

Program Progress Report
Institutional Quality Assurance Program (IQAP) Review
Master of Public Health

Date of Site Visit: March 2nd & March 3rd, 2023 (virtual visit)

Progress Report Prepared by: Elizabeth Alvarez (MPH Program Director);
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Please outline below how recommendations from the initial program review have been addressed.
[Please fill in one table for each recommendation from the original Final Assessment Report]

Overall comments: The IQAP review was conducted in February - March 2023, with implementation plans starting in late 2023. In early 2024, a new Program Director started in the role, and a new Program Administrator started in the role in June. The Curriculum Coordinator was on an extended leave from April 2024 until late 2024. We are addressing the recommendations from this perspective and as new stewards of the MPH Program. In addition, there is a restructuring occurring for departmental administrative supports for all programs. This re-organization may fundamentally alter our implementation plans for this progress report, especially with regards to responsibilities and coordination. The IQAP Final Assessment Report recommended to continue our regular course of action with an 18-month progress report (herein) and a full external cyclical review no later than eight years after the start of the last review (estimated for 2031).

Recommendation #1 - PROGRAM:

The Program should identify its unique “brand”. Clarifying where the Program wants to be in the future will help provide a roadmap for program enhancements. This will allow the Program to be more proactive rather than reactive.

Responsibility for Implementation: MPH Program Director, core faculty members, MPH Program Administrator, HEI Communications Manager

Anticipated Timeline for Completion: December 2026

Additional Notes/Commentary: The original program development work for McMaster’s MPH Program and the visioning exercise conducted in 2019 set the MPH Program forward on highlighting its strengths and niche in public health education in Ontario and across Canada, as well as its vision and mission. It was recommended to further market these unique aspects of our Program and consider what we envision for the future of the Program.

Steps taken: 1) We have focused our branding on the strengths of the program, including our generalist approach to training, the ability for students to tailor their learning to their interests in

public health, our unique focus on research methods and policy, and the option for students to choose a thesis or practicum experience. 2) We have developed take-away marketing tools to share with potential students at conferences and other student events. 3) We house a webinar recording on our website with information for prospective students. 4) Efforts are being made across the department to align branding. 5) The MPH Program is networking with public health stakeholders and other community partners to strengthen our approachability and affiliation with top experts in the field of public health.

Next steps: 1) Over the Summer and Fall of 2025, a communications and marketing evaluation of the MPH Program will be conducted in partnership with students, the departmental communications team, Public Health Ontario (PHO), and media partners, with the plan scheduled to be implemented in 2026. This will lead to the development of further promotional materials to describe our program, promote public health at large, educate potential students and the public about aspects of public health, and clarify our different program offerings in HEI and Global Health. 2) A website audit will be conducted as part of this evaluation, and revisions to the Program website will be made to better align with the brand identity of the MPH Program. This will include more engaging materials and greater search engine optimization. In addition, we will develop evaluation measures (e.g., website engagement metrics) to mark progress and determine the most successful strategies 3) Furthermore, the Public Health Agency of Canada (PHAC) is almost done revamping its Public Health Core Competencies (estimated Spring or Summer 2025). It is our plan to do a full Program and course analysis with MPH faculty over the Summer and Fall 2025 to ensure we meet the updated Core Competencies throughout our curriculum. This will lead to an updated curriculum map and clear guidance for instructors, if there is a need to update any courses. Additionally, the curriculum map will provide us with concrete evidence of our Program's strengths (i.e. focus on research methods and policy) and will allow us to show our students how their learning will evolve through the Program. 4) We plan to conduct an environmental scan of public health programs in Ontario and across Canada over the Summer and Fall 2026 as part of a practicum student project. We will review the state of public health education across Canada with the goal of further defining our strengths, our niche, and to determine areas of unique branding to set us apart from other programs

Progress (check one)

☐ Completed

☒ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with the program's response

Dean's Comments:

In our initial commentary on the program's response to the reviewer's report, we emphasized the importance of this recommendation and are pleased to see the program engaging with it constructively. We view this as ongoing work and fully support their proposed plan.

