

Final Assessment Report

Health Studies (BSc), Public Health (BPH, MPH) Public Health Sciences (MSc, PhD), Health Evaluation (MHE), Health Informatics (MHI), Gerontology (Minor, Diploma), Aging Studies (Option), Health Informatics (Option), Aging, Health and Well-Being Collaborative (PhD), Work and Health Collaborative (PhD)

September 2025

Executive Summary

External reviewers were invited to review the Health Studies/Sciences (BSc), Public Health (BPH, MPH), Public Health Sciences (MSc, PhD), Health Evaluation (MHE), Health Informatics (MHI), Gerontology (Minor, Diploma), Aging Studies (Option), Health Informatics (Option) Aging, Health and Well-Being Collaborative (PhD), Work and Health Collaborative (PhD) programs delivered by the School of Public Health Sciences.

“The programs are delivered by a set of 37 faculty members, many of whom are research active: 9 hold research chairs. The school’s research publications are outstanding, ensuring that state of the art knowledge taught to students is evidence-based. The research reputation of faculty also enhances the external profile of the school nationally and internationally... Overall, the quality of all programs is very high. Learning outcomes are appropriate for the various degree programs and are mapped to the curriculum offered.”

A total of 15 recommendations were provided by the reviewers, grouped into the following categories: general governance and planning, undergraduate degree considerations, advice for professional master’s programs, and thesis-based graduate degree considerations. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2028-2029.

Enrollment over the past three years*

	Health Studies (BSc)	Health Studies (BSc) – Co-op	Health Sciences (BSc)	Health Sciences (BSc) – Co-op	Public Health (BPH)	Public Health (BPH) – Co-op	Health Informatics (Option)
2025-26 (CURRENT YR)	11	9	447	505	74	150	
2024-2025 (LAST YR)	23	31	376	498	79	163	26
2023-2024 (TWO YRS)	57	91	280	471	90	184	24
2022-2023 (THREE YRS)	148	230	167	282	115	171	28

	Gerontology (Minor)	Gerontology (Diploma)	Aging Studies (Option)	Health Evaluation (MHE)	Health Informatics (MHI)
2024-2025 (CURRENT YR)	37	0	31	39	64
2023-2024 (LAST YR)	67	0	25	37	69
2022-2023 (THREE YRS)	98	0	32	40	58

	Public Health (MPH)	Public Health Sciences (MSc)**	Public Health Sciences – Water (MSc)**	Public Health Sciences (PhD)**	Public Health Sciences - Water (PhD)**	Aging, Health, and Well-Being Collaborative (PhD)**	Work and Health Collaborative (PhD)	Joint Programs (PhD)**
2024-2025 (CURRENT YR)	137	62	0	93	0	15	1	2
2023-2024 (LAST YR)	123	63	1	89	0	18	1	1
2022-2023 (THREE YRS)	121	60	0	90	0	18	2	1

*Based on Active Student extract from Quest on December 23, 2025. The name of the BSc Health Studies program changed to BSc Health Sciences in Fall 2022.

**Based on Active Student extract from Quest on November 8, 2025.

Background

In accordance with the University of Waterloo's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal September 2025

response of the Health Studies/Sciences (BSc), Public Health (BPH, MPH), Public Health Sciences (MSc, PhD), Health Evaluation (MHE), Health Informatics (MHI), Gerontology (Minor, Diploma), Aging Studies (Option), Health Informatics (Option) Aging, Health and Well-Being Collaborative (PhD), Work and Health Collaborative (PhD) programs delivered by the School of Public Health Sciences. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on October 27, 2023. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Professor Jeff Johnson, School of Public Health, University of Alberta; and Professor Rachel Forrester-Jones, School of Health Studies, Western University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on March 17-18, 2025. An internal reviewer from the University of Waterloo, Associate Professor Hsiao D'Ailly, Department of Social Development Studies, was selected to accompany the external reviewers. The visit included interviews with the in the Associate Vice-President, Faculty Planning & Policy (on behalf of the Vice-President, Academic & Provost); Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs; Dean of the Faculty of Health; Faculty Associate Deans of Undergraduate, Graduate Studies, and Research; Director of the School; Associate Directors of the programs, as well as faculty members, staff and current undergraduate and graduate students. The Review Team also had an opportunity to meet with representatives from the library.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. Subsequently, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean responded to the external reviewers' recommendations, and endorsed the plans outlined by the program.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report, the program response and the Dean's response.

