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CRITERION 4.0 – FACULTY, STAFF AND STUDENTS

CRITERION 4.1 FACULTY QUALIFICATIONS

The program shall have a clearly defined faculty that, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the program’s mission, goals and objectives.

Primary Faculty Complement

4.1.a A table listing primary faculty who support the degree programs offered by the program.

The FHS is a non-departmentalized Faculty. All faculty members have teaching roles at both undergraduate and graduate levels. Table 4.1.a. reports *primary* teaching responsibilities in the following: the BA program in Health Sciences, the BSc program in Health Sciences, the Master’s Degree in Public Health (by concentration, Population Health, Global Health, Social Inequities in Health and Environmental and Occupational Health). This information is current for the 2014-15 academic year.

Table 4.1.1. Primary Faculty who support Degree Programs offered by the Program.

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
BA/BSc										
BA/BSc	Allen	Ryan	Associate Professor	Y	0.73	PhD	U Wash	Environmental & Occupational Health	Environmental & Occupational Health	Air pollution exposure assessment, health effects of air pollution
BA/BSc	Beischlag	Timothy	Associate Professor	Y	0.58	PhD	U Toronto	Pharmacology	Environmental Toxicology, Pharmacology	Chemical carcinogenesis and related toxicities
BA/BSc	Berry	Nicole	Associate Professor	Y	0.79	PhD	U Michigan	Anthropology	Health prom, global health	Social change, maternal health, reproductive health
BA/BSc	Brumme	Zabrina	Assistant Professor	Tenure track	0.52	PhD	U British Columbia	Experimental Medicine	Molecular epidemiology	Molecular biology, epidemiology and computational approaches to study HIV evolution
BA/BSc	Calvert	John	Associate Professor	Limited Term	.91	PhD	Lond Sch Econ	Government	Canadian health policy trade agreements and health	Workplace health and safety, international trade agreements and domestic health policy
BA/BSc	Gislason	Maya	Assistant Professor	Tenure Track	.55	PhD				

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
BA/BSc	Goldner	Elliot	Professor	Y	0.52	PhD	U Calgary	Psychiatry	Mental health systems & policy	Quality improvement of mental health services
BA/BSc	Goldsmith	Laurie	Assistant Professor	Tenure Track	0.53	PhD	U North Car	Health Policy & Admin	Health systems, policy, qualitative methods	Access to health care, rural health, qualitative methods in health policy and health services research
BA/BSc	Hogg ³	Robert	Professor (Study Leave Jan1/15 – Dec 31/15)	Y	0.65	PhD	Aust Nat'l Univ	Demography	Demography, HIV treatment and prevention	HIV treatment and prevention
BA/BSc	Hunt	Rodney	Lecturer	Limited Term	0.63	MA PhD Candidate SFU	University of Victoria	Sociology	Social determinants of health, theorizing health inequities, human sexuality, gender and critical research methodologies	Conceptualizations of sex and gender
BA/BSc	Joffres	Michel	Professor	Y	0.63	PhD	U Hawaii	Biomed Sciences	Epidemiological methods	Chronic disease epidemiology
BA/BSc,	Kaida	Angela	Assistant Professor	Tenure track	0.52	PhD	U British Columbia	Population and Public Health	HIV and Sexual and Reproductive Health, applied epidemiology methods in global health research	HIV prevention and treatment, reproductive trends and needs of HIV-affected couples
BA/BSc,	Lanphear	Bruce	Professor	Y	0.58	PhD	U Missouri-KC	Pediatrics	Environmental health	Children's environmental health

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
BA/BSc	Lear	Scott	Professor	Y	0.73	PhD	U British Columbia	Pathology and Laboratory Medicine	Cardiovascular and metabolic diseases	Telehealth policy and research; community health research
BA/BSc,	Lechner	Mark	Senior Lecturer	N	0.75	PhD	U Chicago	Molecular Genetics and Cell Biology	Cell biology, genetics	Gene expression, epigenetics
BA/BSc	Lee	Frank	Associate Professor	Y	0.68	PhD	U Toronto	Pharmacology	Neurophysiology, pharmacology	Dopamine signaling and implications for mental disorders and drug addiction
BA/BSc	Lee	Kelley	Professor	Y	0.53	PhD	Univ of Sussex, UK	Global health policy and governance	Global health	Globalization; public health; tobacco industry and tobacco related disease; global health governance
BA/BSc	McCandless	Lawrence	Associate Professor	Y	0.57	PhD	U British Columbia	Statistics	Biostatistics	Bayesian statistics, causal inference, epidemiology methods
BA/BSc	Nepomnaschy	Pablo	Associate Professor	Y	0.53	PhD	U Michigan	Anthropology	Human biology, Human ecology and health, human reproduction, health across lifespan	Stress and health across lifecourse, women's repro health
BA/BSc	Nicol	Anne-Marie	Assistant Professor	Limited Term	0.65	PhD	U British Columbia	Population and Public Health	Human health risk assessment and toxicology, risk communication	Carcinogen surveillance (CAREX); knowledge

