouse an ethos that is purposeful in promoting equity, inclusivity, and diversity within HSED; but, recognize through this recommendation that, with the exception of dedicated course content, this philosophy manifests only in an informal way, at the level of the Program culture. To address this we will begin with more formal evocation of these principles in our admissions process. This will begin with the

development of an Admissions Committee working group that will address to four objectives pertaining to EDI. These are:

1. To recruit more purposefully individuals from traditionally under-represented groups in health professions education scholarship. We anticipate these groups to reflect representation as a function of health professional affiliation and as a function of identity characteristics. For instance, we may develop marketing efforts designed to recruit potential full-time thesis students associated with the student-led Black Aspiring Physicians of McMaster (BAP-MAC).
2. To identify and develop data sources that will permit the Program to monitor the application pressure and application success of individuals from the identified groups with respect to gaining admission to the HSED Program.
3. To consider mechanisms for operationalized Programmatic funding sources to most appropriately offer financial support and incentive to applicants from the identified groups.
4. To develop education interventions that will support the success of students from the identified groups in the completing the HSED curriculum.

Responsibility for Leading Follow-up: This process will begin through conversation between the Assistant Dean, HSED (GRIERSON) and the HSED Admissions Chair (VANSTONE). Grierson and Vanstone are regular medical education research collaborators who have addressed issues of EDI in merit-based forms of admissions in the scientific literature [See: De Freitas, C., Grierson, L., & Vanstone, M. (2019). When I say... merit. *Medical Education*, 53(9), 858-860.]. Through these initial conversations a process for developing a working group will be established. At this time, we anticipate extending invitations to members of the HSED Admissions Committee and Curriculum Committee, members of the wider FHS and McMaster faculty, and external consultants with particular expertise in issues of EDI and admissions and unique perspective as it pertains to the HSED program. In particular, we anticipate extending invitations to the Chair, Diversity and Engagement, Undergraduate MD Program (CAMPBELL) and Director, Indigenous Students Health Sciences Office (SOUCY). With respect to external consultation, we anticipate extending invitations to Chante DeFreitas and Kayonne Christy. DEFREITAS and CHRISTY were both admitted to the HSED program and awarded OGS graduate scholarships within our program. DeFreitas completed the program, *summa cum laude*, and completed thesis work on barriers to students from low-income families in gaining admission to health professional training programs. Christy is co-founder of the BAP-MAC group, and declined the HSED offer, choosing rather to pursue a Master of Sociology at UBC. The HSED Program is prepared to offer financial stipends to engage with external consultants and active students on this matter.

Timeline for Addressing Recommendation: Working group to be established during the Summer 2020 term (approx. July 1st, 2020), with the hopes of developing an implementable plan in advance of the Winter 2021 admissions cycle (January 2021).

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Recommendation 5

Consider having potential supervisors provide input regarding admissions of students into the thesis stream of the program.

Proposed Follow-up: This is already a fundamental part of the process of matriculating students into the thesis-based stream. Students are required to secure a Supervisory commitment before they can be admitted into thesis studies. The Program office facilitates these relationships for interested students as they develop their packages. Furthermore, potential faculty supervisors are invited to review files for all applicants that have indicated an interest in thesis studies. Faculty that express interest in supervising any of these students are connected to the individuals. The relationship between student and faculty is considered when determining acceptance into the Program.

Responsibility for Leading Follow-up: The Assistant Dean, HSED (GRIERSON) will ensure these processes continue.

Timeline for Addressing Recommendation: The recommendation is already being addressed as suggested.

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Recommendation 6

Consider how critical social sciences and humanities perspectives could be integrated.

Proposed Follow-up: See response to Recommendation 1. The described response to that recommendation will enhance our ability to integrate social sciences and humanities approaches into our curriculum. Similarly, recruiting Faculty contributors to facilitate the response to Recommendation 1 will provide additional means to add these forms of expertise to our Program.

Responsibility for Leading Follow-up: See described responsibilities for Recommendation 1.

Timeline for Addressing Recommendation: See described timeline for Recommendation 1.

