

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1 Review Summary

<p><b>Program(s) Reviewed:</b></p>	<p><b>Public Health Science Programs:</b></p> <ul style="list-style-type: none"> <li>• Bioethics, Master of Health Science (MHSc)</li> <li>• Community Health, Master of Science in Community Health (MScCH)             <ul style="list-style-type: none"> <li>▶ Fields:                 <ul style="list-style-type: none"> <li>▪ Addictions and Mental Health</li> <li>▪ Family and Community Medicine</li> <li>▪ Health Practitioner Teacher Education</li> <li>▪ Occupational Health Care</li> <li>▪ Wound Prevention and Care</li> </ul> </li> </ul> </li> <li>• Public Health Sciences, Master of Public Health (MPH)             <ul style="list-style-type: none"> <li>▶ Fields:                 <ul style="list-style-type: none"> <li>▪ Epidemiology</li> <li>▪ Family and Community Medicine (regular and advanced standing options)</li> <li>▪ Indigenous Health</li> <li>▪ Nutrition and Dietetics (regular and advanced standing options, <i>Emphases:</i> Clinical Nutrition; Management and Food Systems; Public Health Nutrition)</li> <li>▪ Occupational and Environmental Health (<i>Emphases:</i> Environmental Public Health; Occupational Hygiene)</li> <li>▪ Social and Behavioural Health Sciences</li> </ul> </li> </ul> </li> <li>• Public Health Sciences, Master of Science (MSc)             <ul style="list-style-type: none"> <li>▶ Fields:                 <ul style="list-style-type: none"> <li>▪ Biostatistics (<i>Emphasis:</i> Artificial Intelligence and Data Science)</li> </ul> </li> </ul> </li> <li>• Public Health Sciences, Doctor of Philosophy (PhD); Regular and Flexible-Time options             <ul style="list-style-type: none"> <li>▶ Fields:                 <ul style="list-style-type: none"> <li>▪ Biostatistics</li> <li>▪ Epidemiology (<i>Emphasis:</i> Artificial Intelligence and Data Science)</li> <li>▪ Occupational and Environmental Health</li> <li>▪ Social and Behavioural Health Sciences</li> </ul> </li> </ul> </li> <li>• Public Health Sciences, Doctor of Public Health (DrPH)</li> </ul>
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	<p><b>IHPME Programs:</b></p> <ul style="list-style-type: none"> <li>• Health Administration, Master of Health Science (MHSc)</li> <li>• Health Informatics, Master of Health Informatics (MHI): Regular, Executive options</li> <li>• Health Policy, Management &amp; Evaluation, Master of Science (MSc) <ul style="list-style-type: none"> <li>▶ Concentrations: <ul style="list-style-type: none"> <li>▪ Clinical Epidemiology and Health Care Research</li> <li>▪ Health Services Research (<i>Emphases:</i> Health Economics; Health Informatics Research; Health Policy; Health Services Organization and Management Studies; Health Services Outcomes and Evaluation; Health Systems Artificial Intelligence; Health Technology Assessment)</li> <li>▪ Quality Improvement and Patient Safety</li> <li>▪ System Leadership and Innovation</li> </ul> </li> </ul> </li> <li>• Health Policy, Management &amp; Evaluation, Doctor of Philosophy (PhD): direct entry, regular entry, transfer; regular and flexible-time options <ul style="list-style-type: none"> <li>▶ Concentrations: <ul style="list-style-type: none"> <li>▪ Clinical Epidemiology &amp; Health Care Research</li> <li>▪ Health Services Research (<i>Emphases:</i> Health Economics; Health Informatics Research; Health Policy; Health Services Organization and Management Studies; Health Services Outcomes and Evaluation; Health Systems Artificial Intelligence; Health Technology Assessment; Health Professions Education Research)</li> </ul> </li> </ul> </li> </ul>
<b>Division Reviewed:</b>	Dalla Lana School of Public Health
<b>Commissioning Officer:</b>	Vice-Provost, Academic Programs
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Richard Hobbs, Head, Nuffield Department of Primary Care Health Sciences, University of Oxford</li> <li>• Shanthi Johnson, Dean, School of Public Health, University of Alberta</li> <li>• Ellen MacKenzie, Dean, Bloomberg School of Public Health, Johns Hopkins University</li> </ul>
<b>Date of Review Visit:</b>	February 6-8, 2023
<b>Review Report Received:</b>	May 26, 2023
<b>Administrative Response(s) Received by VPAP:</b>	March 6, 2024
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review

Date: November 7-9, 2016

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Strong programs in health science research and administration; uniformly strong PhD programs
- Talented faculty and a committed staff
- The Joint Centre for Bioethics is a renowned national and global resource
- IHPME's strong and effective reputation with external agencies and professional groups
- Very strong acceptance and registration rates for nearly all programs
- Consistently high student satisfaction
- Exemplary student financial aid policy
- Excellent scholarly impact and performance compared to Canadian and North American universities
- Considerable strength in data science
- Eight CIHR Canada Research Chairs with primary appointments in DLSPH
- Size of faculty, students, and programs give DLSPH the potential to be among the best schools in the world

#### Opportunities for Program Enhancement

- Working across the current siloes in the areas of admissions, administration, communications, and program/course content; addressing financial incentives and barriers associated with the current structure of program offerings to duplication and support expanded course offerings
- Exploring strategies to bring time-to-completion in line with international practice
- Clarifying the roles and responsibilities of the large number of status-only and adjunct faculty
- Building internal relationships with health science and other academic divisions, as well as with administrative offices
- Developing a research strategy through which to pursue research opportunities and partnerships; finding a more effective recovery of the full cost of contracted research
- Further integrating IHPME and DLSPH to ensure that stronger, clearer administrative and governance structures and processes can effectively and efficiently support the Faculty's complex array of programs, EDUs and other activities
- Creating a detailed operational plan
- Avoiding duplication between existing EDUs; aligning any new EDUs with the Faculty's mission and strategic plan

# Current Review: Documentation and Consultation

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## Documentation Provided to Reviewers

- Review Terms of Reference
- Site Visit Schedule
- Self-study and appendices including access to course descriptions and faculty CVs
- Previous review report including administrative response
- Towards 2030: The View from 2012 -An Assessment of the University of Toronto's Progress Since Towards 2030