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
										translation; qual and quant research methods
BA/BSc	O'Neil	John	Professor and Dean of Faculty	Y	0.67	PhD	U Cal-Berk/SF	Medical anthropology	Indigenous people's health	Aboriginal health, global HIV prevention
BA/BSc	Pantophlet	Ralph	Associate Professor	Y	0.53	PhD	Univ Leiden, Netherlands	Immunology	Immunology	Antibody responses to HIV infection
BA/BSc	Somers	Julian	Associate Professor	Y	0.73	PhD	U Wash	Clinical Psych	Mental health and addictions	Reform of services to improve mental health outcomes
BA/BSc	Tairyan	Kate	Senior Lecturer	Limited Term	0.90	MD	Yerevan State Medical University, Armenia	Preventive Medicine	Global health and health determinants; public health program design and evaluation; health policy and health care systems; social marketing	Health workforce development and online learning; knowledge translation; neuroethics
BA/BSc,	Takaro	Timothy	Professor	Y	0.51	MD/MPH	U North Car U of Washington	Environmental & Occupational Health	Environmental & Occupational Health, susceptibility to environmental hazards, climate change and health	Disease susceptibility factors in environmental & occupational health, especially inflammatory lung conditions
BA/BSc	Tucker	Rochelle	Senior Lecturer	N	.58	PhD	Harvard	Soc Epi	Res methods, mental health, adolescent development	Gender, ethnic and socio-economic disparities in adolescent mental health

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
BA/BSc	Van Houten	Nienke	Lecturer/ Teaching Fellow	Limited Term	0.77	PhD	Simon Fraser Univ	Molecular Immunology and Vaccine Design	Microbiology, virology, immunology and host/pathogen interaction	Molecular immunology; vaccine design
BA/BSc	Waddell	Charlotte	Associate Professor and Tier II Canada Research Chair in Children's Health Policy	Y	0.67	PhD	McMaster	Family medicine, child psychiatry	Children's mental health, health policy	Mental health disparities, children's mental health, children's health policy
BA/BSc	Winters	Meghan	Assistant Professor	Tenure Track	0.73	PhD	U British Columbia	Epidemiology	Epidemiology, GIS applications and public health	Built environment; epidemiology; GIS applications; transportation planning and city design
BA/BSc	Zabkiewicz	Denise	Associate Professor	Y	0.70	PhD	U Cal-Berk	Epidemiology	Epidemiological methods, psychiatric epidemiology	Employment and mental health
MPH-EOH										
MPH- EOH	Allen	Ryan	Associate Professor	Y	0.73	PhD	U Wash	Environmental & Occupational Health	Environmental & Occupational Health	Air pollution exposure assessment, health effects of air pollution
MPH- EOH	Beischlag	Timothy	Associate Professor	Y	0.58	PhD	U Toronto	Pharmacology	Environmental Toxicology, Pharmacology	Chemical carcinogenesis and related toxicities

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
MPH-EOH	Gislason	Maya	Assistant Professor	Y	0.55	PhD	University of Sussex, UK	Health Equity	Social and health inequities	Social & health inequalities, social-ecological public health, participatory methods and Aboriginal health
MPH-EOH	Lanphear	Bruce	Professor	Y	0.58	PhD	U Missouri-KC	Pediatrics	Environmental health	Children's environmental health
MPH-EOH	Nicol	Anne-Marie	Assistant Professor	Limited Term	0.65	PhD	U British Columbia	Population and Public Health	Human health risk assessment and toxicology, risk communication	Carcinogen surveillance (CAREX); knowledge translation; qual and quant research methods
MPH-EOH	Takaro	Timothy	Professor	Y	0.51	MD/MPH MS	U North Car U of Washington	Environmental & Occupational Health	Environmental & Occupational Health, susceptibility to environmental hazards, climate change and health	Disease susceptibility factors in environmental & occupational health, especially inflammatory lung conditions
MPH-EOH	Winters	Meghan	Assistant Professor	Tenure Track	0.73	PhD	U British Columbia	Epidemiology	Epidemiology, GIS applications and public health	Built environment; epidemiology; GIS applications; transportation planning and city design

