



Dean's/Principal's Follow-Up Report (FUR) for Cyclical Program Review
For submission to the Joint Sub Committee on Quality Assurance

Submit report to yuqap@yorku.ca by: February 29, 2024

Program	School of Health Policy Management (SHPM) undergraduate and graduate programs: Undergraduate program in Health Studies (BHS) Graduate Program in Health (MA, PhD) Graduate Program in Critical Disability Studies (MA, PhD) Health Informatics Certificate
Program options (example, BA, MA, PhD)	BHS, MA, PhD, Certificate
Faculty and Home Academic Unit	Faculty of Health
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: February 17-19, 2021 FAR Date: September 2022 Follow-up Report Due Date: February 29, 2024
Launch of next Cyclical Program Review	Fall Launch: 2027 Site Visit: Fall of 2028 or Winter of 2029

This Follow-Up Report is the culminating step in the Cyclical Program Review process and is to be completed by the Dean/Principal. The Follow-up Report is reviewed by the Joint Subcommittee on Quality Assurance before being transmitted to the parent committees, ASCP and APPRC, as well as the relevant Faculty Councils.

- 1. Please provide an update in the chart below on the recommendations in the Implementation Plan outlined in the Final Assessment Report. Comments should be a brief summary of the progress made or challenges encountered. If an action item has not been implemented, please use the Outcomes and Observations column to**

provide a rationale and, as appropriate, describe any action that has been taken to address the related recommendation.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting September 2022

	Recommendation	Action	Responsible for Follow-up	Timeline	Outcomes and Observations (comment on challenges or success)
1.a.	Develop graduate and undergraduate student handbooks to enhance timely student progress and success in the program.	<ul style="list-style-type: none"> At the UG level, engage with student representatives to understand their information needs and revise and re-organize website content to be user-friendly and better serve student information needs. Develop and implement mechanisms within the SHPM program to embed more opportunities to connect students to OSAS advising for course selection and degree progress discussions. 	UPD and GPDs	Fall 2022	<p>The School discontinued hard copy student handbooks. The School's website has been revamped for both undergraduate and graduate levels, and the next step will be to obtain student feedback, which anecdotal evidence suggests students are using the website to seek out information.</p> <p>All graduate and undergraduate students are booked with a mandatory advising appointment before they enroll in courses.</p> <p>At undergraduate orientation, the UPD refers students to Faculty of Health advising and other student services. The program secretary also advises students with course and program specific questions to Faculty of Health advising if relevant.</p>

		<ul style="list-style-type: none"> At the grad level, host a yearly meet and greet session with new graduate students to give them an opportunity to meet senior grad students, staff, faculty members, GPDs and to acquaint them with the information they will need as they move through their programs and where such information is located. 			At graduate level, Student Handbook already exists and is available online for both programs (Health and Critical Disability Studies); it's updated annually. We currently host meet & greet sessions for all graduate students in both of our graduate programs. These sessions are designed to introduce students to all the information they need for their program and to introduce them to faculty and to each other. The GPDs hold weekly Office Hours throughout the year for students to drop-in. CDS hosts weekly virtual co-working sessions to support their progress and work on creating community.
1.b.	Assess program impact of having one graduate program administrative assistant to support both programs.	Determine time spent on the various role functions of the graduate program assistant and program secretary roles, and determine whether there are pan-university resources that could be utilized to facilitate graduate students' timely access to resources.	Chair, Executive Officer, GPA, Dean	Winter 2023	Our new Operations Manager has been working with the GPA (and other staff) reviewing their Job Descriptions and re-allocating tasks to reduce GPA workload.
2.a.	Adjust the undergraduate Health Program curriculum to support development of cohesive cohorts: include more required courses (and necessarily fewer electives) at	The School has already undertaken action to meet the proposed recommendation, including a major modification passed at Senate to merge their three specialized honours programs together. In addition to the core 42 credits, specialized knowledge in health policy, management,	BHS Renewal lead, UPD	Students will be admitted to the revised BHS program for Fall 2023.	The first cohort of students were admitted into the new Specialized BHS degree in September 2023. The School is working on developing cohorts. One step is to streamline entry times and the School is currently evaluating the elimination of Winter and Summer admissions. This

