

Dalla Lana School of Public Health

Self Study Template

[This is meant to serve as a guide to the preparation of the self-study document. It may be appropriate to include additional information or to present some of the requested information in an alternate format. However, the self-study must address the Terms of Reference for the academic review.]

1. Introduction

*[Briefly introduce the academic unit and **the programs** that will be described in this self-study.]*

[Describe how program faculty, staff, and students participated in the self-study and how their views have been obtained and taken into account.]

Overview of the DLSPH (background, history)

Response to previous reviews

2. Academic Unit

Organizational, administrative and governance structure of DLSPH – including Divisional structure, standing committees, etc

3. The Faculty & Staff

List the faculty members who contribute to the Division or Program academic activities (by field/division):

- tenure and tenure-stream faculty*
- CLTA faculty*
- status faculty,*

For each – list teaching assignments over the past 5 yrs (including class size), graduate student supervisions, research and scholarly record, etc.

List the administrative staff & their roles

4. Masters of Public Health Program

MPH overall description, including fields (CN, Epi, HP, OEH, FCM)

Objectives of the MPH

Outline the objective of the program, include intended learning outcomes and experiences, intended career and/or higher education, any specific objective in the discipline(s), e.g., professional skills, etc. Indicate how these objectives are achieved [e.g., course work, teaching and research seminars, laboratory and technical training, internship and practica, major research papers and thesis.]

[Outline how the program is consistent with the University's mission and the unit's academic plans.]

Program Regulations, Requirements and Curriculum (By field)

Describe the admission requirements and admission policies. Outline the program requirements (**by field**), including course requirements, examinations, evaluation procedures; For internships or practica, provide information on the relevance of the placement to the program's content and curriculum, and on the procedure and standards for evaluation. Include a summary, either in the form of a table or figure, of expected progress through the program. List all of the required courses (by field) (with a brief outline of the content in an Appendix, provide enrolment data over the past 3 to 5 years. Indicate the method(s) by which each course is evaluated and the outcomes of this evaluation over the past 3 to 5 years.

[Describe how the curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.]

[Include any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.]

[As appropriate, describe how the mode(s) of delivery meets the program's identified learning outcomes are appropriate and effective.]

[Describe the method for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective.]

[evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience]

Quality indicators

[Outcome measures of student performance and achievement are of particular interest, but there are also important input and process measures which are known to have a strong association with quality outcomes. It is expected that many of the following listed examples will be widely used.

Students: applications and registrations, grade-level for admission; enrolment data; attrition rates; time-to-completion (how is this monitored and managed); graduation rates; scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills; student in-course reports on teaching; student financial support, and

Graduates: employment or further study - six months and two years after graduation, and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA). Auditors will be instructed that these items may not be available and applicable to all programs.

Assessment of the program relative to the best of their kind offered in Canada, North America and internationally, including areas of strength and opportunities.

Other Program-related data and measures of performance, including applicable provincial, national and professional standards (where available);

The integrity of the data;

Challenges & Opportunities over the next 5 years

What are the key challenges and opportunities to increase enrolment and improve the graduate education experience over the next 5 years?

4. Other Master's level programs

5.1 MSc - fields: Biostatistics

5.2 MScCH - fields: Add & MH, F&CM, HPT, OHC, WPC

Slightly Abbreviated version of above

5. PhD fields: Biostats, Epi, S&BHealth

Similarly, abbreviated version of above, include details on Doctoral Funding Policy and student financial support, list of grads (5 yrs) with thesis titles, output of grads...

6. Other Programs (briefly – these are not the focus of this review..)

- **Royal College Residency programs (Community Medicine, Occupational Medicine)**
- **Undergraduate A&S**
- **DIH**

7. Research

What are the major research themes and priorities within the Division or Program? Describe the research undertaken in the last 5 years by each faculty member, grouped into the relevant themes. Provide data on research funding over the past 5 years. What benchmarks of research success are measured within the Division or Program? Comment upon the level of activity in research and scholarship among your members. In all cases, an assessment of the quality of research output, supported by evidence appropriate to the discipline, is essential.

7. Internal & External Relationships

Describe the collaborative relationships within the DLSPH and with stakeholders both internal and external to the University of Toronto. Has the DLSPH developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs?

8. Resources and Infrastructure

Describe the resources and infrastructure support of the School as a whole. This should include (but not limited to) the overall Revenue/Expense budget, endowed funds, on campus space, administrative support and research grant) and contract holdings (may be included in Section 8, above. What are the challenges and opportunities over the next 5 years?

[Describe its organizational structure and relationship to other units, to assess, from an academic perspective, whether these arrangements are best suited to the delivery of its programs and for program enhancement and innovation or whether there are any organizational impediments to program development. The appropriateness of the administrative and governance structure for the effective functioning of the unit should also be discussed.]

9. Summary, Future Directions, Key Challenges/Opportunities

Revised: 23 August 2010