## Consultation Process

- Vice-Provost, Academic Programs
- Dean, Dalla Lana School of Public Health
- Indigenous Knowledge Keeper
- Associate Dean, Academic Affairs
- Associate Dean, Research
- Associate Dean, Public Health Sciences (PHS)
- Director, Institute of Health Policy, Management and Evaluation (IHPME)
- Chief Administrative Officer
- Division Head, Biostatistics
- Division Head, Occupational and Environmental Health
- Division Head, Clinical Public Health
- Division Head, Epidemiology
- PHS and IHPME Student Association Leaders
- PHS Program Directors (PhD and Masters)
- PHS Graduate Coordinator
- IHPME Program Directors (PhD and Masters)
- IHPME Graduate Coordinator
- Director, Waakebiness-Bryce Institute for Indigenous Health
- Director, Joint Centre for Bioethics
- Director, Centre for Global Health
- Director, Centre for Critical Qualitative Health Research
- Director, Equity, Diversity and Inclusion
- Interim Director, Advancement
- Director, Communications
- Registrar and Director, Student Services
- Business Manager, PHS
- Business Manager, IHPME
- Practicum and Professional Development Officer
- Student Placements Coordinator
- Associate Dean, Academic Programs, University of Toronto Mississauga
- Vice-Principal, Academic & Dean, University of Toronto Scarborough
- Dean, Faculty of Kinesiology and Physical Education

- Dean, Factor-Inwentash Faculty of Social Work
- Dean, Faculty of Arts and Science
- Dean, Faculty of Applied Science and Engineering
- Dean, Temerty Faculty of Medicine & Vice-Provost, Relations with Healthcare Institutions
- School Governance Committee Chairs
- Tenured and Continuing Teaching Stream Faculty
- Vice-Provost, Graduate Research and Education, and Dean of the School of Graduate Studies
- Pre-Tenure and Pre-Continuing Teaching Stream Faculty
- Status and Adjunct Faculty
- Presidents of PHS and IHPME Alumni Associations
- Selected Employers and Stakeholders

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s) – n/a

### 2. Graduate Program(s)

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Many programs in both PHS and IHPME are well-established, have a strong pipeline of applications, and excellent student experience feedback
- Objectives
  - ▶ Programs provide opportunities for students to work with scholars, decision-makers, practitioners, and communities on critical public health issues
- Admissions requirements
  - ▶ Program applications have increased
- Innovation
  - ▶ DLSPH has expanded and created several for-credit programs and is exploring ways to deliver more continuing education
  - ▶ The Indigenous and Black Health tracks are new and highly innovative
- Accessibility and diversity
  - ▶ DLSPH has paid deliberate attention to EDI through their new programs (e.g., Black Health, Indigenous, and others)
- Student engagement, experience and program support services
  - ▶ Student feedback noted by reviewers as “mostly very positive”
  - ▶ Students see placements as very valuable, potentially leading to career opportunities

- ▶ “We applaud the School’s ability to find support for most of the practica and increasing the number of paid practica, within the professional body’s regulatory constraints”
- Quality indicators – graduate students
  - ▶ PhD time to completion has improved modestly since the last review
- Quality indicators – alumni
  - ▶ Stakeholders report that graduates are well positioned to contribute to change in public health

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
  - ▶ Graduate programs are unusually dependent on status-only and adjunct faculty for teaching and assessment; “[t]his status quo would appear unsustainable and could dramatically impact on the School’s ability to deliver its programs”
  - ▶ Some program tracks are dependent on very few appointed faculty, and sometimes individual academics; “[this] may place significant or unsustainable burden on adjunct and status-only faculty and poses significant reputational and relational challenges”
  - ▶ New Indigenous and Black Health tracks are challenged by limited staffing capacity
- Student engagement, experience and program support services
  - ▶ Some students note concerns that the high proportion of teaching delivered by status-only and adjunct faculty is “inappropriate”
  - ▶ Students express strong concerns about the fairness of student placements; a small number of unpaid practica remain, “which is problematic for students facing fiscal constraints to live and study”
- Quality indicators – graduate students
  - ▶ Average PhD times to completion remain high, which further adds to student financial pressures
- Student funding
  - ▶ Many students noted significant financial hardship related to the high cost of living in the region, requiring them to work while completing their studies, and resulting in delays to program completion

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Strengthen core faculty complement assigned to some programs, to ensure long-term sustainability
  - ▶ Address overlaps and drift in some programs by seeking efficiencies and improvements in student access, and working across some concentrations and fields
- Innovation
  - ▶ Capitalize on the success of the online delivery that occurred during the pandemic to modernize programs

- Student funding
  - ▶ DLSPH is encouraged to establish and/or enhance funding to support students experiencing financial hardship, with particular consideration for those from equity-denied groups

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Very impressive scale and quality of research and teaching, relative to the size of the faculty
  - ▶ DLSPH has achieved significant growth in research since its last review
- Research
  - ▶ Research funding has increased by nearly 160% since 2015-16
  - ▶ DLSPH has successfully engaged faculty in diversifying their research funding portfolio, through communications and events related to emerging opportunities

The reviewers identified the following **areas of concern**:

- Faculty
  - ▶ While status-only and adjunct faculty express strong commitment to and value the personal satisfaction they derive from teaching, they acknowledge their contributions are increasingly difficult to sustain, due to lack of support by employers and/or lack of available personal time

The reviewers made the following **recommendations**:

- Research
  - ▶ “DLSPH recognizes that some sectors remain largely untapped potential [for research funding] that could be exploited through further fostering of an entrepreneurial mindset and culture”
- Faculty
  - ▶ Junior faculty note desire for enhanced communications and clarity regarding career progression through the tenure stream

## 4. Administration

*Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.*

The reviewers observed the following **strengths**:

- Relationships
  - ▶ The School has played a role in strengthening health systems around the world, novel approaches to overdose prevention and improving the implementation of Ontario Health Teams
  - ▶ The School has “created and sustained a program of public and professional engagement, provided leadership and advocacy for change, taught journalism as a public health tool, and trained faculty and students in social and government relationships”
  - ▶ DLSPH was a key player in Ontario and Canada’s pandemic response: the Dean convened and co-chaired Ontario’s COVID-19 Science Advisory Table; faculty provided expert advice on a number of pressing topics; and PhD students developed a dashboard tracking COVID-19 cases in Canada
  - ▶ Dean to be lauded for his leadership and commitment to DLSPH, U of T, and the field of public health
  - ▶ Relationships between PHS and IHPME have improved somewhat since last review
  - ▶ Students have come together to form peer support groups in the area of EDI
  - ▶ Heads of cognate divisions were universally positive about DLSPH and its Dean; they noted that the Dean’s public contributions during the pandemic had enhanced the profile of the School and the University, and expressed enthusiasm about potentially developing closer working relationships with DLSPH
  - ▶ Organizations that contribute a significant number of adjunct and status-only faculty value relationship with U of T, and report that DLSPH students are very high quality and strong candidates for future employment opportunities
  - ▶ DLSPH delivers a high school outreach and access program in two local communities
  - ▶ Reviewers note “pleasant and interesting” conversation with alumni societies
- Organizational and financial structure
  - ▶ DLSPH has implemented a number of measures since the last review, including refreshed academic governance; mirrored IHPME & PHS leadership roles; new school-wide leadership roles and associated offices; and new school-wide support roles, resources, processes, and guidelines
- Long-range planning and overall assessment
  - ▶ “The School is to be commended for its research and publication productivity, knowledge translation, research facilities and infrastructure, managing transitions, and effective team building”
  - ▶ Some progress has been made in the six priority areas laid out in the DLSPH Academic Plan



- ▶ School has made progress in the area of Indigenous health
- ▶ School has made important investments in EDI at the divisional level, with the appointment of an inaugural Director of EDI and an associated office
- International comparators
  - ▶ Largest and most comprehensive Public Health School in Canada
  - ▶ DLSPH ranks among the top Canadian and global schools of health
  - ▶ DLSPH is an “internationally recognized community of researchers, teachers, students, practitioners, policy makers and citizens, creating new knowledge, educating change makers, advancing practice, and leading public health and social justice locally, nationally, and globally”

The reviewers identified the following **areas of concern**:

- Relationships
  - ▶ The lack of integration between PHS and IHPME highlighted in the previous review of DLSPH remains a significant issue to resolve
  - ▶ Concerns noted that limited core teaching across a widening number of programs may result in faculty burnout and low morale
  - ▶ Organizations that contribute adjunct and status-only faculty acknowledge that “their own financial pressures might erode some of the historic incentives to close co-working”
  - ▶ Reviewers surprised to learn that DLSPH has two alumni societies (for PHS and IHPME) and note this structure as a “missed opportunity for greater and more integrated alumni engagement”
- Organizational and financial structure
  - ▶ Administrative support for research could be strengthened, in particular for early career researchers
- Long-range planning and overall assessment
  - ▶ “Given the size of the School in terms of student numbers and research programs, the reviewers were surprised at the low number of permanent faculty and administrative roles.”
  - ▶ DLSPH senior leadership has identified a number of strategic and operational challenges/goals, including building on partnerships; preparing students for leadership in evolving public health systems; identifying new scholarly endeavours; reducing organizational barriers; rationalizing diverse fields offered while maintaining breadth of programming; and better supporting programs that currently run without strong faculty complements
  - ▶ Risk considerations identified by DLSPH leadership include attracting excellent and diverse faculty; building a lifecycle of educational programming, and addressing challenges associated with building a sustainable funding program
  - ▶ Long-range challenges identified by DLSPH include maintaining program competitiveness, faculty robustness, student supports, financial strength and morale resilience

The reviewers made the following **recommendations**:

- Relationships
  - ▶ “Leadership development and strategic networking is recommended to facilitate greater integration and coordination between the two founding departments for the School”
  - ▶ Prioritize efforts to fully integrate all appointed faculty within the School (including developing a single website listing all core faculty)
  - ▶ Develop a formal process for ensuring regular interaction between program, unit and department heads, to support the alignment of research priorities and program development opportunities
  - ▶ DLSPH leadership encouraged to monitor teaching staff for potential adverse effects of burnout and low morale
  - ▶ Foster flexible working conditions throughout the School that accommodate personal circumstances, and explore approaches to creating an inclusive culture, and explore approaches to encouraging that EDI be seen as a shared, School-wide responsibility
  - ▶ Consider merging the two Alumni societies, “in the spirit of integration, efficiencies, and advancement”
- Organizational and financial structure
  - ▶ “DLSPH acknowledges that additional effort will be required to fully address legacy aspects of the culture that perpetuate organizational siloes”
  - ▶ Consider approaches to enhancing supports for researchers, including both administrative supports and financial processing
- Long-range planning and overall assessment
  - ▶ “Given the size of the School some sub-division into departments or other institutes would make sense and careful thought on the best groupings might further enable integration. A simple division into the 2 founding departments would probably exacerbate the integration issues...More complete integration could encourage School sub-divisions that set out the School’s priority areas and special methodological or content expertise, and seek to minimise duplicated effort.”
  - ▶ Reviewers and heads of cognate divisions are supportive of DLSPH desire to develop undergraduate offerings in public health, but reviewers caution that “this would have to be adequately resourced for core faculty and administrative staff complement in advance of the fees that would ultimately underwrite roles or this would exacerbate an already stressed School workforce”
  - ▶ “[T]here needs to be continued support at the School level for the new programs, newly hired faculty members, and program leads/directors to ensure people/program success and to prevent increasing [the] burden of the EDI work solely on the racialized individuals”
  - ▶ Ensure a continued commitment to excellence and EDI at all levels; ensure consistent EDI practices to attract and retain a diverse faculty and student body
  - ▶ “To build on strengths and sharpen DLSPH’s focus and relevance, the review panel strongly recommends the development and implementation of a clearly articulated

- and unifying five-year strategic plan that actively engages both the internal current members and external stakeholders”
- ▶ Develop a long-term, strategic faculty complement plan, to ensure sustainability and effective delivery of programs, and remedy overreliance on status-only and adjunct faculty; consider significant investment in more core academic positions, and explore approaches to compensating non-appointed faculty members (reviewers acknowledge that implementation may present challenges, and that these issues extend beyond DLSPH to the University level)

## 2 Administrative Response & Implementation Plan

Professor Susan McCahan  
Vice Provost, Academic Programs  
University of Toronto

March 6, 2024

### **Re: Administrative Response to the 2022-23 External Review of the Dalla Lana School of Public Health**

#### **Dear Professor McCahan:**

I would first like to thank you and your team for all your support as we navigated our second external review as an independent School.

Overall, the reviewers had a highly positive view of the scale and quality of our research and teaching and considered many of our academic outputs to be world-class. They commended our research productivity, knowledge translation, research support, and relations with partner faculties and health system stakeholders. They also provided key guidance around challenges at the School such as our small faculty complement, reliance on status-only and adjunct faculty at our partner institutions, and missed opportunities for new programming, efficiencies, and synergies within the School.