	<p>the introductory level, and follow-up with one or more capstone courses in the senior year.</p>	<p>and/or digital health will be obtained through 30 upper-level credits for all BHS specialized honours students.</p>		<p>will allow us to cohort incoming students in the Fall.</p> <p>Part of the major modification that consolidated our three specialized honours into one specialized honours that includes policy, management and digital health, included requiring all students to take two survey courses in each of these areas (instead of one in each that was required in the old specialized honors degree). The intention is that this change will provide the new cohort with a more comprehensive foundation in policy, management and digital health as they proceed into years 3 and 4.</p> <p>Students in the specialized honours degree all take HLST 4200 6.0 which is a methods course + capstone project in term 2 of the course.</p> <p>The School has revised a fourth year project-based course (HLST 4900 6.0) into a full year work integrated learning course where student teams tackle community partner projects on site of the community partner. All BHS honours students can take this elective course (at 84 earned credits, with a GPA of at least 6.5)</p> <p>For students in the specialized honours degree, they have an elective option of a practicum course (HLST 4990 9.0) if they meet 84</p>
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2.b.	Integrate a practicum placement officer/coordinator.	Continue to monitor need; reassess resources when student enrolment and demand increase.	Chair, UPD, Associate Dean Learning Teaching Academic Programs	Ongoing	No change. The School's EE courses are supported by a Faculty of Health EE coordinator supporting all Faculty of Health programs.
2.c.	Systematically review the program using the same model of class size caps, particularly in the senior year, as the other programs in the Faculty of Health.	The Dean disagrees with this recommendation and instead proposes the development and implementation a 105 strategy, building a brand and augmenting marketing materials. Reconsider changing the BHS to a BA degree.	Chair, UPD, Associate Dean of Students, UPD, Director Communications and Planning, OIPA	Plan developed by Fall 2023	<p>The School did consider making the new Specialized honours a BA instead of a BHS. At the time the major modifications were proposed, SHPM faculty voted to retain the degree as a BHS but we should likely reconsider this change again in light of more recent downward enrollment trends.</p> <p>SHPM like the rest of the Faculty are developing plans to review all programs with respect to class and program size, and are working on the principles and benchmarks.</p> <p>We continue to work with the Communications staff in the Dean's Office on building our brand and augmenting marketing materials for the BHS. We have not yet devised a 105 recruitment strategy but hope to begin this process in 2024.</p>
2d.	Mentor students in the development of a concise professional	Explore this option with course directors who are interested in implementing it early in the	CDs, GPD, EE Coordinators	Fall 2022	Information about resources available to graduate students through various university

	<p>portfolio that lays out skill acquisition and experiences.</p>	<p>program and identify summative assessment.</p> <p>Inform instructors and students of York Libraries resources that enable students to build their own e-portfolios.</p>			<p>departments (e.g. library and Faculty of Graduate Studies (FGS)) is shared with each incoming cohort at the Orientation session organized by each of our graduate program; specific speakers are also invited, such as Librarians.</p> <p>Both GPDs engage with students through office hours to advise on development of professional portfolio. The Individualized Development Plan (IDP) Toolkit developed by FGS has been shared with students and faculty members at the school.</p> <p>The Faculty of Graduate Studies (FGS) offers regular workshops. This information is shared with students via our student listserv for each graduate program. Also, FGS speakers are invited to directly engage with our students (e.g. IDP) by hosting interactive sessions, as deemed appropriate.</p> <p>Professional mentorship could also more formally be build into core graduate courses – CDS is considering this.</p>
3.a.	<p>Create mechanisms to support Adjunct Faculty in undertaking supervisory roles.</p>	<p>Ensure the program and potential adjuncts are aware of the guidelines for adjunct appointments, what the process is, and limitations/expectations of an</p>	<p>Dean, Chair</p>	<p>Fall 2022</p>	<p>In CDS we have routinely invited Adjuncts to take on supervisory roles with much success. Health has invited Adjunct faculty to join supervisory committees of masters'</p>

		adjunct.			or doctoral students when a need arises.
3.b.	Provide office space (not only a lounge, but desks, lockers in rooms) for both graduate programs.	Monitor the availability and use of additional space that has been allocated.	Department Manager and Chair	Fall 2022	Our new graduate lounge in Stong College will be open to all students with new furniture as of March, 2024. Lockers and accessible door have yet to be installed. Operations Manager is working with Campus Planning on this
3.c.	At the Faculty of Health administrative level, assess and improve building accessibility according to provincial accessibility standards.	Monitor the situation and address as needed.	Dean, Executive Officer, university-level committee under the AVF&A	Ongoing	<p>An accessible door has been requested and approved for the student lounge. The accessible CDS classroom has had accessible chairs and tables reinstalled (they went missing after the Congress conference last June). SHPM might have a donor to support AV equipment in CDS classroom to improve accessibility</p> <p>More action is still needed on this item with support from the Dean, Executive Officer, university-level committee under AVF&A.</p> <p>Accessibility need to go beyond provincial standards to meet the needs of all students. All rooms on campus should be subject to an accessibility audit by the community. Provincial standards often do not match with the actual lived experience of access issues. Access and universal design need to be part of DEDI initiatives.</p>