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Recommendation 7

Consider whether alumni could be more fulsomely integrated into the program as instructors and/or mentors.

Proposed Follow-up: We appreciate this Review comment and are delighted to hear that our alumni are interested in contributing to the Program after graduation. We will work to develop a mentorship opportunity for the HSED Program. We will organize this in a manner aligned with the MERIT membership program that works to build our local community of health professions education expertise. This mentorship will offer instrumental direction and resource to interested alumni as well as opportunities to work with students as they manage their Program requirements. These interactions will be essential at

Program outset, during academic planning, and as learners prepare their Capstone Portfolios. We envision the mentors serving as assignment assessors and, where there is alignment in expertise, as instructors in courses. The mentorship program will also facilitate mentor growth into larger teaching roles (i.e., thesis supervisory committee work; course coordination). Resources for mentors will be developed in concert with MERIT and the FHS Program for Faculty Development (PFD) at McMaster University.

Responsibility for Leading Follow-up: The Assistant Deans of the HSED, PFD, and MERIT programs (GRIERSON, CHAN, SHERBINO) meet regularly to discuss conjoint program operations. Drs. Grierson, Chan, and Sherbino will be responsible for following up on this recommendation.

Timeline for Addressing Recommendation: Given the integrated nature of the 3 programs, the resources currently available in the PFD Program, MERIT's established membership, and the HSED practice of matriculating graduates into the MERIT community, we are well positioned to articulate the foundations of a mentorship program in short order. We anticipate the details of the program to be developed, as we come to understand the interests of alumni, over time. However, we will aim to have the first iteration of a mentorship opportunity for alumni in place in advance of our the 2020-21 offering of HS EDUC 700 (Residency Week 1), which has been modified this year to accommodate the public response to of COVID19 pandemic. This curricular component is scheduled as a virtual offering for September 7th-8th, 2020. We will build and revise the mentorship program so that it is more integrated and operational in time for the 2021-22 offering residency weeks.

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Recommendation 8

Explore whether there are other opportunities to identify, and communicate, with students who may be struggling or falling behind.

Proposed Follow-up: Review of our student files indicates that the students most likely to fall behind in our Program are those early in their health professional training career and establishing their clinical practice. Often times, they are concurrently completing another postgraduate degree in a clinical field. These students regularly find themselves with more professional work than anticipated, and are unable to maintain as much progress in HSED as they had anticipated. Interestingly, these students will also be hesitant to declare their challenges with progress, expressing the notion that they need to demonstrate excellence in all facets in order to be perceived favourably in their clinical field. The Program has already initiated discussions with the Vice Dean, HSGS (HANNA) and the FHS Professionalism Chair (WALTON) regarding approaches to identifying and supporting these students. This activity will continue.

There are also opportunities for more active monitoring of student engagement within courses through metrics pertaining to student activity in the course discussion forum that are made available via the Avenue-2-Learn Learning Management System. For the 2020-21 academic year, the HSED Program will commit to reviewing student engagement metrics for all courses at the 1/3 mark of each academic term. These metrics will be assembled and discussed with respective Course Coordinators. Course Coordinators

will be encouraged to contact those students for whom engagement levels are concerning to determine whether there are contextual influences that are impacting their ability to participate in the course. These conversations will be a foundation for determining appropriate accommodations to facilitate student success in the course as well as the Program. After initial discussions, course coordinators will continue to make concerted effort to monitor the subsequent engagement of these students. Students that continue to demonstrate difficulty will be connected with the Assistant Dean, HSED (GRIERSON) for consultation and discussion about academic planning and access to student support resources. Course coordinators will also be reminded to review class activity pertaining to the completion of assignments and performance on evaluations. They will similarly be directed to contact students that are demonstrating challenges in these areas.

Responsibility for Leading Follow-up: The Assistant Dean, HSED (GRIERSON) will be responsible for continuing the current discussions about supporting busy early-career professionals in the Program. Each Course Coordinator will be responsible for increasing monitoring and contact with students demonstrating indicators of disengagement.