QAC Comments (to be filled in by Quality Assurance Committee):

QAC reviewed this report and had no further comments or concerns

Recommendation #2 – ADMISSION REQUIREMENTS:

The Program should attempt to track the nature of its student body and increase recruitment of equity seeking groups. The review team acknowledges that this may be challenging, but nonetheless such efforts should be made.

Responsibility for Implementation: MPH Program Director, MPH Program Committee, MPH Program Administrative Team, HEI Associate Chair FA-EDI, and FHS Associate Dean

Anticipated Timeline for Completion: September 2026

Additional Notes/Commentary: The MPH Program is dedicated to supporting equity-seeking students. We have had several Indigenous students over the years, including one who was identified through the FHS Facilitated Indigenous Admissions Program (FIAP) this year. In addition, we know anecdotally our student body is diverse, but we are not capturing this diversity quantitatively. It was recommended we try to capture this diversity in a measurable way.

Steps taken: 1) We have initiated discussions within the department and FHS (through GPCC/Grad Exec) about developing other facilitated admissions processes (e.g., Black student facilitated admissions) and capturing diversity data, 2) We hired our current Program Administrator who has experience in setting up facilitated admissions processes in another program at McMaster.

Next steps: 1) We are discussing practices of facilitated admissions and diversity data capture in other public health programs across Canada through the NSPPH (Network of Schools and Programs in Public Health) and internationally through the U21 Consortium, 2) We have increased our international student admissions offers for the 2025-2026 cohort, 3) We are working with Public Health Ontario to develop a strategy for outreach on public health as a career path for students in high school and undergraduate programs, focusing on minority groups. 4) We will consult with the HEI EDI Working Group around best practices for diversity data collection and receive their input on the proposed facilitated Black admissions program.

Progress (check one)

☐ Completed

☒ In Progress

☐ Other (please explain)

Department's Comments:

As part of her role, the new Program Manager will look into harmonizing processes across programs; exploring implementing facilitated admissions processes could be one of the program manager tasks. Capturing data to have a better understanding of our student body will also be one of the tasks of the program manager.

Dean's Comments:

The School of Graduate Studies has introduced a new Equity Survey for applicants as part of the admissions process. This represents a valuable tool for supporting data-informed approaches to equity and inclusion in admissions. We are pleased to collaborate with the MPH program in implementing facilitated admissions processes.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation #3 - CURRICULUM:

The curricular map be re-examined to confirm that all students will acquire the required competencies irrespective of the courses taken. Gaps, if any are identified, in the acquisition of competencies, should be rectified by appropriate mechanisms.

Responsibility for Implementation: MPH Program Director and MPH Curriculum Committee

Anticipated Timeline for Completion: September 2026

Additional Notes/Commentary: The MPH Program strives to provide a well-rounded education to meet the PHAC Core Competencies and other aspects of public health practice. There was a concern regarding the competencies being acquired through a mix of required and elective courses with some conflicts in timing with courses.

Steps taken: 1) The Curriculum Committee undertook an informal curriculum assessment in 2023, and it was determined that the topic of environmental health education needed to be expanded, 2) An elective was created on *The Fundamentals of Environmental Health and the Health Impacts of Global Climate Change*, 2) We have been aware for some time that PHAC is updating its Core Competencies (estimated Spring or Summer 2025), which will include a larger role of communication in public health. In anticipation, we are creating a strategy for incorporating education on marketing and communication in public health. 3) To reduce the number of conflicts in scheduling, we have created next academic year's course offering calendar and we will review this calendar with our most popular elective instructors in MPH, HRM and Nursing.