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
MPH-GH										
MPH-GH	Berry	Nicole	Associate Professor	Y	0.78	PhD	U Michigan	Anthropology	Health prom, global health	Social change, maternal health, reproductive health
MPH-GH	Brumme	Zabrina	Assistant Professor	Tenure track	0.52	PhD	U British Columbia	Experimental Medicine	Molecular epidemiology	Molecular biology, epidemiology and computational approaches to study HIV evolution
MPH-GH	Calvert	John	Associate Professor	Limited Term	0.91	PhD	Lond Sch Econ	Government	Canadian health policy trade agreements and health	Workplace health and safety, international trade agreements and domestic health policy
MPH-GH	Hogg ³	Robert	Professor (Study Leave Jan1/15 – Dec 31/15)	Y	0.65	PhD	Aust Nat'l Univ	Demography	Demography, HIV treatment and prevention	HIV treatment and prevention
MPH-GH	Kaida	Angela	Assistant Professor	Tenure track	0.52	PhD	U British Columbia	Population and Public Health	HIV and Sexual and Reproductive Health, applied epidemiology methods in global health research	HIV prevention and treatment, reproductive trends and needs of HIV-affected couples

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
MPH-GH	Lee	Kelley	Professor	Y	0.53	PhD	Univ of Sussex, UK	Global health policy and governance	Global health	Globalization; public health; tobacco industry and tobacco related disease; global health governance
MPH-GH	O'Neil	John	Professor and Dean of Faculty	Y	0.61	PhD	U Cal-Berk/SF	Medical anthropology	Indigenous people's health	Aboriginal health, global HIV prevention
MPH-GH	Tairyan	Kate	Senior Lecturer	Limited Term	0.90	MD	Yerevan State Medical University, Armenia	Preventive Medicine	Global health and health determinants; public health program design and evaluation; health policy and health care systems; social marketing	Health workforce development and online learning; knowledge translation; neuroethics
MPH-PH										
MPH-PH	Brumme	Zabrina	Assistant Professor	Tenure track	0.52	PhD	U British Columbia	Experimental Medicine	Molecular epidemiology	Molecular biology, epidemiology and computational approaches to study HIV evolution
MPH-PH	Calvert	John	Associate Professor	Limited Term	0.91	PhD	London School of Economics	Government	Canadian health policy trade agreements and health	Workplace health and safety, international trade agreements and domestic health policy

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
MPH-PH	Goldner	Elliot	Professor	Y	0.52	PhD	U Calgary	Psychiatry	Mental health systems & policy	Quality improvement of mental health services
MPH-PH	Goldsmith	Charles	Professor (Maureen and Milan Illich/Merk Chair)	Limited term	0.63	PhD	North Carolina State University	Experimental Statistics/ Mathematical Statistics	Biostatistics	Musculoskeletal diseases
MPH-PH	Goldsmith	Laurie	Assistant Professor	Tenure Track	0.53	PhD	U North Car	Health Policy & Admin	Health systems, policy, qualitative methods	Access to health care, rural health, qualitative methods in health policy and health services research
MPH-PH	Hogg ³	Robert	Professor (Study Leave Jan1/15 – Dec 31/15)	Y	0.65	PhD	Australian Nat'l University	Demography	Demography, HIV treatment and prevention	HIV treatment and prevention
MPH-PH	Hunt	Rodney	Lecturer	Limited Term	0.63	MA PhD Candidate, SFU	University of Victoria	Sociology	Social determinants of health, theorizing health inequities, human sexuality, gender and critical research methodologies	Conceptualizations of sex and gender
MPH-PH	Joffres	Michel	Professor	Y	0.63	PhD	U Hawaii	Biomed Sciences	Epidemiological methods	Chronic disease epidemiology
MPH-PH	Lanphear	Bruce	Professor	Y	0.58	PhD	U Missouri-KC	Pediatrics	Environmental health	Children's environmental health