DLSPH made the external review available to all faculty and staff for comment shortly after receiving the final document in May 2023 and invited feedback. After my return from leave, we engaged faculty, staff, and students through multiple consultations – both in-person and virtually – on the results of the review and sought further feedback. This administrative response and implementation plan is the outcome of our consideration of these inputs.

The timing of our external review was fortunate. In late 2023, the Provost and I commissioned a review of administrative operations, partly motivated by our first read of the external review. At the same time, we have completed our current Academic Plan (2019-2024) and will now develop our academic plan for 2025-2030. The external review, the review of administrative operations, and this response and implementation plan will be valuable inputs to set the stage for a robust new academic plan.

I look forward to any questions or suggestions from your team and the Committee on Academic Policy and Programs.

Sincerely,



**Adalsteinn Brown**  
Professor and Dean, Dalla Lana School of Public Health  
University of Toronto

## 2022-23 UTQAP Review of the Dalla Lana School of Public Health - Review Recommendations

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>The reviewers underscored that the problematic lack of integration between Public Health Sciences and IHPME highlighted in the last Provostial review continues to require significant attention. They recommended exploring approaches to facilitate greater integration and coordination between Public Health Sciences and IHPME, noting that “more complete integration could encourage School sub-divisions that set out the School’s priority areas and special methodological or content expertise, and seek to minimise duplicated effort and foster greater efficiencies.” However, they specifically noted that in considering any potential sub-division, creating two units based on PHS and IHPME would likely work against integration, and is not recommended.</p>	1	<p>“We considered the last review which made only a small number of actionable recommendations. The most important of these, namely greater integration between the two merged departments that made up the School, unfortunately remains a significant issue to resolve.”</p>	<p>Over the past five years, substantial efforts have been made to tackle the challenges associated with managing two graduate units. These include expanding both budgetary and non-budgetary cross-appointments, ensuring the involvement of leadership from IHPME and PHS in crucial roles like the School Council, establishing new leadership positions that span the entire school, and implementing new support roles, resources, and guidelines that span the whole division. These efforts were detailed in the self-study. Nonetheless, the reviewers appropriately highlight opportunities for improvement.</p> <p>We have decided not to pursue additional administrative restructuring because it would diminish the prestige of key brands within the School. There is likely greater value in moving directly to the types of streamlining, collaboration and consolidation of functions and offerings that can be achieved without restructuring. DLSPH's current structure aligns with disciplinary segmentation recommended by the Council of Education in Public Health – and as suggested by the reviewers of division along methodological lines – and closely mirrors the organizational structures found in leading public health schools in the United States, all of which are multi-department schools of public health.</p> <p>Consultations surfaced the following insights regarding further integration and collaboration across the DLSPH.</p> <ul style="list-style-type: none"> <li>• There is a strong desire for increased engagement and collaboration among program directors from both graduate units, coupled with a need for professional development to better understand budgeting within DLSPH and the U of T.</li> <li>• There is widespread support for consolidating some structures for the purpose of streamlining access to the complete range of courses offered at DLSPH, reducing the number of committees, and reducing administrative burden on faculty. There was also backing for more consolidated support of critical functions like post-award research support (more below).</li> <li>• However, there is no support for a comprehensive restructuring of the School, largely due to concerns about the potential risk of damaging the school's established brands and little clear pay-off from restructuring along lines that would be different from our competitors and difficult to explain to students.</li> <li>• There was widespread support for creating a single unified website.</li> </ul> <p>Based on the above considerations and consultations, the following initiatives are planned to address integration and collaboration across the division.</p> <ul style="list-style-type: none"> <li>• <b>Assess feasibility of opportunities for improving administrative coordination across the founding units.</b> There is a clear opportunity to enhance the student experience and realize potential efficiencies by fostering greater coordination across the founding units. However, it is crucial to assess carefully the implications for the School's workforce and its overall culture. A comprehensive investigation that examines optimal structures to support the School's goals will be undertaken, and any feasible changes that promote both student experience and the effective functioning of the School will be integrated into the next</li> </ul> <p><b>Lead:</b> Dean <b>Timeframe:</b> 6 months to 1yr</p>
	2	<p>“Leadership development and strategic networking is recommended to facilitate greater integration and coordination between the two founding departments for the School. Although relationships appear to have improved, there is a need for leadership development, and support for key leadership functions such as change management and integrated strategic plans development. More complete integration could encourage School sub-divisions that set out the School's priority areas and special methodological or content expertise and seek to minimise duplicated effort and foster greater efficiencies.”</p>	
	3	<p>“We concluded, reinforcing the same conclusion as the last review, that every effort should be made to fully integrate all core faculty within the School. Ideally, there should be one website listing all core faculty, perhaps listed under groups in cognate areas. Given the size of the School some sub-division into departments or other institutes would make sense and careful thought on the best groupings might further enable</p>	

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
		integration. A simple division into the 2 founding departments would probably exacerbate the integration issues.”	<p>academic plan for implementation. Our consideration will include an assessment of potential budget implications with respect to reduced costs or reallocations.</p> <ul style="list-style-type: none"> <li>• <b>Enhance leadership development and networking opportunities as part of developing the next academic plan.</b> In 2024, DLSPH will embark on the development of its next academic plan spanning 2025 to 2030. This presents an opportunity to involve the entire school leadership in the planning process, fostering a collaborative approach to designing strategies aimed at bolstering leadership development and strategic networking. This will include initiatives such as facilitating additional learning opportunities for faculty to enhance transparency on how the DLSPH budgeting process works within University of Toronto's guidelines.</li> <li>• <b>Collaborate with leadership across the School to identify and evaluate opportunities for consolidating, streamlining, and supporting academic programming.</b> This effort will engage faculty, program directors, and leaders from across the School to identify and evaluate opportunities for program consolidation, new programs, and optimal support strategies. The initiative will include evaluating areas where barriers can be removed, and supportive mechanisms can be implemented to facilitate proposed changes. The approach will be threefold: 1) establishing a new regular joint faculty meeting spanning the entire school; 2) maximizing the utilization of current committee meetings and processes; and 3) convening supplemental planning tables when necessary to bring requisite program directors together. Progress has already begun with the leadership of IHPME and PHS actively identifying courses that can be shared across the entire School.</li> <li>• <b>Develop a Communications Strategy &amp; Consolidated Website.</b> This endeavor will entail crafting a coherent narrative that highlights the unified identity of the School and its diverse offerings. The revamped website will reflect this new communication strategy, featuring a consolidated roster of faculty from the entire School and a clear unified presentation of academic programming. Adequate budget has already been set-aside for this project.</li> </ul> <p>DLSPH is also currently engaged in consulting and evaluating further core prospects for enhancing efficiency in operations, drawing insights from both the external review and the recent assessment of administrative operations. For example, consultations conducted to develop the present document included a senior leadership meeting and draft reviews, three consultations sessions for faculty and staff, and one session for students. Townhalls for all faculty and staff were recently convened to present findings from the administrative review and additional consultations will be conducted this year as part of developing the next academic plan.</p>
The reviewers observed that the high proportion of teaching and assessment delivered by non-appointed	4	“We discussed potential remedies which include significant investment in more core academic positions, reimbursing adjunct and status-only faculty, a mix of	The reviewers highlight a significant observation: DLSPH's core faculty size is small compared to its peers. The self-study revealed DLSPH's student enrollment is similar to peer institutions like the University of North Carolina (Chapel Hill) and its research productivity can be greater than peer institutions, but its core faculty complement is a fraction of these competitors. The comparatively small size of the complement is more dramatic when compared to the very top ranked