Next steps: 1) The Public Health Agency of Canada (PHAC) is almost done revamping its Public Health Core Competencies. It is our plan to do a full program and course analysis in the Summer and Fall of 2025 to ensure we address (or teach to) the updated Core Competencies throughout our Curriculum. Any substantive changes in courses or in the Program will need Graduate Studies approvals, so implementation will occur in the 2026-2027 calendar year, 2) Also, in the Summer and Fall of 2025, we are creating a student experience to support the development of a marketing and communications plan for the MPH Program. 3) We will review the elective course schedule on a yearly basis to reduce overlap in core and elective courses.

Progress (check one)

☐ Completed

☒ In Progress

☐ Other (please explain)

Department's Comments:

HEI's Education Strategy will include criteria for creating new courses and criteria for continuing to offer/ retiring existing courses. With regards to new courses, a justification that includes alignment with core competencies and demand, will be necessary. As such, clarifying the core competencies for the MPH program will be crucial. With regards to continuing to offer existing courses, HEI will convene a group that will create criteria for this. It will be important that there is representation from MPH in this group.

It is important to note that the recommendation says "**confirm that all students will acquire the required competencies irrespective of the courses taken**", which means that some of the competencies should be acquired through existing and required courses, and that the addition of new electives may not be the only solution.

Dean's Comments:

e believe a key element of this recommendation is the need for the program to review the curriculum to ensure that all students acquire the core competencies through the required courses. Electives are valuable for meeting breadth requirements and supporting areas of specialization, but should complement—not replace—the foundational learning. We encourage the ongoing curriculum review to reflect this perspective.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation #4 - CURRICULUM:

Reasons for the low student ratings of the Leadership and Applied Public Health should be ascertained, and appropriate corrective action taken.

Responsibility for Implementation: Program Director, Curriculum Committee, Course Instructor

Anticipated Timeline for Completion: Fall 2024 (Ongoing)

Additional Notes/Commentary: The Leadership and Applied Public Health course received low student ratings in past years compared to other courses. It was recommended to review the course and improve cohesiveness.

Steps taken: 1) The former Program Director has taught this course and continues to work on improving course content and delivery. The evaluations from Fall 2024 show a mean score above 5 out of 7 for all course and instructor related questions.

Next steps: 1) In the Summer and Fall 2025, we intend to carry out a full program and course analysis to align with the new Core Competencies. This exercise will include an evaluation of the Leadership course. Any substantive changes to this course will be submitted to GPCC for approval. 2) Courses are evaluated on an ongoing basis, which will continue, to ensure learner expectations are being met.

Progress (check one)

☒ Completed

☐ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with the program's response

Dean's Comments:

We appreciate that the reviewers identified this deficit, and we encourage the program to monitor the improvements.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation #5 - CURRICULUM:</p> <p>While this is not fully under the control of the Program, attempts should be made to ensure that there is no overlap between the course timings of core and elective courses.</p>
<p>Responsibility for Implementation: Curriculum Coordinator</p>
<p>Anticipated Timeline for Completion: March 2025 (ongoing)</p>
<p>Additional Notes/Commentary: A recommendation was made to decrease the overlap in scheduling between core and elective courses. Some of the elective courses our students take are from other programs in the department and throughout McMaster.</p> <p><u>Steps taken:</u> The Curriculum Coordinator has been working with the faculty of our elective courses to reduce the scheduling overlap of core and elective courses. The faculty of elective courses were sent the MPH Program's core schedule for the upcoming academic year and asked to consider their scheduling around the core courses.</p> <p><u>Next steps:</u> 1) The Curriculum Coordinator will continue communicating with elective faculty in advance of each upcoming academic year. 2) We will track elective courses our students take or have interest in and communicate with the instructors of those courses to minimize course overlap.</p>
<p>Progress (check one)</p> <p><input checked="" type="checkbox"/> Completed</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>Satisfied with the program's response.</p>
<p>Dean's Comments:</p> <p>We are satisfied with the program's response.</p>
<p>QAC Comments (to be filled in by Quality Assurance Committee):</p> <p>See above</p>