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
MPH-PH	Lear	Scott	Professor	Y	0.73	PhD	U British Columbia	Pathology and Laboratory Medicine	Cardiovascular and metabolic diseases	Telehealth policy and research; community health research
MPH-PH	McCandless	Lawrence	Associate Professor	Y	0.57	PhD	U British Columbia	Statistics	Biostatistics	Bayesian statistics, causal inference, epidemiology methods
MPH-PH	Nepomnaschy	Pablo	Associate Professor	Y	0.53	PhD	U Michigan	Anthropology	Human biology, Human ecology and health, human reproduction, health across lifespan	Stress and health across lifecourse, women's repro health
MPH-PH	O'Neil	John	Professor and Dean of Faculty	Y	0.61	PhD	U Cal-Berk/SF	Medical anthropology	Indigenous people's health	Aboriginal health, global HIV prevention
MPH-PH	Somers	Julian	Associate Professor	Y	0.73	PhD	U Wash	Clinical Psych	Mental health and addictions	Reform of services to improve mental health outcomes
MPH-PH	Steinberg	Malcolm	Clinical Assistant Professor	Limited Term	0.82	MD/MSc	Lond Sch of Hyg Trop Med	Epidemiology	Epidemiology, concepts of public health practice, mixed methods research	HIV/AIDS prevention and control, HPV and cervical cancer screening
MPH-PH	Tairyan	Kate	Senior Lecturer	Limited Term	0.90	MD	Yerevan State Medical University, Armenia	Preventive Medicine	Global health and health determinants; public health program design and evaluation; health policy and health care systems; social marketing	Health workforce development and online learning; knowledge translation; neuroethics

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
MPH-PH	Tucker	Rochelle	Senior Lecturer	N	0.58	PhD	Harvard	Social Epidemiology	Res methods, mental health, adolescent development	Gender, ethnic and socio-economic disparities in adolescent mental health
MPH-PH	Waddell	Charlotte	Associate Professor and Tier II Canada Research Chair in Children's Health Policy	Y	0.67	PhD	McMaster	Family medicine, child psychiatry	Children's mental health, health policy	Mental health disparities, children's mental health, children's health policy
MPH-PH	Winters	Meghan	Assistant Professor	Tenure Track	0.73	PhD	U British Columbia	Epidemiology	Epidemiology, GIS applications and public health	Built environment; epidemiology; GIS applications; transportation planning and city design
MPH-PH	Zabkiewicz	Denise	Associate Professor	Y	0.70	PhD	U Cal-Berk	Epidemiology	Epidemiological methods, psychiatric epidemiology	Employment and mental health

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
MPH-SIH										
MPH-SIH	Calvert	John	Associate Professor	Limited Term	0.91	PhD	London School of Economics	Government	Canadian health policy trade agreements and health	Workplace health and safety, international trade agreements and domestic health policy
MPH-SIH	Gislason	Maya	Assistant Professor	Y	0.55	PhD	University of Sussex, UK	Health Equity	Social and health inequities	Social & health inequalities, social-ecological public health, participatory methods and Aboriginal health
MPH-SIH	Goldner	Elliot	Professor	Y	0.52	PhD	U Calgary	Psychiatry	Mental health systems & policy	Quality improvement of mental health services
MPH-SIH	Goldsmith	Laurie	Assistant Professor	Tenure Track	0.53	PhD	U North Car	Health Policy & Admin	Health systems, policy, qualitative methods	Access to health care, rural health, qualitative methods in health policy and health services research
MPH-SIH	Hunt	Rodney	Lecturer	Limited Term	0.63	MA PhD candidate, SFU	University of Victoria	Sociology	Social determinants of health, theorizing health inequities, human sexuality, gender and critical research methodologies	Conceptualizations of sex and gender

Program	Last Name	First Name	Title/Rank	Tenure Status	FTE	Graduate Degree Earned	Institution	Discipline	Teaching area	Research interest
MPH-SIH	Morrow	Marina	Associate Professor	Y	0.60	PhD	U Toronto	Cmm'ty Psych	Social determinants of health, mental health policy, social inequities and health	Social inequities and mental health, mental health policy
MPH-SIH	O'Neil	John	Professor and Dean of Faculty	Y	0.61	PhD	U Cal-Berk/SF	Medical anthropology	Indigenous people's health	Aboriginal health, global HIV prevention
MPH-SIH	Steinberg	Malcolm	Clinical Assistant Professor	Limited Term	0.82	MD/MSc	Lond Sch of Hyg Trop Med	Epidemiology	Epidemiology, concepts of public health practice, mixed methods research	HIV/AIDS prevention and control, HPV and cervical cancer screening
MPH-SIH	Tucker	Rochelle	Senior Lecturer	N	0.58	PhD	Harvard	Soc Epi	Res methods, mental health, adolescent development	Gender, ethnic and socio-economic disparities in adolescent mental health
MPH-SIH	Waddell	Charlotte	Associate Professor and Tier II Canada Research Chair in Children's Health Policy	Y	0.67	PhD	McMaster	Family medicine, child psychiatry	Children's mental health, health policy	Mental health disparities, children's mental health, children's health policy
MPH-SIH	Zabkiewicz	Denise	Associate Professor	Y	0.70	PhD	U Cal-Berk	Epidemiology	Epidemiological methods, psychiatric epidemiology	Employment and mental health