Program Characteristics

Undergraduate Programs

The School offers two undergraduate programs: a BSc in Health Sciences (previously “Health Studies”), Honours and a Bachelor of Public Health (BPH) degree, Honours. Both degrees are available through the Regular and Co-operative Education (Co-op) degree streams and are direct entry programs.

The Bachelor of Science in Health Sciences, Honours combines comprehensive education in the life sciences and bio health directly related to population health, with an in-depth exploration of the complex societal and individual factors that influence health status through the lifespan.

The Bachelor of Public Health, Honours degree emphasizes the determinants of health, including how economic, cultural, social, political, ecological, biological, and geographic factors affect individual and population health and is well suited for students who value social justice.

The undergraduate degrees that are currently offered include:

- Bachelor of Science (BSc) Honours in Health Sciences (previously Health Studies) (4 years)
- Bachelor of Science (BSc) Honours in Health Sciences, Co-op (previously Health Studies) (5 years)
- Bachelor of Public Health (BPH) Honours (4 years)
- Bachelor of Public Health (BPH) Honours, Co-op (5 years)
- Joint Honours in Health Sciences and Psychology (Co-op or regular, home program must be Health Sciences)

Additional specializations/minors/options include:

- a Minor in Gerontology (open to any students)
- a Minor in Addictions, Mental Health and Policy (new for 2021, open to any students and not included in this review since it was added after this self-study template was created)
- a Pre-Clinical Specialization (BSc Health Sciences students only)
- a Health Research specialization (BSc Health Sciences or BPH students)
- a Health Informatics Option (any students in the Faculty of Health)
- an Aging Studies Option (any students in the Faculty of Health)
- A Gerontology Diploma (open to any students, including post- or non-degree students not currently enrolled in a degree-granting institution)

The minors, options, and specializations are described in further detail in Options, Minors, and Specializations section.

Graduate Programs

Our research, education, and training aim to solve significant local, provincial, national and international challenges in public health through health promotion, disease surveillance and implementation of healthy public policy. Those who complete graduate school in our graduate programs go into academic research positions and/or assume professional and leadership roles in areas including health promotion, health planning, policy and health information analysis, research management healthcare coordination, epidemiology, and program evaluation.

As reflected by our School's name, our faculty members have a diversity of disciplinary backgrounds in Public Health Sciences, including behavioural and social sciences, biomedical sciences, biostatistics, epidemiology, health sciences, health informatics, gerontology, human nutrition, and environmental and occupational health. These faculty members focus their research, teaching, and community intervention initiatives on specialized approaches for health promotion, disease prevention, and the optimal delivery of health services. These activities involve studying the causation, prevention, and management of major health problems, and the development and evaluation of health programs.

A special emphasis is placed on the study of interdisciplinary research methodologies including statistics, research design, epidemiology, health information systems, health risk assessment, and health program evaluation.

The graduate degrees that are currently offered through the School of Public Health Sciences include:

- Master of Public Health (MPH), course-based (non-thesis)
- Master of Health Informatics (MHI), course-based (non-thesis)
- Master of Health Evaluation (MHE), course-based (non-thesis)
- MSc in Public Health Sciences, thesis-based
- PhD in Public Health Sciences, thesis-based
- PhD in Aging, Health and Well-being (interdepartmental collaborative program), thesis-based
- PhD in Work and Health (interdepartmental collaborative program), thesis-based (stopped admitting students in Fall 2020)
- MSc and PhD in water and public health sciences (interdepartmental collaborative program), thesis-based

All graduate programs within the School of Public Health Sciences have an interdisciplinary focus encompassing the following areas:

- Behavioural risk factors affecting the development of major chronic and infectious diseases
- Determinants of health behaviour and strategies of behavioural change

- Interplay between the behavioural risk factors and biological mechanisms underlying the development of communicable and noncommunicable disease
- Disease detection, surveillance, and prevention strategies
- Development and evaluation of assessment strategies, programs, and policy
- Health promotion
- Health risk communication
- Health informatics
- Individual and social processes affecting the health and well-being of an aging population
- Other relevant specializations (such as fields for research programs: epidemiology and biostatistics, health evaluation, health informatics, health and environment, global health, aging and health, and work and health)

In 2020, research “Fields” were designated for MSc and PhD students wishing to focus on a particular area of expertise within their broader program.