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>faculty represents a risk to the sustainability of DLSPH programs, and highlighted concerns that some program tracks are dependent on very few core teaching staff, and sometimes individual academics. They recommended engaging in long-term, strategic faculty complement planning, with the goal of ensuring the sustainability and effective delivery of programs.</p>		<p>both routes, but acknowledge this could be challenging for the University to enact and the issues extend beyond Dalla Lana. We agreed, however, that such investments may well be necessary to retain and enhance the pre-eminence of the school and its impact on the public's health."</p>	<p>Schools such as Johns Hopkins. The reviewers acknowledge the difficulty of achieving growth in this regard, even proposing the University pre-fund new faculty positions to support new programs until they become self-sustaining.</p> <p>Feedback from consultations on the review underscored an understanding of the importance of ensuring the School's financial stability to enable faculty expansion as well as the importance of growing our faculty complement, particularly within relatively under-resourced programs and across smaller programs (where faculty complements are likely to be the smallest). This is a particularly challenging balance given that student enrollment constitutes the primary revenue source and faculty compensation represents the largest expenditure for the School. In addition to support for growing the faculty complement in under-resourced areas, suggestions included enhancing supports for all faculty, with a particular focus on determining how to ensure consistent contributions from status-only faculty. Additionally, there were recommendations to explore innovations to enhance teaching efficiency, quality, and the overall student experience.</p>
	5	<p>"The external panel recommends a long-term HR strategy to ensure sustainability and effective delivery of programs. Consideration should be given to significant investment in more core academic positions, reimbursing adjunct and status-only faculty or a mix of both routes. The review should also address the concern that some of the program tracks were dependent on very few core teaching faculty. In particular, this was evidenced in the Indigenous Health track which is considered high priority by the School as well as in the Black Health program."</p>	<p>The following initiatives are planned based on the above considerations and consultations.</p> <ul style="list-style-type: none"> <li>• <b>Develop a faculty engagement strategy as part of the next academic plan.</b> This strategy will build on engagement work already underway such as making faculty awards open to all, workshops on the promotions process, and professional development workshops on writing and supervision. Key pillars are likely to include: <i>engagement</i> initiatives designed to invigorate the scholarly community and foster collaboration; <i>enhanced support</i> systems to alleviate administrative burdens; <i>communication</i> efforts aimed at ensuring faculty are fully informed about the array of benefits available to them, particularly non-financial ones for status-only faculty; and <i>innovation</i> initiatives focused on exploring alternative non-financial and financial methods of supporting status-only faculty members.</li> <li>• <b>Develop a long-term HR strategy as part of the next academic plan.</b> This strategy will aim to prioritize key programs, enhance HR sustainability for currently under-resourced programs, and support areas poised for growth. Additionally, it will explore the possibility of offering enhanced support for promotion and tenure progression, such as mentor pairing, while also giving preference to candidates with potential for teaching innovation during new faculty recruitment.</li> <li>• <b>Conduct a curriculum review as part of the next academic plan aimed at modernization and streamlining.</b> This initiative builds on a recently completed assessment of program delivery modes. It will entail exploring various avenues for innovation, including <i>modular teaching approaches</i> that facilitate the delivery of curriculum packages across multiple courses; adopting <i>high-leverage teaching models</i> that provide comprehensive support for faculty teaching duties; <i>streamlining foundational curriculum</i> to minimize duplication across different programs; and <i>optimizing class sizes</i> for better efficiency and student experience.</li> </ul> <p><b>Leads:</b> Associate Dean Public Health Sciences (ADPHS) and Director of IHPME with support from CAO <b>Timeframe:</b> 1yr</p> <p><b>Leads:</b> Dean with support from ADAA, ADPHS, and Director of IHPME <b>Timeframe:</b> 1-2yrs</p> <p><b>Lead:</b> ADAA <b>Timeframe:</b> 1-2yrs</p>
<p>The reviewers recommended exploring the possibility of developing undergraduate</p>	6	<p>"The panel recommends developing an UG track in public health which must be adequately resourced for core faculty and</p>	<p>DLSPH appreciates the reviewers' acknowledgment that launching an undergraduate track necessitates initial financial investment before tuition fees and government operating grants are received. Without University support, including an</p>