Faculty members on study leave or leave of absence:

¹Kitty Corbett – Sept 1, 2014 – Aug 31, 2015

²Craig Janes – Sept 1, 2014 – Aug 31, 2015

³Bob Hogg – Jan 1, 2015 – Dec 31, 2015

⁴Cari Miller – Jan 1, 2015 – Dec 31, 2015

⁵Jeremy Snyder – Sept 1, 2014 – Aug 31, 2015

⁶Scott Venner – Jan 1, 2015 – Dec 31, 2015

Other Members of the Faculty Complement

4.1.b If the program uses other faculty in its teaching programs (adjunct, part-time, secondary appointments, etc), summary data on their qualifications should be provided in table format.

In addition to the primary faculty identified in Table 4.1.1 above, there are a number of additional faculty and instructional staff (sessionals) who contribute to the teaching activities of the Public Health programs but contribute 0.5fte or less to the public health programs. These members are reported in Table 4.1.2 below. Table 4.1.2.i. includes adjunct members of the faculty. Previously reported in Criterion 1.6.h, these were identified as resources from the external public health community. They include members of public health agencies, health authorities and community organizations who actively engage with the faculty through practicum supervision, co-operative education arrangements, guest lecturing, program advising and capstone reviews.

Table 4.1.2 – Current Other Faculty Used to Support Teaching Programs (Secondary).

PROGRAM	LAST NAME	FIRST NAME	TITLE/RANK	TENURE STATUS	FTE	GRADUATE DEGREE EARNED	INSTITUTION	DISCIPLINE	TEACHING AREA	RESEARCH INTEREST
BA/BSc										
BA/BSc	Corbett ¹	Kitty	Professor (Leave of Absence)	Y	0.36	PhD	U Cal-Berk SF	Medical anthropology	Qualitative research methods, health communication	Health promotion, health communication, antibiotic resistance
BA/BSc	Erikson	Susan	Associate Professor	Y	0.35	PhD	U Colorado	Anthropology	globalization & health	Int'l affairs and women's repro health
BA/BSc	Miller ⁴	Cari	Associate Professor (Study Leave Jan 1/15 – Dec 31/15)	Y	0.41	PhD	U British Columbia	Interdisciplinary Sciences	Population health research methods, health among vulnerable populations	HIV and Hepatitis C transmission, at-risk youth

PROGRAM	LAST NAME	FIRST NAME	TITLE/RANK	TENURE STATUS	FTE	GRADUATE DEGREE EARNED	INSTITUTION	DISCIPLINE	TEACHING AREA	RESEARCH INTEREST
BA/BSc	Nicki	Andrea	Lecturer	N/A	0.37	PhD	Queen's Univ	Bioethics; Disability Studies; Gender Studies	Bioethics	Bioethics; environmental ethics; narrative medicine; disability studies
BA/BSc	Niikura	Masahiro	Associate Professor	Y	0.43	PhD	Hokkaido U	Virology	Virology, microbiology	Molecular understanding of virus-host interactions
BA/BSc	Prefontaine	Gratien	Associate Professor	Y	0.48	PhD	U Ottawa	Biochemistry	Genetics, epigenetics	Transcriptional mechanisms involved in determining cell-type specific gene expression
BA/BSc	Scott	Jamie	Professor and Tier I Canada Research Chair in Molecular Immunity	Y	0.25	PhD	U Missouri	Molecular Immunology	Immunology	HIV immunology, vaccine development
BA/BSc	Snyder ⁵	Jeremy	Associate Professor (Study Leave Sept 1/14 – Aug 31/15)	Y	0.33	PhD	Georgetown	Philosophy	Public health ethics	Moral obligations toward vulnerable populations, exploitation in global health
BA/BSc,	Venners ⁶	Scott	Associate Professor (Study Leave Jan 1/15 –	Y	0.43	PhD	Tulane	Environmental Epidemiology	Epidemiologica l methods, environmental epidemiology	Molecular epidemiology in environmental and pop health,