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Strengths

- Growth and productivity of programs offered by the School.
- Improvements to programs to attract increasingly high-quality students including renaming the School from the School of Public Health and Health Systems (SPHHS) to the School of Public Health Sciences in September 2021.
- Strong methods training.
- Having an External Advisory Committee.

Challenges

- Increasing external competition for our professional master’s programs.
- The difficulty faced by professional program students of finding relevant, paid practicum opportunities.

Weaknesses

- Limited space and resources.
- Need for stronger applications to the three professional programs.
- Need more strategic marketing of the three professional programs.
- Limited racial diversity in the School’s faculty and staff.

Summary of Key Findings from the External Reviewers

“Overall, the quality of all programs is very high. Learning outcomes are appropriate for the various degree programs and are mapped to the curriculum offered. Application and enrollment for most of the programs (except PhD) have increased in recent years, indicative of the demand and interest in the School’s offerings. Students in all programs are generally very satisfied with their experience in the programs and are especially appreciative of the support they receive from faculty and administrative staff in the School. Timeline to completion is good, as is retention within programs. Rates of employment are high, as a positive indicator of overall program quality.”

External Reviewers’ Recommendations and Program/Dean Responses

General

- 1. Celebrating successes:** Celebrate the current successes and the overall strong quality of the educational programs within the School of Public Health Sciences. They are strong, and you should be proud!

Program Response

Thank you! We are proud of our School’s accomplishments.

Dean’s Response

We agree. The School continues to be an exemplar for the University of Waterloo, especially its course-based master’s programs.

- 2. Managing teaching workloads:** Amongst the faculty complement, with 30% of the faculty members being late career full professors, the SPHS needs to give due consideration to how teaching workload will be managed equitably to maintain the delivery of the numerous programs in the face of hiring constraints to support the University’s strategy of balancing the overall University budget in the coming years.

Program Response

The School has a long-standing Teaching Workload Equity Policy with provisions including that seniority does not affect teaching workload. Our teaching policy in SPHS requires that both senior and junior professors teach undergraduate, graduate and large classes. The Director is responsible for maintaining this balance, and it is reviewed annually.

Dean’s Response

The University of Waterloo's Faculty Agreement requires that all tenured stream faculty members teach a minimum of 20%. This helps ensure that our students learn from the whole range of instructors including established researchers and those in later-stage careers. The introduction of a teaching stream with permanence, with 80% teaching assignment will stabilize teaching workload with less reliance on sessionals. As well, the curricula have been streamlined by reducing the number of elective courses with small class sizes to reduce demand on instructors.

3. **Budget strategies:** Budget constraints will stretch all - don't push for more; instead consider a strategy of doing 'less with less.'

Program Response

We agree. We are in the process of reducing the number of courses taught and required. These changes have already started, with fewer undergraduate elective courses offered in 2025-2026 to reduce reliance on sessional instructors. In the context of ongoing university budget deficits, as retirements occur and the School has fewer faculty members, we will continue to adjust our graduate and undergraduate programs to fit the available teaching resources. The party responsible is the Director, in consultation with the three Associate Directors.

Dean's Response

The School is engaged in initiatives that leverage existing resources and could generate revenue. For example, target international recruitment into the course-based master's program(s); the School offered a Digital Health Certificate (Evaluation, Informatics and Entrepreneurship) program for senior undergrad students from the UAE to learn about our programs and experience campus life.

4. **Faculty and staff involvement in planning:** Continue to actively involve faculty and administrative staff in program planning and budget discussions. The awareness and buy-in of faculty and staff is currently very good; in the face of continued and increasing budget constraints, it will be important to maintain strong involvement of all school members as well as transparent communication.