Timeline for Addressing Recommendation: Resources will be developed over the Summer 2020 term, and Course Coordinators will receive direction and guidance about enhanced monitoring at the beginning of the forthcoming term (September 2021).

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Recommendation 9

Consider upgrading the program coordinator to a program manager

Proposed Follow-up: We agree that the current Graduate Officer (RADOMIROVIC) is indispensable to the HSED Program, and we appreciate the Reviewers' recommendation for re-considering her role with the Program. We will begin a review of the roles and responsibilities carried out by the Graduate Officer, the relevant positions in comparable graduate programs in the FHS, and the Officer's personal and professional aspirations. As information is gathered, we will pursue reconfiguration of the position, as necessary, in order to ensure that the Program's needs are appropriately met and that the individuals that provide service to the program are appropriately recognized for their contributions.

Responsibility for Leading Follow-up: The Assistant Dean, HSED (GRIERSON) will lead this review, seeking support from administrative leaders in HSGS and Education Services at McMaster University. In particular, the process will begin via discussion with the HSGS Program Manager (BJELIC) and the Executive Director, Education Services (TROY-HEMPEY) to determine appropriate processes that are consistent with McMaster University's hiring and promotion policies.

Timeline for Addressing Recommendation: Dr. Grierson will initiate these meetings for early July 2020.

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Recommendation 10

Consider redundancy in leadership to allow for succession and alleviate burden

Proposed Follow-up: The Program will discuss with the Curriculum Committee the dissociation of the role of Curriculum Chair from that of the Assistant Dean, HSED. This arrangement had proved effective elsewhere in the HSED Program. Specifically, Dr. Meredith Vanstone serves currently as the Admissions Chair for the Program, which frees Dr. Grierson from review of applicant files. This arrangement works well insofar that it allows Dr. Grierson to offer information and direction to candidates without creating conflicts of interest around the admissions process. A similar dissociation of leadership for curriculum would alleviate burden while also providing greater opportunity for other perspectives to come to the fore.

The Program will consider the development of an Assistant Director role for the HSED Program. The potential for such a role will be discussed with Program Manager, HSGS (BJELIC) and Executive Director, Education Services (TROY-HEMPEY) in early July 2020.

Responsibility for Leading Follow-up: The Curriculum Committee will consider the dissociation of the role of Chair, Curriculum Committee and Assistant Dean, HSED. The Assistant Dean, HSED will discuss an Assistant Director role with HSGS Program Manager (BJELIC) and Executive Director, Education Services (TROY-HEMPEY).

Timeline for Addressing Recommendation: The Curriculum Committee will be approached about the Chair position at its next scheduled meeting (September 15th, 2020). The Assistant Dean, HSED will approach HSGS and Education Services in early July 2020 to discuss the possibility of an Assistant Director position in the Program.

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Recommendation 11

Integrate some expertise in other areas of education

Proposed Follow-up: See response to Recommendation 1. The described response to that recommendation will enhance our ability to integrate social sciences and humanities approaches into our curriculum. Similarly, in recruiting Faculty contributors to facilitate the response to Recommendation 1 will provide additional means to add these expertise to our Program.

Responsibility for Leading Follow-up: See described responsibilities for Recommendation 1.

Timeline for Addressing Recommendation: See described timeline for Recommendation 1.

Recommendation 12

Consider a part-time thesis option to alleviate the need to provide a stipend.

Proposed Follow-up: We appreciate the Reviewers' recommendation and understand their desire to promote the alleviation of student stipends through part-time studies. The Program offers a part-time thesis currently, but reserves admission to this stream to those individuals that are not in position to pursue full time theses because they are restricted by full time work responsibilities within the McMaster community. The reason for this is that notions of "thesis" work are rarely aligned with notions of "part time" studies. The mis-alignment between these two was brought to our attention by the previous Vice Dean, HSGS (HAYWARD), with indication that it may put faculty in difficult positions with respect to the support they provide thesis students during the periods that they are not formally enrolled in studies. Thus, we moved accordingly to dissuade the part-time thesis option.