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<p>programming in Public Health, in consultation and collaboration with cognate divisions, as appropriate.</p>		<p>administrative staff in advance of the fees that would ultimately underwrite positions, or this would exacerbate an already stressed School workforce.”</p>	<p>allocation of undergraduate positions to DLSPH, implementation of our own undergraduate program will be more challenging.</p> <p>Consultations affirmed support for undergraduate programming, although there are concerns to ensure this program provides positive revenue to the School (also anticipated by our reviewers) and that agreements are in place with partner faculties (e.g., Arts &amp; Science) to clarify decision making authorities regarding course staffing and shared decision-making processes regarding programs. Faculty consulted expressed optimism that undergraduate programming has the potential to enhance strategic enrollment efforts by attracting a larger pool of well-prepared students and provided suggestions about how to streamline current teaching obligations.</p> <p>The following initiatives are underway with respect to undergraduate programming.</p> <ul style="list-style-type: none"> <li> <p><b>DLSPH has been supporting the Faculty of Arts and Science to develop curriculum for two undergraduate degrees (BA and BSc) in Public Health.</b> The BA in Public Health is currently proceeding through the Arts and Science governance process and will go through the DLSPH process and is on track to launch in the fall of 2024. The governance process to review the proposal to change the BSc in Global Health will begin in Fall 2024 for an anticipated launch of a BSc in Public Health in Fall 2025. The IDT that will compensate DLSPH for supporting the BA in Public Health is already in place. DLSPH faculty are increasingly engaged in undergraduate teaching. <b>Lead:</b> ADAA <b>Timeframe:</b> 1-2 yrs.</p> </li> <li> <p><b>DLSPH also continues to explore other collaborations at the undergraduate level.</b> For example, the Program Director of the MPH Nutrition and Dietetics program is currently in preliminary discussions with the U of T Department of Nutritional Sciences exploring potential collaborations related to curriculum delivery and accreditation. Plans resulting from these preliminary discussions will need to scrutinize potential financial benefits and obligations with care. <b>Lead:</b> ADAA <b>Timeframe:</b> ongoing</p> </li> </ul>
<p>The reviewers observed that DLSPH's small remaining number of unpaid practica cause difficulties for students facing fiscal constraints. They encouraged the School to establish funding to support those experiencing financial hardship, with a particular focus on equity-deserving groups.</p>	<p>7</p>	<p>“There remains a small number of unpaid [practica] which is problematic for students facing fiscal constraints to live and study. We encourage the School to establish a fund to support those with financial hardship with a particular consideration for those equity-denied groups. We understand that the DLSPH already has some funds dedicated to such matter and continued attention will be important.”</p>	<p>DLSPH gives priority to and exclusively promotes paid practicum opportunities. However, DLSPH does not restrict students from pursuing unpaid practicums independently, should they wish to do so. Upon reviewing practicum placements, DLSPH observed that nearly all placements offer compensation, except for practicums for nutrition and dietetics students due to regulations from the licensing body prohibiting paid placements. Additionally, some students actively seek out practicums with organizations, such as Toronto Public Health or the World Health Organization, that have policies against payment to practicum participants. There are, however, variations in practicum compensation and existing mechanisms for unpaid practicum support that may be enhanced (e.g., Professional Master's Financial Aid allocations).</p> <p>Consultations supported consolidating or streamlining certain aspects of practicum administration to enhance internal visibility of practicum opportunities, improved coordination across the wide range of programs with practica, and consistent communication with practicum site organizations and preceptors. However, any changes would need to maintain the efficiency and responsiveness of current practicum support. Some program directors emphasized the importance of preserving their longstanding relationships with practicum organizations and preceptors, which have been cultivated over numerous years and required disciplinary knowledge to assess. Overall, there was widespread recognition of the</p>



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			<p>escalating financial challenges encountered by students in recent times. Students noted challenges in practicum timing and suggested ways of increasing practicum value.</p> <p>The following initiatives have been planned based on the above considerations and consultations.</p> <ul style="list-style-type: none"> <li> <b>Assess feasibility of aligning and/or consolidating some aspects of practicum administration.</b> Feasible recommendations resulting from this initiative will be incorporated into the next academic plan. <b>Lead:</b> ADAA with support from CAO <b>Timeframe:</b> 1yr         </li> <li> <b>Develop a plan for engaging practicum preceptors as part of the next academic plan.</b> This initiative responds to comments during consultation that competition is emerging from other schools of public health to place students in practicums. The plan will identify approaches that ensure DLSPH practicum students are valued and sought out. <b>Lead:</b> ADAA with support from CAO and Program Directors <b>Timeframe:</b> 1yr         </li> <li> <b>Assess options for increasing value of practicums.</b> Student consultation suggested realignment of practicums to the end of degrees, greater ability to collaborate with preceptors, and other changes could enhance the value of the practica. We will assess feasibility and incorporate into the implementation plan for the next academic plan <b>Lead:</b> ADAA <b>Timeframe:</b> 1-2yrs         </li> <li> <b>Work to increase student financial support opportunities throughout their program.</b> Students experience a range of financial challenges at different times, often completely outside of their control. We will assess the feasibility of an advancement campaign for this need. Addressing PhD time-to-completion will also be critical to efforts to ensuring student well-being and reducing costs to students. <b>Lead:</b> Dean with support from ADAA and Director, Advancement <b>Timeframe:</b> 1yr         </li> </ul>
<p>The reviewers recommended that the School pursue a continued commitment to excellence and equity, diversity, and inclusion at all levels, and pay ongoing attention to ensuring consistent EDI practices to attract and retain diverse faculty and student bodies. They encouraged DLSPH to explore approaches to fostering flexible working conditions that accommodate unique personal circumstances; to creating an</p>	8	<p>"...there needs to be continued support at the School level for the new programs, newly hired faculty members, and program leads/directors to ensure people/program success and to prevent increasing burden of the EDI work solely on the racialized individuals."</p>	<p>DLSPH leads in promoting excellence by tackling the root causes of inequity and exclusion, recognizing their profound impact on health and well-being. Led by DLSPH Equity, Diversity, and Inclusion Office (EDIO) and DLSPH diversity leads in Equity &amp; Inclusion, Black Health, Indigenous Health, and 2SLGBTQ+, the School continues to work collaboratively with diverse stakeholders to address systems of inequity hidden in our own practices. As we improve on these practices, we continue progress toward a braver and understanding culture that supports students, faculty, and staff to thrive. DLSPH is dedicated to creating more consistently equitable experiences for our students, faculty, and staff, and we highly value the reviewer's endorsement to sustain this dedication.</p> <p>Consultations in this area revealed widespread endorsement for the EDIO and DLSPH's current initiatives and additional areas identified for improvement. There was robust backing for the continuation and enhancement of these efforts, emphasizing the need to strengthen support for the EDIO and to continue fostering a collective responsibility for equity, diversity, and inclusion throughout the organization.</p> <p>The following initiatives have been planned based on the above considerations and consultations.</p>
	9	<p>"In addition to enhanced Indigenous engagement, the review panel recommends a continued commitment to excellence and EDI at all levels. The panel further recommends continued attention for ensuring consistent EDI practices to attract and retain diverse researchers among both faculty members</p>	