PROGRAM	LAST NAME	FIRST NAME	TITLE/RANK	TENURE STATUS	FTE	GRADUATE DEGREE EARNED	INSTITUTION	DISCIPLINE	TEACHING AREA	RESEARCH INTEREST
			Dec 31/15)							bio-monitoring
BA/BSc	Whitehurst	David	Assistant Professor	Limited term	0.16	PhD	Keele Univ, UK	Health economics	Health economics	Health economics; spinal cord injury; musculoskeletal conditions; clinical economic evaluation
MPH-EOH										
MPH-EOH	Venners ⁶	Scott	Associate Professor (Study Leave Jan 1/15 – Dec 31/15)	Y	0.43	PhD	Tulane	Environmental Epidemiology	Epidemiological methods, environmental epidemiology	Molecular epidemiology in environmental and pop health, bio-monitoring
MPH-GH										
MPH-GH	Brockman	Mark	Associate Professor	Y	0.16	PhD	Harvard	Virology	Molecular physiology	Virology, immunology, HIV/AIDS pathogenesis
MPH-GH	Erikson	Susan	Associate Professor	Y	0.35	PhD	U Colorado	Anthropology	globalization & health	Int'l affairs and women's repro health
MPH-GH	Janes ²	Craig	Professor (Leave of Absence)	Y	0.44	PhD	U Cal-Berk/SF	Anthropology	Global health	Environmental change and health, primary care reform, social inequality and health
MPH-GH	Miller ⁴	Cari	Associate Professor	Y	0.41	PhD	U British Columbia	Interdisciplinary Sciences	Population health research	HIV and Hepatitis C

PROGRAM	LAST NAME	FIRST NAME	TITLE/RANK	TENURE STATUS	FTE	GRADUATE DEGREE EARNED	INSTITUTION	DISCIPLINE	TEACHING AREA	RESEARCH INTEREST
			(Study Leave Jan 1/15 – Dec 31/15)						methods, health among vulnerable populations	transmission, at- risk youth
MPH-GH	Snyder ⁵	Jeremy	Associate Professor (Study Leave Sept 1/14 – Aug 31/15)	Y	0.33	PhD	Georgetown	Philosophy	Public health ethics	Moral obligations toward vulnerable populations, exploitation in global health
MPH-PH										
MPH-PH	Corbett ¹	Kitty	Professor (Leave of Absence)	Y	0.36	PhD	U Cal- Berk/SF	Medical anthropology	Qualitative research methods, health communication	Health promotion, health communication, antibiotic resistance
MPH-PH	Miller ⁴	Cari	Associate Professor (Study Leave Jan 1/15 – Dec 31/15)	Y	0.41	PhD	U British Columbia	Interdisciplinary Sciences	Population health research methods, health among vulnerable populations	HIV and Hepatitis C transmission, at- risk youth
MPH-PH	Nicki	Andrea	Lecturer	N/A	0.37	PhD	Queen's Univ	Bioethics; Disability Studies; Gender Studies	Bioethics	Bioethics; environmental ethics; narrative medicine; disability studies

PROGRAM	LAST NAME	FIRST NAME	TITLE/RANK	TENURE STATUS	FTE	GRADUATE DEGREE EARNED	INSTITUTION	DISCIPLINE	TEACHING AREA	RESEARCH INTEREST
MPH-PH	Small	Will	Assistant Professor	Limited Term	0.22	PhD	U British Columbia	Interdisciplinary Studies-combined public health perspectives/social science methods	Qualitative methods, ethnography	HIV/AIDS; injection drug use; health policy; public health
MPH-PH	Whitehurst	David	Assistant Professor	Limited term	0.16	PhD	Keele Univ, UK	Health economics	Health economics	Health economics; spinal cord injury; musculoskeletal conditions; clinical economic evaluation
MPH-SIH										
MPH-SIH	Erikson	Susan	Associate Professor	Y	0.35	PhD	U Colorado	Anthropology	globalization & health	Int'l affairs and women's repro health
MPH-SIH	Snyder ⁵	Jeremy	Associate Professor (Study Leave Sept 1/14 – Aug 31/15)	Y	0.33	PhD	Georgetown	Philosophy	Public health ethics	Moral obligations toward vulnerable populations, exploitation in global health

Faculty members on study leave or leave of absence:

¹Kitty Corbett – Sept 1, 2014 – Aug 31, 2015

²Craig Janes – Sept 1, 2014 – Aug 31, 2015

³Bob Hogg – Jan 1, 2015 – Dec 31, 2015

⁴Cari Miller – Jan 1, 2015 – Dec 31, 2015

⁵Jeremy Snyder – Sept 1, 2014 – Aug 31, 2015

⁶Scott Venners – Jan 1, 2015 – Dec 31, 2015

LAST NAME	FIRST NAME	TITLE/RANK	TENURE STATUS	FTE	GRADUATE DEGREE EARNED	INSTITUTION	DISCIPLINE	TEACHING AREA	RESEARCH INTEREST
Sessionals									
Amran	Ofer	Sessional Instructor (External)	N/A	N/A				Human Ecology and Health	N/A
Ardiles	Paola	Sessional Instructor (External)	N/A	N/A	MSc	University of Toronto	Health Promotion	Health Promotion	N/A
Baxter	Susan	Sessional Instructor (External)	N/A	N/A	PhD	SFU	Arts and Sciences	Social Determinants of Health	N/A
Davidson	Karen	Sessional Instructor (External)	N/A	N/A	PhD	UBC	Intersections of Mental Health Perspectives in Addictions Research Training Program and School of Nursing	Complementary and alternative medicine	N/A
Deck	Penny	Sessional Instructor (External)	N/A	N/A	MSc	SFU	Science	Human Biology	N/A
Kim	Julie	Sessional Instructor (External)	N/A	N/A	PhD	UVic	Health Information Science		N/A
King	Alexandra	Sessional Instructor (External)	N/A	N/A	MD	University of Toronto	Internal Medicine	Aboriginal Health	N/A
Labrecque	Mark	Sessional Instructor (External)	N/A	N/A	PhD Candidate	SFU	Cell Biology & Genetics	Mental Health and Illness	N/A
Lachowsky	Nathan	Sessional Instructor (External)	N/A	N/A	PhD	Univeristy of Guelph	Population Medicine	Epidemiology	N/A

LAST NAME	FIRST NAME	TITLE/RANK	TENURE STATUS	FTE	GRADUATE DEGREE EARNED	INSTITUTION	DISCIPLINE	TEACHING AREA	RESEARCH INTEREST
McGovern	Rachel	Sessional Instructor (External)	N/A	N/A	PhD Candidate	UBC	Experimental Medicine	Epidemiology of Infectious Diseases	N/A
Parpouchi	Milad	Sessional Instructor (External)	N/A	N/A	MPH	SFU	Public Health	Health Sciences	N/A
Roberts	Martha	Sessional Instructor (External)	N/A	N/A	MPH	SFU		The Canadian Health System	N/A
Salajegheh	Mandana	Sessional Instructor (External)	N/A	N/A	MASc	Azad Univ., Tehran, Iran	Biological Engineering	Disability and Injury	N/A
Salters	Kate	Sessional Instructor (External)	N/A	N/A	MPH	SFU	Health Sciences	Human Sexuality and Behaviour	N/A
Scott	Jennifer	Sessional Instructor (External)	N/A	N/A	PhD (in Progress)	SFU	Health Sciences	Advocacy & Communication	N/A
Snyder	Karen	Sessional Instructor (External)	N/A	N/A	PhD	University of Washington	Anthropology	Program Planning & Evaluation	N/A
Stanton	Alisa	Sessional Instructor (External)	N/A	N/A	MPH	SFU	Health Sciences	Community and Health Service	N/A
Vlahaki	Elaine	Sessional Instructor (External)	N/A	N/A	MPH	SFU	Health Science	Program Planning and Evaluation	N/A