<p>Recommendation #6 - CURRICULUM:</p> <p>Review the Capstone course to ensure its rigor and that it meets programmatic needs.</p>
<p>Responsibility for Implementation: Program Director and Curriculum Committee</p>
<p>Anticipated Timeline for Completion: Fall 2026</p>
<p>Additional Notes/Commentary: It was recommended to review the capstone project and improve the usefulness and robustness of this milestone.</p>

Steps taken: 1) A scan of other MPH programs revealed that our capstone project may not be typical of what is expected of this type of milestone, 2) The new Program Director and Curriculum Committee have discussed potential pathways for the capstone project.

Next steps: 1) In the Summer and Fall 2025, we intend to carry out a full program and course analysis to align with the new Core Competencies. This exercise will include an evaluation of the capstone project. Any substantive changes to this milestone will be submitted to GPCC for approval.

Progress (check one)

☐ Completed

☒ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with program response

Dean's Comments:

We are satisfied with the program's response.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation #7 – TEACHING AND ASSESSMENT:

Increase the number of international practicum sites. The program should leverage the excellent international connections of McMaster faculty; in addition, the proposed Global Nexus should be targeted in this regard.

Responsibility for Implementation: Program Director, MPH Program Administration, and MPH Program Stakeholders

Anticipated Timeline for Completion: May 2025 (ongoing)

Additional Notes/Commentary: It was noted in the Faculty Response that this recommendation may be tempered by administrative, oversight, and funding requirements of international placements. Steps taken: 1) The Program Administrator met with a colleague to discuss their process for facilitating international placements, 2) Networking is ongoing to identify a larger range of appropriate national and international placement sites (e.g. Caribbean Public Health Association), 3) Global Nexus has been evolving in the past couple of years, and the Program Director has reached out to their leadership to identify areas of collaboration.

Next steps: 1) The Curriculum Coordinator will be reaching out to the World Health Organization (WHO) to inquire about possible international placements for our students, 2) The Curriculum Coordinator will search and reach out to other international placements and complete all required documentation for each site (risk assessment, agreements). 3) The Program Director will continue strengthening collaborations with the School of Global Health and learning from their processes for international opportunities from students. 4) Consideration will be given to location of practicums, travel required, funding, and other equity concerns in setting up any international placements.

Progress (check one)

☐ Completed

☒ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with the program's response

Dean's Comments:

"As noted in the Final Assessment Report, we recognize the complexity and significant resource requirements involved in establishing and supporting a robust network of international placement sites. We suggested that pursuing international placements should be considered within the context of a broader branding and market strategy, aligned with the program's efforts to define its distinctiveness. In this regard, we note that McMaster already offers a Master's program in Global Health, which has an established network of international placements and student exchange partners. As such, the unique value and distinctiveness of global placements within the MPH program remain unclear.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation #8 – TEACHING AND ASSESSMENT:

The practicum search process could be improved based on student feedback to decrease student stress.

Responsibility for Implementation: Program Director and MPH Curriculum Coordinator

Anticipated Timeline for Completion: March 2025 (Ongoing)

Additional Notes/Commentary: The practicum search process mirrors a job search in many ways and carries with it a noted amount of stress for students. Students highlighted coordination and communication as key areas for improvement.

Steps taken: 1) InPlace, an educational platform for placements, was determined to be causing a significant amount of added burden and frustration amongst students, administrators and supervisors. Therefore, InPlace was discontinued in late 2023, 2) In its place, Avenue to Learn has been set up to streamline practicum search processes. Students have access to all the practicum forms and consistently updated placement opportunities within Avenue to Learn, 3) Students meet with the Program Director 1:1 once a term in their first two terms to discuss progress in the program and help with decision making around practicum and thesis experiences, 4) Students are advised that they are able to reach out to the Program Administration as needed, 5) An alumni panel is held during Professional Development Studio II to provide alumni insights on the practicum / thesis search process, 6) The MPH Student Association (MPHA) shared a survey from alumni on their practicum and thesis experiences, 7) student surveys are conducted on a regular basis to provide feedback on all aspects of the Program, including the practicum search process

Next steps: 1) We will continue to solicit feedback from students on what works best for them along with suggestions on further areas of support in the practicum search process.