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inclusive culture and environment; and to encouraging the entire DLSPH community to view matters relating to EDI as a shared responsibility.		and trainees, foster flexible working conditions that accommodate personal circumstances, create an inclusive culture and environment, and for EDI to be seen as everyone's responsibility."	<ul style="list-style-type: none"> <li>• <b>Forefront EDI considerations in development of the next academic plan.</b> In 2024, DLSPH will embark on the development of a new academic plan spanning 2025 to 2030. The DLSPH EDIO will play a pivotal role as a key partner in this endeavor, ensuring that EDI considerations are integrated throughout the planning process and are reflected in the resulting plan.</li> <li>• <b>Create a sustainability and expansion plan for the DLSPH Outreach and Access Program.</b> The plan will seek to enhance awareness and engagement from all units and academic programs in the DLSPH Outreach and Access program. This program, recognized for its effectiveness, provides group mentoring and support to Black, Indigenous, and other socially diverse youth from underrepresented communities across GTA high schools. Its primary objective is to encourage these individuals to pursue careers and opportunities in public health and health care systems.</li> </ul> <p><b>Lead:</b> Dean with support from Director of EDI <b>Timeframe:</b> 1yr</p> <p><b>Lead:</b> Dean with support from Director of EDI and Director of Advancement <b>Timeframe:</b> 1yr</p>
The reviewers strongly recommended that the School engage with internal community members and external stakeholders to develop and implement a clearly articulated and unifying five-year strategic plan, to build on DLSPH's strengths and to sharpen its focus and relevance.	10	"To build on strengths and sharpen DLSPH's focus and relevance, the review panel strongly recommends the development and implementation of a clearly articulated and unifying five-year strategic plan that actively engages both the internal current members and external stakeholders as a follow-up to the existing 2019-2024 plan."	<p>U of T quality assurance guidelines require all divisions to develop academic plans to ensure continuous improvement and maintain global stature as an internationally significant research university. DLSPH's second academic plan set out goals and priorities for 2019 to 2024 and is largely completed. There was universal support – although we would not have been able to refuse – to create a new academic plan.</p> <ul style="list-style-type: none"> <li>• <b>In 2024 DLSPH will develop a new academic plan spanning 2025 to 2030.</b> The plan will delineate the School's vision, priorities, and implementation strategies across various domains including teaching, enrollment, research, government advocacy, financial resource development, and capital investments. Additionally, it will incorporate an innovation strategy aimed at optimizing revenue and costs to position DLSPH for growth in faculty complement and impact amidst anticipated transformative shifts in public health and healthcare systems.</li> </ul> <p><b>Lead:</b> Dean <b>Timeframe:</b> 1yr</p>
The reviewers observed concerns, particularly among early career faculty, around the administrative burden of navigating research project initiation and delivery. They recommended exploring approaches to enhancing and streamlining research supports for faculty.	11	"Consideration should be given to the provision of more research support, including both administrative support and financial processing for researchers to ensure streamlining of pre-award and post-award support."	<p>Over the past five years, DLSPH has reoriented the inaugural Research Office staff roles and job descriptions to enhance school-wide support in helping faculty members secure research funds. This approach has been highly successful. DLSPH now stands as one of U of T's leading divisions in terms of research funding.</p> <p>Consultations revealed a unanimous agreement that the recommendations put forth by the reviewers represent the logical progression for DLSPH research endeavors. There was robust backing for the recommendations aimed at enhancing post-award support and broadening funding sources through entrepreneurship initiatives. Additionally, there was consensus on the importance of streamlining coordination among existing research project management capacities that are currently distributed across the division.</p> <p>The following initiatives are planned based on the above considerations and consultations.</p> <ul style="list-style-type: none"> <li>• <b>Assess options and feasibility for improving post-award research capacity.</b> We are working with the Research Office to develop strategic goals and streamline processes, to optimally support research activities across the division.</li> </ul> <p><b>Lead:</b> Associate Dean Research</p>
	12	"[S]ome sectors remain largely untapped potential that could be exploited through further fostering of an entrepreneurial mindset and culture"	

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			<p>(ADR) with support from CAO <b>Timeframe:</b> 1yr</p> <p><b>Lead:</b> ADR with support from CAO <b>Timeframe:</b> 1yr</p> <ul style="list-style-type: none"> <li>• <b>Create an innovation and research diversification strategy within the new academic plan.</b> This initiative will establish and articulate a strategy aimed at assisting faculty members in accessing previously untapped traditional research funding sources, such as the National Institutes of Health, as well as exploring innovative funding avenues like advisory services, product development, and private sector partnership. The strategy will acknowledge alternative forms of research as significant scholarly pursuits.</li> </ul>
<p>The reviewers recommended exploring approaches to encouraging more consistent interactions between program and unit heads, to support the alignment of research priorities, and program development opportunities.</p>	<p>13</p>	<p>“The panel recommends a formal process for regular interactions between Programs/Units/Department Heads to support the alignment research priorities and program development opportunities.”</p>	<p>Over the past five years, DLSPH has made notable strides in evolving its organizational processes and structures. This includes refreshing school-wide academic governance, aligning leadership roles with those of IHPME and PHS, establishing new school-wide leadership and support positions, and introducing new policies and processes across the School. Nonetheless, the reviewers aptly highlight ongoing opportunities for further enhancement.</p> <p>Consultations regarding this matter revealed minimal concern regarding leadership efficacy, while acknowledging opportunities for ongoing improvement.</p> <p>The following initiative is planned based on the above considerations and consultation.</p> <ul style="list-style-type: none"> <li>• <b>Assess and articulate additional opportunities for improving alignment of leadership processes as part of the next academic plan.</b> This endeavor will assess the feasibility of refining accountabilities and metrics to better inform and evaluate progress towards divisional goals. It will also explore the benefits and feasibility of further formalizing regular communication channels between academic leaders and administrative staff to underscore divisional strategic priorities and objectives. It will also examine the value and options for integrating more senior administrative leaders into division-level strategic leadership discussions. This work may involve change management support and is in addition to the initiative addressing recommendations 1-3 to “[c]ollaborate with leadership across the School to identify and evaluate opportunities for consolidating, streamlining, and supporting academic programming.”</li> </ul> <p><b>Lead:</b> Dean <b>Timeframe:</b> 1yr</p>
<p>The reviewers recommended exploring approaches to enhancing coordination between DLSPH’s two Alumni societies, “in the spirit of integration, efficiencies, and advancement.”</p>	<p>14</p>	<p>“The panel recommends consideration for merging the two Alumni societies in the spirit of integration, efficiencies, and advancement.”</p>	<p><b>Recommendation 14 has been completed.</b> The two Alumni societies have reached an agreement to merge. Moving forward, the DLSPH Advancement Office intends to collaborate with the unified association to cultivate more deliberate alumni engagement initiatives. These efforts will potentially encompass leadership mentoring, facilitating support for practicum placements, and promoting EDI endeavors aimed at encouraging even greater representation of students from equity-deserving groups. Our Advancement Office will be working with the merged societies to ensure an expanded range of engagement opportunities for Alumni.</p>