Program Response

We will maintain this transparent communication with faculty and staff. The School's Executive Committee provides key advice on planning and budgetary issues. Planning and budget updates and opportunities for input are a part of our monthly School Council meetings, and targeted consultations with the School will be held at key turning points for significant decisions. The Director is responsible for managing this communication approach.

Dean's Response

The Dean has also attended School council meetings to provide updates and address questions about the budget and Faculty strategic plan. Monthly "Dean's Update" also communicates updates and implications of institutional directions.

Undergraduate Degrees

5. **Condensing number of options and courses:** Consider condensing the number of options and courses for the senior years in both programs, as this would reduce the demand for student advising, if resources become constrained.

Program Response

We have reduced the restricted elective core content cluster requirements starting with the 2025 calendar to streamline both the BPH and the BSc curricula (e.g. removal of Social Behavioural Sciences cluster and the Health Systems and Policy cluster). This change allows us to reduce the number of course offerings for upper-year courses. For the BSc program, we also expanded the Biohealth restricted elective options to include BIOL and KIN courses, which means we can offer fewer of our own biohealth options.

We have reduced the number of specialized 4th-year courses (e.g. seminars) offered each year to better fit demand (e.g. not offering as many courses with lower enrolments, balancing scheduling across Fall and Winter terms).

We regularly monitor enrolments and what elective courses should be offered each year. We will make adjustments as necessary to either increase enrolment or retire electives with low enrolment. We will monitor whether the recent changes to streamline the curricula ease the advising burden for upper-year students.

All program changes are thoroughly discussed at the Undergraduate Program Committee (with faculty, staff representation and student representation), and the School's Executive Committee (elected faculty and staff representation), and School Council (all parties present). The changes described here are relatively minor and not unlike past program evolutions (shrinking some components, expanding others, in relation to interest and enrolment). A key motivation for these changes was to reduce program complexity which had put undue pressure on student advising and was also stressful for students. As such, we are comfortable that no communications have been made to students about significant reductions that could cause program delay or limit student growth. None of these changes should impact student growth or delay their ability to graduate.

The Associate Director, Undergraduate Programs, is responsible for monitoring course changes and demands for student advising.

Dean's Response

I am aware of and obtain regular updates on the reduction of elective core content, specialized 4th year courses and enrolments, and I support the School's decisions.

6. **Viability of the BPH program:** Consider the viability of the BPH as a separate undergraduate degree, if resources become constrained, particularly with limited ability to replace faculty loss due to attrition. An alternative approach may be offering a “public health” minor within the BSc, for example.

Program Response

The extra four courses needed to offer the BPH degree do not pose significant strain on teaching load. Most HLTH courses are taken/required by both the BSc and BPH students. Although the BPH is a relatively small program, it plays an important role in allowing us to retain our students who start in the BSc and then transfer to BPH if they are unsuccessful with required courses, such as chemistry (previously they would transfer out of the Faculty of Health). The BPH program is also increasingly a destination for internal transfer students from other faculties such as Science and Arts. Removing the BPH program and perhaps offering it as a public health minor would be a major change in the organization of the UG programs and SPHS strategic plan and will be considered if teaching resources become significantly strained, we will continue to monitor teaching resources annually.

The Associate Director, Undergraduate Programs, is responsible for monitoring the BPH degree demands. The Director is responsible for ensuring a fair match between teaching resources and the programs offered.

Dean's Response

The reviewers' helpful recommendation is an option in the future. Currently, the BPH serves a useful role of receiving transfer students, thereby maintaining enrolment, without posing strain on teaching load.

Professional Master's Degree Programs

7. **Addition of in-person components:** Introduce one-week in-person introduction components into the MHIA and MHE programs, making these degrees more like the structure of the MPH program.

Program Response

The university's current budget deficit has shaped our current program choices. We are now making a concerted effort to attract international students to our online master's programs. While the one-week in-person introduction for all three of our professional master's degree programs was a vision at the time of writing our Self-study Report, our changes in the past year (e.g. name and specialization of the MHIA program, university fiscal constraints and subsequent seeking of international students) have led us to re-evaluate this vision.