Progress (check one)

☒ Completed

☐ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with program's response

Dean's Comments:

We are satisfied with the program's response.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation #9 – TEACHING AND ASSESSMENT:

The needs of thesis students looking for qualitative research depth and thesis opportunities should be understood better. The program could work with other programs in FHS so students can take qualitative research courses.

Responsibility for Implementation: Program Director and MPH Curriculum Coordinator

Anticipated Timeline for Completion: 2024 (Ongoing)

Additional Notes/Commentary: Qualitative research methods courses and opportunities were lacking earlier in the program

Steps taken: 1) The department and other programs across campus have added qualitative course offerings (see below), 2) There is a qualitative research workshop and a continuing education program offered at McMaster, which some of our students have attended, 3) The current Program Director is a qualitative researcher and has networks with other qualitative researchers on campus, which is helpful for helping students connect with potential thesis supervisors

Next steps: 1) Continue to list qualitative research methods courses for students. 2) Continue to support students in finding qualitative thesis opportunities.

Other McMaster offerings:

- BUSINESS B785 / Research Methods & Design: Qualitative
- HLTH POL 747 / HS EDUC 747 Qualitative and Conceptual Methods
(Prerequisite(s): Permission of the instructor)
- SOCIOL 742 / Qualitative Methods (Prerequisite(s): Permission of Instructor)
- REHAB 772 / Introduction to Qualitative Research (Prerequisite(s): [REHAB 705](#))
- REHAB 758 / Qualitative Research Methods for Collecting, Analysing and Interpreting Data
- HLTH AGE 714 / Qualitative and Historical Methods in Studies of Health and Aging
- HTHRSM 755 / NUR 745 Applied Qualitative Research Methods in Health

Progress (check one) <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain)
Department's Comments: Satisfied with the program's response
Dean's Comments: We are satisfied with the program's response.
QAC Comments (to be filled in by Quality Assurance Committee): See above

Recommendation #10 – TEACHING AND ASSESSMENT: Ensure that supervisory committees for thesis stream students consist of full- time faculty with graduate supervisory status. Faculty with part-time appointments do not meet university requirements to be part of graduate student committees.
Responsibility for Implementation: MPH Program Administration, FHS Administration
Anticipated Timeline for Completion: February 2025 (Ongoing)
Additional Notes/Commentary: <u>Steps taken:</u> 1) Supervisory Committee Forms were altered to include clear guidelines as well as a check box for Committee Members to disclose their teaching/privileges status, 2) Recently, FHS released a master list of FHS Supervisors and their levels of supervisory privileges, 3) The Program is now able to quickly determine the supervisory privileges by using the FHS list. <u>Next steps:</u> 1) The MPH Program Handbook will be updated to include specific instructions around eligible members of the Supervisory Committee, following FHS guidelines.
Progress (check one) <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain)
Department's Comments: Satisfied with program's response
Dean's Comments: We have confirmed with the program team that faculty involved in thesis supervision are formally approved by the Vice-Dean and Associate Dean of Graduate Studies (Health Sciences), on behalf of

the School of Graduate Studies. A standardized approval process has been established across FHS graduate programs to nominate faculty for supervisory roles, and we now maintain and publish a list of approved supervisors. The reviewers' statement that part-time faculty are ineligible is incorrect. All supervisors must hold a university appointment and are assessed for approval based on their qualifications, relevant experience, and demonstrated ability to support a student's academic training.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation #11 – TEACHING AND ASSESSMENT:

Data collection on practicum site experience, preceptor qualifications and student feedback be systematized; reports from this be reviewed annually to maintain practicum site (and supervisor) suitability.