Tangentially related to this recommendation, the Program has an unfortunate history of admitting fulltime thesis students into the Program and not providing any stipend. It has been an explicit effort on behalf of the current Program leadership to ensure that all full time thesis students receive a stipend commensurate with other graduate programs at McMaster University. We feel that this process, while not well received by many faculty, will ensure a higher caliber of thesis student and greater sense of commitment from faculty. Collectively we believe that this will promote better learner success in their program. From this perspective, we anticipate that our new stipend process will encourage students to complete the program in time and will give way to better scholarly outputs associated with thesis completion (i.e., peer reviewed publications).

We will continue to monitor the progress of the limited number of students in the part-time thesis stream, working to identify those features of the program that may be enhanced to create more opportunity in this stream without serving as a work-around for providing the financial support that thesis students need and deserve.

Responsibility for Leading Follow-up: The Assistant Dean, HSED (GRIERSON) will ensure that continuous quality assurance of the full-time and part-time thesis streams is maintained.

Timeline for Addressing Recommendation: Ongoing.

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Recommendation 13

Consider inviting stakeholders from outside of the program to participate in the Design Thinking Evaluation

Proposed Follow-up: The HSED Design Thinking Evaluation project is a pilot project funded through the MacPherson Institute (MI), which is designed to develop a foundation for understanding online approaches to graduate education across the FHS at McMaster University. Accordingly, a plan for engaging stakeholders is already an inherent feature of the evaluation design.

Responsibility for Leading Follow-up: The MI funding has been awarded to HSED Faculty Member, Dr. Ilana Bayer, who is responsible for all aspects of the Design Thinking Evaluation Project.

Timeline for Addressing Recommendation: Ongoing.

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Recommendation 14

Considering broadening curriculum committee membership to allow a less insular structure

Proposed Follow-up: We are excited about this recommendation. It will be refreshing to include other perspectives into the Curriculum Committee. We intend to pursue a response to this recommendation in sequence with our response to Recommendation 10. In particular, we will invite the new Chair, Curriculum Committee to include members from outside of the HSED faculty as advisors and contributors to this committee. By allowing the new Chair to make these invitations, we feel that we are responding in a way that captures the essence of a less insular approach to Program governance.

Responsibility for Leading Follow-up: Chair, Curriculum Committee

Timeline for Addressing Recommendation: Considerations for a new Chair, Curriculum Committee will begin September 15th, 2020. We anticipate invitations for membership to be circulated such that a new, outside member may be added to the Curriculum Committee for the January 12th, 2021 meeting.

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Recommendation 15

Consider increased collaboration with/representation from the Program for Faculty Development to be more integrated with this graduate program. Given Dr. Teresa Chan's role in both programs, we see potential for increased collaboration.

Proposed Follow-up: See response to Recommendation 7

Responsibility for Leading Follow-up: See response to Recommendation 7

Timeline for Addressing Recommendation: See response to Recommendation 7

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Faculty Response

The Dean thanked the reviewers for their thorough, thoughtful, and constructive review of the Master of Health Science Education Graduate Program and appreciated that the reviewers identified strengths of the program including the student-centered and interprofessional approach, the program's focus on continuous quality improvement, the high caliber of the online courses and participating faculty, and the excellent leadership provided by Dr. Grierson as "a clear driver of success in the program."

They also thanked the reviewers for their thoughtful work in identifying areas for improvement and their specific recommendations. The Dean reviewed the program's response to the review and strongly support Dr. Grierson's detailed plan for addressing the recommendations. In relation to international recruitment, the Faculty will work with the program to ensure that its plans for international enrolment align with the Faculty's overall internationalization and graduate enrolment strategies. The Faculty will also work with Dr. Grierson to ensure that the duties of the program coordinator role are correctly aligned with the appropriate job category, and to consider whether the appointment of an Assistant Director is feasible and required for a program of this scale.

Quality Assurance Committee Recommendation

That the Quality Assurance Committee recommend that the Health Science Education M.Sc. program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review