Attracting international students to our online programs is more feasible if we do not hold in-person components. We also want to learn more about the market of students that we attract to our MHIA program before requiring that students come to an in-person component. Over the next two years (2026-2028), we will study new program cohorts (e.g. MHIA, international students) and ask them about their interest in an added in-person component. No additional resources are needed for this activity.

We have successfully avoided fragmentation by having regular forums for exchange of ideas and communication. The School has an Executive Committee that meets every two weeks—this committee is composed of the Director, the three Associate Directors, and three elected faculty members. The Director also runs a monthly 'no agenda' meeting of Director and associate Directors which has been a particularly helpful forum for discussing 'grey area' issues including envisioning revenue-generating programs for our School. Overall, through various strategies including regular School Council Panels, we have hosted open discussions to discuss school changes and how we make decisions (recent example: How do we/should we make decisions about resources amidst resource constraints?). In all, our multi-disciplinary School puts great effort into transparency and collaboration.

The Associate Director, Professional Graduate Programs, is responsible for monitoring the MHIA, MHE and MPH degrees.

Dean's Response

The benefits of one-week, in-person introduction at the start of MHIA and MHE, as well as the current MPH, is being considered and weighed against the challenges of including international students. I believe that the SPHS will find a creative approach that will take into consideration the value of in-person cohort exchanges, regardless of geographic distance.

8. **Combined kick-off orientation session:** Consider holding this (one-week in-person) as a combined MPH/MHIA/MHE kick-off session together for common elements about School and program orientation, then separate sessions for program specific content.

Program Response

The university's current budget deficit has shaped our current program choices. We are now making a concerted effort to attract international students to our online master's programs. Over the next two years (2026-2028), we will assess the students we attract to the MHIA program and see if our efforts to recruit international students are effective before making any decisions about adding an in-person element to the MHIA and MHE programs.

To broaden the experience of our MPH students during their in-person Summer Institute session, our MPH Summer Institute is also now partnering with the Department of Social Work, the Faculty of Environment and the Conrad School of Entrepreneurship and Business to hold cross-program learning activities. These activities will include negotiation skills and working effectively on interprofessional teams. No additional resources are needed for these activities. The Associate Director, Professional Graduate Programs, is responsible for monitoring the MHIA, MHE and MPH degrees.

Dean's Response

The Program's response is one example of the ways that the SPHS is collaborating with other programs on campus in an interdisciplinary way, and leveraging resources at a time of fiscal constraint.

9. **Allow more time for cohort building:** Condense/shorten the kick-off in-person (fewer days) session and allow more group activity or unstructured time for cohort building.

Program Response

As of August 2025, the in-person MPH Summer Institute is holding cohort-building group learning activities with students rather than having students listen to guest speakers for lengthy periods of time.

The Associate Director, Professional Graduate Programs, is responsible for monitoring the MPH Summer Institute.

Dean's Response

As suggested by the reviewers, this change is positive and will provide an opportunity for students to develop meaningful social and academic connections.

10. **Dropping the end-of-program in-person event:** Drop the end-of-program in-person event to review capstone projects; there is additional cost to the program and to the students, but the students do not see value in this element.

Program Response

The end-of-program MHP capstone will be eliminated as of 2027. To meet our CEPH accreditation requirements, we will make up for this change by adjusting the practicum (HLTH 640) to include an integrated learning experience requirement for MPH students.

This change will be managed by the Associate Director, Professional Graduate Programs, the assigned instructor of HLTH 640, and Professional Program staff who will communicate the updated HLTH 640 course to students.

Dean's Response

I support this decision which aligns with the reviewers' recommendation.

11. Revenue generation strategy: As a revenue generation strategy, consider parsing the MHIA/MHE into bundles of courses offered as online grad certificates (type 3), which could subsequently be laddered into the degree.

Program Response

We are actively pursuing Type 3 Graduate Diplomas for all three of our online professional master's degree programs. As a pilot, we are beginning with a MHIA Diploma in Health Analytics. In April 2025, our Statement of Interest in a Type 3 Diploma in Health Analytics was approved by the university; we are working on meeting the conditions needed for a full proposal (appropriate fees, etc.). We expect the MHIA Diploma in Health Analytics to be in place for Fall 2027.