Responsibility for Implementation: Program Director and Curriculum Coordinator

Anticipated Timeline for Completion: March 2025 (ongoing)

Additional Notes/Commentary:

Steps taken: 1) The Curriculum Coordinator created a database of all practicum supervisors, their titles, and contact information for tracking purposes. 2) A form for evaluating the practicum site was created and is embedded in our updated practicum forms and expectations starting Summer 2025. Completing a student evaluation of the practicum site became a requirement of the practicum milestone. 3) Data showed that the InPlace platform being used for placement searching was not effective for students. The MPH Program is now posting opportunities on Avenue to Learn for a more streamlined process. 4) Practicum evaluations are downloaded on Avenue to Learn and the Program Director reviews the learning contracts, mid-term evaluations, and final evaluations.

Next steps: 1) Continue to track and review practicum and supervisor placements. If a practicum site receives negative evaluations, structured follow-up actions will be taken, including remediation plans or discontinuation of partnerships.

Progress (check one)

☒ Completed

☐ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with program's response

Dean's Comments:

We are satisfied with the program's response.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation #12 – RESOURCES TO MEET PROGRAM REQUIREMENTS:

Examine the mix of core and faculty with part-time appointments teaching the courses and take steps to ensure sustainability of this mix for the medium to long term.

Responsibility for Implementation: HEI Chair, HEI Associate Chair Education, Program Director, Program Committee

Anticipated Timeline for Completion: December 2025

Additional Notes/Commentary: HEI has many part-time faculty, which contributes to a diverse learning experience and creates community links for students, but which brings concerns of sustainability for the Program. It was recommended to examine the mix of core and part-time faculty to ensure sustainability. The new Program Director has taken on the courses of the previous Program Director and our newest full-time faculty teaches two courses in the MPH Program and two courses in the GDCPH Program. This model may also not be sustainable in the long term; however, given the financial landscape of universities and university priorities, it is not feasible to hire new faculty at this time.

Steps taken: 1) The Program Director has been meeting with current and potential part-time faculty with knowledge and experience in public health to identify ways to ensure there is sustainability in the Program.

Next steps: 1) The Program Director will continue discussions with HEI leadership, the HEI Education Council, core faculty, and the MPH Curriculum Committee to identify ways to ensure sustainability of the Program, 2) Through the curriculum and program evaluation in the Summer and Fall 2025, we will incorporate sustainability as an important consideration in planning.

Progress (check one)

☐ Completed

☒ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with program's response

Dean's Comments:

We recognize that the current balance between full-time, sessional, and part-time faculty is influenced in part by resource and budgetary constraints. Nonetheless, we believe that public health training and research remains a departmental priority, as demonstrated by the recent launch of the companion Graduate Diploma in Community and Public Health. To support this priority, it is essential for the department to maintain a core group of full-time faculty who can provide academic leadership and sustain the research agenda that underpins the program's evidence- and policy-informed training environment. While we acknowledge the ongoing challenges, we also view the inclusion of sessional and part-time faculty who are active public health practitioners as a strength of the program. Striking the right balance should be guided, first and foremost, by considerations of instructional quality and the overall student experience.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation #13 – RESOURCES TO MEET PROGRAM REQUIREMENTS: Ensure budget transparency at the program level.</p>
<p>Responsibility for Implementation: HEI Chair, HEI Administrator, HEI Finance Committee, Program Director, MPH Program Administrator</p>
<p>Anticipated Timeline for Completion: Fall 2024 (ongoing)</p>
<p>Additional Notes/Commentary: <u>Steps taken:</u> 1) The Program Administrator has been granted greater access to financial information, though payroll remains ambiguous. 2) The Program Director and the Program Administrator met with the Director of Administration and the Finance team to review and discuss the current profit/loss statement for MPH. 3) The Program Administrator is tracking all operating expenses and can provide frequent updates on the state of the budget to the Program Director. <u>Next steps:</u> 1) Continue to build transparency in our budgets with HEI Finance and HEI leadership</p>
<p>Progress (check one) <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments: Satisfied with program's response</p>
<p>Dean's Comments: We are satisfied that the department is working with the program leadership to improve their understanding of the relevant financial context.</p>
<p>QAC Comments (to be filled in by Quality Assurance Committee): See above</p>