3.d.1	Consider allowing MA students to complete in two years while adding one supplementary RA-ship.	The MA program has been approved and funded as a one-year program. Graduate staff play a key role in ensuring that students access the resources and supports they need in order to complete in a timely fashion. Continue to monitor the demands placed on graduate staff and increase resource capacity if necessary.	Chair, GPD, Executive Officer, Dean	Report on nature and scope of demand by September 2023	<p>Demand for two-year MA has appeared to decrease. Instead we are seeing a slight rise in demand for a thesis option especially in our Health System Management and Health Data Analytics stream.</p> <p>We continue to closely monitor time to completion for our current MA programs. Delays often occur in our CDS program due to the high number of students requiring accommodations. The new Operations Manager and Chair are working closely with the GPA to see if some of their workload can be redistributed to free up more time to support graduate students in meeting their academic milestones. The demand for a thesis option in our new Management and Data Analytics stream is unrelated to the issue of time to completion.</p> <p>Preliminary meetings have been held to explore the option of thesis for MA students with 6-term degree in Health Policy & Equity (HP&E) and Health System Management & Health Data Analytics (HSM&HAD).</p>
3.d.2	Delay consideration of development of an	Proceed with the development of the new program with the	Chair, faculty members who are	NOI in Winter	A new program proposal for an undergraduate CDS program was

	undergraduate CDS program. For the time being, focus should ideally remain on achieving excellence in the CDS graduate offerings.	expectation that an attractive UG program will provide a source of revenue that, in turn, will serve to enhance the graduate program.	proponents of the new program, Educational Developer/Curriculum Design Specialist, Associate Dean of Learning, Teaching, Academic programs. Consult OIPA re need and demand research	2023. Proposal to be submitted in Winter 2024.	developed and passed at the School level (Racialized health and Disability Justice). Due to budgetary constraints the program is now on hold. Dean's Office is exploring SHPM as a site for a new "ramp" program in interprofessional health that would support the School of Medicine and incorporate learning objectives of the UG CDS program into the curriculum.
3.d.3	Implement a required or elective survey course in research inquiry early in the program, where students are introduced to methodological inquiry (not only qualitative and quantitative).	The Program and the Dean disagree with the reviewers' recommendation. The program has a required graduate research methods course. Adding an additional course would impact time to completion and a general methodology course will not likely meet the needs for every dissertation. Continue with the program's current method of advising students to take specialized methodology courses that inform their own projects. Li	Chair, GPD	No additional action to be taken.	No additional action needed
4.	The HIC program should complete its own self-study prior to the next review so that program processes and outcomes can be	The HIC program will participate in the self-study process during the next review cycle. Note: The HIC program completed the cyclical program	UPD, Informatics Certificate Coordinator, Chair	2027	The informatics group has developed a new course on data analytics and the program name has changed to digital health.

	systematically assessed in the context of SPHM overall programmatic goals.	review template for certificates. At the next review, an invitation for a separate meeting with the certificate program should be made available to reviewers.			The self-study has yet to be completed and will include an evaluation of the certificate.
5.	Provide more health field content through offering courses specifically focused on core health field knowledge.	Action completed via curricular modifications at the UG and GR levels.	UPD and GPDs	Summer / Fall 2021	Action completed

2. Please describe in the chart below any additional initiatives designed to enhance program quality undertaken since the Cyclical Program Review was completed. Please also describe any quality enhancement initiatives planned to take place between now and the next review.

Initiative	Responsibility (example, Dean's Office, Program)	Timeline for Completion	Observations
Notice of Intent submitted on March 4, 2024 for a proposed Bachelor of Interprofessional Health Sciences (BIPHS) program	Dean's Office, School of Health Policy and Management	Fall 2026	A unique program that complements the current offerings in the School, and in other units, it will be a community-based, equity-focused, practice-oriented degree, to attract diverse applicants from Black, Indigenous, and LGBTQ2SI groups, and those underrepresented in healthcare As mentioned, this is proposed to include a 60-credit

			accelerated professional track (APT) for eligible students to apply to a school of medicine at York.

3. Please comment on the alignment between the initiatives above and the University Academic Plan.

The initiatives above, and the observations provided in this follow up report, are reflective of both the University Academic Plan (UAP) and the Faculty of Health’s (FoH) new Strategic Plan directions. The UAP’s priorities for 21st Century Learning, From Access to Success, and Working in Partnership, align with the above initiative. Purposeful expansion of program offerings and commitment to core values will serve “one of Canada’s fastest growing and most diverse regions through a community-based care model that integrates physicians into broader health and well-being promotion teams”. The proposed curriculum will draw from existing courses in other FoH programs and will expand current course enrolments. The BIPHS development will involve other Faculties at York University.

The [FoH’s Strategic Plan](#) directions, that fit under the UAP, related to ‘Advancing Social Justice’, ‘Creating Opportunity for Student Engagement and Impact’, and ‘Partnering for Change’, also fit with general initiatives and the proposed BIPHS, and its equity-supporting processes and academic supports. The advising and other strategies for facilitating student success that would be built into the APT would help achieve such objectives.

Signature of the Dean(s)/Principal: 

Date: March 12, 2024