Revenue-generating diplomas are a new activity for the university. For this pilot, we are working with central offices to develop approaches for admitting and collecting fees for Graduate Diploma students. Once these processes are established and our MHIA Diploma is running, we will proceed to create Diploma options based on our MHE and MPH programs. We expect to have a MHE diploma in place for Fall 2028, and a MPH Diploma in place for Fall 2029. The diplomas will use existing courses in our degree programs. Our plan is to recognize courses taken for Diploma programs as credits toward the full master's degree, should students decide to enroll in the MPH, MHE or MHIA programs.

This change will be managed by the Associate Director, Professional Graduate Programs, in close collaboration with the Director.

Dean's Response

These steps are progressing well, and we are on track.

12. Lower fee structure for online courses: Consider a different (i.e., lower) fee structure for online courses to attract international students.

Program Response

We agree that the international fees charged for our online master's degree programs are very high. We are now engaged in a scan of tuition fees charged for online master's degree programs by Canadian and international institutions to discern appropriate, lower international fees for our own programs. A formal request to change the international fees will be submitted to the School, the Faculty, and the University Senate starting Fall 2025.

This change will be managed by the Associate Director, Professional Graduate Programs, in close collaboration with the Director.

Dean's Response

I have been in communication with Integrated Planning and Budgeting to monitor this process.

Thesis-Based Graduate Degrees

13. TA Resourcing: Give due consideration to the availability of graduate thesis-based students to support growing TA needs for UG and professional course-based masters programs, given the possibility of increased enrollment in those programs in the face of reduced number of PhD students (due to funding and depletion of faculty supervisors). This might require fewer, or more stringent, TA allocations, with faculty to take back some activities that TAs might otherwise support (e.g., marking).

Program Response

With reduced enrolments in graduate research programs since COVID-19, TA allocations were a topic for consideration for some during our discussions with external reviewers. However, we are not having problems with TA resourcing. While our numbers of PhD and MSc students have fluctuated, our pool of RAs extends beyond these students to also include the many Master's students in our professional degree programs as well as a large pool of senior undergraduate students (the latter students would TA for early year undergraduate courses). We are confident in our recruitment methods and ability to provide high quality TA resources and do not anticipate TA allocations to be an issue.

Our next steps include maintaining our activities for recruitment and retention of research graduate students. This activity is managed by the Associate Director, Research Graduate programs, with the support of the office of the Dean of the Faculty of Health.

Dean's Response

The SPHS maintains a rigorous process for TA allocations that take into consideration factors such as the needs of grad students and instructors. We will monitor this situation, particularly if there is a decline in graduate student enrolment.

- 14. Consistency in student experience:** Review content and delivery of the first “cohort” courses – particularly 601 for MSc students, to ensure consistency in student experience.

Program Response

We believe that the reviewers might have meant HLTH 600 A/B. We are in the process of removing HLTH 600A/B, which is our MSc milestone seminar. The content in that milestone was no longer meeting student needs. Elements from HLTH 600 A/B valued by students (e.g., skills in writing systematic/scoping reviews) have been moved to the remaining cohort course, HLTH 601. HLTH 601 will be retained, as student feedback suggests it provides foundational content in health required for master's student theses and, critically, it creates a community among incoming MSc students. Content offered in HLTH 601 will be reviewed regularly.

The implementation of this change to remove HLTH 600 A/B will take place Sept 2025. The Associate Director, Research Graduate programs, will bring the motions forward to School Council in Spring 2025. The motions will then be reviewed and approved at faculty and university levels.

This change will be managed by the Associate Director, Research Graduate Programs.

Dean's Response

I support the School's plans with HLTH 600 A/B.

- 15. Dropping the “research fields”:** Consider dropping the “research fields” due to the administrative burden; students don’t recognize value, some are no longer considered currently relevant.

Program Response

The specific course requirements for research fields will be dropped. Instead, the graduate students' thesis committee will determine if the content and/or methodology of the thesis research are adequate for a research field designation. The formal paperwork to make this change is currently moving through the appropriate approval pathway, with the goal of having course requirements for research fields removed from the university calendar by May 2026. This change will be managed by the Associate Director, Research Graduate Programs.

Dean's Response

I support the program's direction which aligns with the reviewers' recommendation.