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Other Items	15	<p><i>“[T]hough time to completion of PhDs had modestly improved since the last review, a highlighted issue, average times remained high, and this further added to student financial pressures in a high-cost city like Toronto.”</i></p>	<p><b>PhD time-to-completion</b> is noted here as an additional area for improvement. Expedient program completion and smooth transition into the workforce are crucial in easing financial strain on students and to ensuring the financial stability of DLSPH. As noted by external reviewers, in addition, the number of PhD enrollments at DLSPH currently surpasses the available funded positions. This necessitates DLSPH covering financial commitments for doctoral positions that lack government support. Consultations confirmed this is a critical issue to address.</p> <ul style="list-style-type: none"> <li>• <b>Develop a time-to-completion strategy as part of the next academic plan.</b> This initiative will involve thoroughly evaluating doctoral programs to identify barriers and facilitators to timely completion and identify opportunities to ensure students complete within specified timelines. In addition, this initiative will aim to identify opportunities to shorten program timelines without compromising the achievement of learning outcomes and excellence.</li> </ul> <p><b>Lead:</b> ADAA with support from ADPHS and Director, IHPME <b>Timeframe:</b> 1yr</p>

### 3 Committee on Academic Policy & Programs (AP&P) Findings

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The spokesperson for the reading group reported that the review summary had accurately reflected the full review and that the Dean's administrative response had addressed the issues identified. The reading group sought additional clarification on several areas of the administrative response that included considerations for strategic faculty complement planning, and if formal agreements could be established between DLSPH and primary employers of status-only faculty to ensure recognition of the importance of teaching in the University and to provide a certain level of release for status-only faculty. The group acknowledged that the model of using a majority of status-only faculty had been successful in other divisions, thus perhaps identifying solutions to bolster this approach in DLSPH would be useful.

Adalsteinn Brown, Dean, Dalla Lana School of Public Health responded that:

- DLSPH functioned under the fully affiliated Toronto Academic Health Sciences Network (TAHSN) agreement; this is where many status-only and adjunct faculty held appointments. This agreement provided formal recognition of teaching and facilitated ongoing conversation with leadership at those various institutions, to keep them apprised of current significant research and education initiatives.
- DLSPH had signed several affiliation agreements with the employers of their largest number of faculty outside of the hospitals, which included Public Health Ontario, Toronto Public Health and have another agreement underway with the Ontario Health. He noted that DLSPH had never successfully fulfilled an affiliation agreement with the Government of Ontario, but that they did receive support from them.
- There were ongoing collaborations with the Office of the Provost to ensure appropriate recognition of teaching contributions.
- He compared the scale of DLSPH with that of the reviewers' home institutions, which included Johns Hopkins University and Oxford University, and highlighted the contrasting funding models. DLSPH had plans to focus on hiring that fostered partnerships with other organizations to increase funding, and to strengthen and stabilize existing programs.

In response to a member's questions regarding the call for greater integration between Public Health Services (PHS) and Institute of Health Policy, Management and Evaluation (IHPME), Dean Brown responded that the arrangement between IHPME and PHS was improving with a lens to enhance collaboration opportunities. He noted that there would be a merged website and alumni associations, in addition to an exploration of the potential consolidation of backend administration. There were preliminary discussions regarding the possibility of creating one graduate unit and the value of maintaining two sides of the school to retain their distinct identities. He noted that the current structure mirrored that of many global public health schools, and was aligned with accreditation requirements. He concluded his remarks by noting

that the last several hires were budgetary cross-appointments between the PHS and IHPME, and there had been an increase in course offerings on both sides.

No follow-up report was requested.

## 4 Institutional Executive Summary

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The reviewers observed that the Dalla Lana School is the largest and most comprehensive school of public health in Canada, with very high national and global rankings; noting that “DLSPH is an internationally recognized community of researchers, teachers, students, practitioners, policy makers and citizens, creating new knowledge, educating change makers, advancing practice, and leading public health and social justice locally, nationally, and globally.” Program applications have increased in recent years, and stakeholders report that graduates are well positioned to contribute to change in public health; and many programs are well established, with a strong pipeline of applications and excellent student experience feedback. DLSPH has expanded for-credit offerings and is exploring ways to deliver more continuing education; the new Indigenous and Black Health tracks are highly innovative; and DLSPH has recently appointed a Director of EDI, and established an associated office. The reviewers observed that DLSPH has made a number of improvements since their last review, including refreshed school-wide academic governance; mirrored IHPME & PHS leadership roles; new school-wide leadership roles and associated offices; and new school-wide support roles, resources, processes, and guidelines. The school has achieved significant growth in research, was a key player in the COVID-19 pandemic response in Ontario and Canada, and has played a role in strengthening health systems around the world. Cognate divisions reported very positive impressions of DLSPH, and eagerness to establish closer working relationships with the School. Finally, the reviewers lauded the Dean’s strong leadership and commitment to the School, the University and the field of public health.

The reviewers recommended that the following issues be addressed: exploring approaches to facilitate greater integration and coordination between Public Health Sciences and IHPME; engaging in long-term, strategic faculty complement planning, with the goal of ensuring the sustainability and effective delivery of programs; capitalizing on the success of online pandemic delivery to modernize programs; exploring the possibility of developing undergraduate programming in Public Health, in consultation and collaboration with cognate divisions; establishing funding to support students experiencing financial hardship, with a particular focus on equity-deserving groups; pursuing a continued commitment to excellence and equity, diversity and inclusion at all levels, and paying ongoing attention to ensuring consistent EDI practices to attract and retain diverse faculty and student bodies; exploring approaches to fostering flexible working conditions that accommodate unique personal circumstances; encouraging the entire DLSPH community to view matters relating to EDI as a shared responsibility; engaging with internal community members and external stakeholders to develop and implement a clearly articulated and unifying five-year strategic plan; exploring approaches to enhancing and streamlining research supports for faculty; exploring approaches to encouraging more consistent interactions between program and unit heads, to support the



alignment of research priorities, and program development opportunities; and exploring approaches to enhancing coordination between DLSPH's two Alumni societies.

The Dean's Administrative Response describes the School's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

## **5 Monitoring and Date of Next Review**

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The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next review will be commissioned for a site visit to take place no later than eight years from February 2023.

## **6 Distribution**

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On June 30<sup>th</sup> 2024, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Dalla Lana School of Public Health, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to program leadership.