<p>Recommendation #14 – RESOURCES TO MEET PROGRAM REQUIREMENTS: Ensure continued availability of TA support, especially for the faculty with part-time appointments.</p>
<p>Responsibility for Implementation: Program Director, HEI Chair, HEI Administrator, HEI Educational Council, Course Instructors, School of Graduate Studies</p>
<p>Anticipated Timeline for Completion: Fall 2024 (Ongoing)</p>
<p>Additional Notes/Commentary: TAs are an important aspect of teaching and learning in the MPH Program for both students and instructors. There is concern that numbers of TAs are decreased as a result of fiscal constraints. In addition, there was speculation that funding through our graduate school budget would not support TAs, however, through concerns expressed by the Deans, this has not come to fruition. <u>Steps taken:</u> 1) As fiscal responsibility continues to be a priority, the need for TAs has, and will, continue to be thoroughly considered. Courses that are taught by part-time faculty have been given</p>

TA support and will likely continue to. Courses taught by full-time faculty may not receive a TA, however there may be potential for faculty tutors, but this will be reviewed on a case-by-case basis, 2) In some instances, TA hours and wages can be shared across Programs to save on costs, 3) the Program Director supported the Associate Dean, Faculty of Health Sciences to bring awareness of the impacts of loss of TA funding from Graduate studies budget.

Next steps: 1) Continue to work with course instructors to evaluate TA needs and support TAs for our courses

Progress (check one)

☒ Completed

☐ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with program's response

Dean's Comments:

The program references TA funding within the 'graduate studies budget,' which we understand to refer to the allowance permitting up to 15% of the FHS allocation from the SGS Scholarship Fund to be used for TA remuneration. We agree that this provision is essential for supporting both graduate student teaching opportunities and the broader graduate teaching mission. At present, we are not aware of any planned changes to this allowance.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation #15 – QUALITY INDICATORS:

Clarify the role of the graduate diploma in Community and Public Health and how it will impact/interact with the MPH program.

Responsibility for Implementation: MPH Program Director, GDCPH Program Director, HEI Chair

Anticipated Timeline for Completion: September 2023 (Ongoing)

Additional Notes/Commentary: At the time of the review, the GDCPH had not started yet and there was a need to clarify the role of GDCPH and how it would interact with the MPH Program.

Steps taken: 1) After our MPH Program Director stepped down at the end of 2023, a new MPH Program Director and a separate GDCPH Program Director were selected. This helped separate the functioning of these two Programs. However, we have maintained close working ties. 2) There is ongoing communication with the Department: clarifying synergies of new faculty hire roles with teaching in MPH, GDCPH, etc. 3) Applicants not admitted into the MPH Program have been encouraged to apply to the GDCPH Program. 4) Both MPH and GDCPH have been working together to support a Speaker Series offering current and newsworthy seminars on how public health is affecting the general public. These are great interest pieces for students, faculty and partners, but also provides an opportunity to advertise the Programs more broadly across the university and the public domain. 5) We advertise both programs in our webinar for the MPH Program. 6) Program

representatives have attended graduate program fairs together in order to show the value of each Program and offer prospective students with information about either/both program(s).
Next steps: 1) We will continue to collaborate with the GDCPH Program especially in our development of marketing and communication in public health education plans and in advertising of the Programs.

Progress (check one)

☒ Completed

☐ In Progress

☐ Other (please explain)

Department's Comments:

Satisfied with program's response

Dean's Comments:

We are confident that the both the operational coordination and the marketplaces for these programs will become clear as the diploma evolves.

QAC Comments (to be filled in by Quality Assurance Committee):

See above