Recommendations Not Selected for Implementation

Recommendations #7 and part of #8 pertaining to the Professional Master's degree programs include a suggestion that we introduce an in-person element to our MHIA and MHE programs. This is a change that we were considering when we prepared the Self-study Report for our School. However, with the university deficit situation, we have changed course slightly. As a revenue generator, we are instead focusing on attracting international students to our online master's degree programs. We believe that these programs will be more attractive to international students if there is no in-person element. Another concern is that adding in-person component will require a PAL for international students, while 100% online will not require a PAL. We will monitor professional programs carefully to assess student needs and interests.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
GENERAL				
1.	Celebrating successes	Thank you! Completed	Director	n/a
2.	Managing teaching workloads	Maintain Teaching Workload Equity Policy	Director	Annual monitoring
3.	Budget strategies	Reduce number of courses taught/ number of required courses in some programs	Director	Annual monitoring
4.	Faculty and staff involvement in planning	Regularly discuss planning and budget at School Council meetings; work closely with SPHS Executive Committee	Director	Monthly monitoring
UNDERGRADUATE DEGREES				
5.	Condensing number of options and courses	Reduce restricted elective core content cluster requirements to streamline BSc and BPA curricula. Expand biohealth restricted elective options to include BIOL and KIN courses.	Associate Director, Undergraduate Programs	2025
6.	Viability of the BPH program	Removing the BPH program will be considered if teaching resources become significantly strained.	Associate Director, Undergraduate Programs	Annual monitoring
PROFESSIONAL MASTER'S DEGREE PROGRAMS				
7.	Addition of in-person components	With a new revenue-generating focus on attracting international students, an expansion of in-person MHE and MHISA components is on hold.	Associate Director, Professional Graduate Programs Director	Annual monitoring

8.	Combined kick-off orientation session	To broaden student experience, the MPH summer institute is also now partnering with the Department of Social Work, the Faculty of Environment and the Conrad School of Entrepreneurship and Business to hold cross-program learning activities.	Associate Director, Professional Graduate Programs Director	2025
9.	Allow more time for cohort building	The MPH Summer Institute will include more cohort-building group activity.	Associate Director, Professional Graduate Programs Director	2025
10.	Dropping the end-of-program in-person event	The end-of-program MHP capstone will be removed for the 2026 cohorts onward.	Associate Director, Professional Graduate Programs Director	2025
11.	Revenue generation strategy	We have started the application process for a Type 3 Diploma in Health Analytics (with credits counting toward a MHIA), to be in place for 2027. In 2028 and 2029, we expect to have similar Diplomas based on our MHE and MPH degrees.	Associate Director, Professional Graduate Programs Director	2025-2029
12.	Lower fee structure for online courses	We are expected to have the reduced international fees in place by 2026.	Associate Director, Professional Graduate Programs Director	2025-2026

THESIS-BASED GRADUATE DEGREES

13.	TA Resourcing	We have a clear process for identifying TAs for our courses that includes, but is not reliant on, research graduate students. We have a solid plan to recruit professional program master's students and upper year undergraduate students to provide TA support, if needed.	Associate Director, Graduate Research Programs	Annual monitoring
14.	Consistency in student experience	HTLH 600A/B (MSc milestone seminar) is removed, effective 2025. Elements in that seminar valued by students (e.g., skills in writing systematic/scoping reviews) will be moved to the remaining cohort course, HLTH 601.	Associate Director, Graduate Research Programs Instructor for HLTH 601	2025
15.	Dropping the “research fields”	The research fields are being dropped.	Associate Director, Graduate Research Programs	2025

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

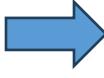


Date of next program review

2028-2029

Date

Signatures of Approval

 *Please keep this document in Word version. We do require you to sign it or demonstrate your approval. If you have issues with signing a Word document, please confirm your approval by adding the following wording when you send back the document by email "I hereby approve the attached document." We will collect formal signatures at a later stage on a pdf version.*

Chair/Director

Date

AFIW Administrative Dean/Head (For AFIW programs only)

Date

Nov. 10, 2025

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

August 27, 2025

Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Date

(For graduate and augmented programs)

On Behalf of the Associate Vice-President, Academic