Table 4.1.2.i – Current Other Faculty Used to Support Teaching Programs (Adjunct)				
<i>First Name</i>	<i>Last Name</i>	<i>Credentials</i>	<i>Affiliations</i>	<i>Areas of expertise</i>
Ian	Arnold	MD, MSc	Adjunct Professor, McGill University	Environmental medical and occupational health
Amir Fardad	Ayyobi	MD, PhD, BSc	Fraser Health Authority	Cardiology
Cherylynn	Bassani	PhD, MA, BA	University of Fraser Valley	Sociology
Kate	Bassil	PhD, MSc, BA	University of Toronto	Epidemiology
Dan	Bilsker	PhD, MA	Vancouver Coastal Health	Clinical psychologist, Mental Health and Addictions
Edward	Bruce	MA	Vancouver Coastal Health	Canadian Population Health and epidemiology
Stirling	Bryan	PhD	Vancouver Coastal Health	Health Economics
John	Challis	DSc, PhD, BSc	University of Toronto	Obstetrics and Gynaecology, fetal and placental endocrinology
Arun	Chockalingam	PhD, M.S.	World Hypertension League, Secretary General	Cardiovascular, epidemiology, government research administration and global health
Howard	Chodos	SSHRC, PhD, BA	Director, Mental Health Commission of Canada	Mental health strategy and Political Science
Veronic	Clair	MD, MSc	UBC	Global Health research with Kenya
Marcy	Cohen	M.Ed Sociology	Research Director, Hospital employee Union	Health policy analyst, activist, and health systems researcher
Constance	Coniglio	Ed.D., Ed.M., BA	BC Mental Health & Addiction Services	Registered psychologist, Mental Health and Addictions
Max	Coppes	Md, PhD, MBA	BC Cancer Agency	cancer
Sarah	Fielden	PhD,BASc	School of Population and Public Health, Vancouver	Dietitian, Food, Nutrition, and Health, Food Insecurity and HIV in Canada,
Renee-Louise	Franché	PhD, MA, BA	Consultant to Workability Dept, Vancouver General Hospital	Work disability prevention, Mental health and addictions
Jim	Frankish	PhD, MA, BA	University of British	Professor, School of Population Health, UBC

Table 4.1.2.i – Current Other Faculty Used to Support Teaching Programs (Adjunct)				
<i>First Name</i>	<i>Last Name</i>	<i>Credentials</i>	<i>Affiliations</i>	<i>Areas of expertise</i>
			Columbia	
Soma	Ganesan	MD, FRCP	Vancouver Coastal Health	Psychiatrist, Mental health and addictions
Mervyn	Gilbert	PhD, MA, BA	Gilbert Acton Ltd.	Mental Health and Addictions, knowledge dissemination related to practice and behaviour change
Michael	Hayes	PhD, MSc, BA	University of Victoria	Social gradients in health outcomes, disabilities and health inequities
Bev	Holmes	PhD, MA, BGS	Head Communications, MSFHR	Knowledge Translation
Lee-Nah	Hsu	JD, DSc, MPH, MS, BS	International Organization for Migration	HIV prevention
Victoria	Lee	MD, FRCPC, MPH, MBA	Fraser Health Authority	public health program design/evaluation, comparative health systems and health policy research
Steven	Lewis	MA, BA	Access Consulting Ltd.	Health policy, planning, research and evaluation
David	MacLean	MD, LMCC, MHSc	Retired faculty member	Political economy of Global Health
Donald	MacPherson	MA, BA	Canadian Drug Policy Centre, Vancouver	Drug policy, Mental health and addictions
Lorraine	Malcoe	PhD, MPH, AB	Joseph Zilber School of Public Health	Public Health, Social inequities of health
Paul	Martiquet	PhD, MD, MHSc, BSc	Vancouver Coastal Health	Epidemiology, health planning, heart health and nutrition
Susan	Mills	PhD, MHSc, BSc	School of Population and Public Health, UBC	Interdisciplinary Studies (Chronic Illness), Health Administration, Biology
Richard	Moore	PhD, BSc	Genome Science Centre	Virology and particular vaccines as well as access to high-throughput genomics
Seyed Alireza	Mosavi-Jarrahi	PhD, MSc, BSc	Visiting Faculty - FHS	Epidemiology

Table 4.1.2.i – Current Other Faculty Used to Support Teaching Programs (Adjunct)				
<i>First Name</i>	<i>Last Name</i>	<i>Credentials</i>	<i>Affiliations</i>	<i>Areas of expertise</i>
Nadine	Nakamura	PhD, BA		Health behavior, infectious disease and substance use in special/risk populations
Victor	Neufeld	MD	McMaster University	Medicine and epidemiology, international health
Lisa	Oliver	PhD, MA, BA	Research Data Centre, Statistics Canada	Research Analyst
Karen	Palmer	BA, MPH	Independent policy analyst	Health policy research and analysis
Michelle	Patterson	PhD, R.Psych	FHS, CARMHA	Clinical Psychologist, homelessness and mental illness
Thomas	Patterson	PhD, M.S. A.B.	University of California, USA	Stress Management, Psychology Research & Behaviour Management, HIV/AIDS
Ron	Peters	MBA	Vancouver Coastal Health	Mental Health and addictions
Paul	Peters	PhD, MES, BES		Environmental and Aboriginal health, Spatial analysis
Art	Poon	PhD, M.S., BSc	BC Centre for Excellence in HIV/AIDS	Infectious diseases
Jat	Sandhu	PhD, MSc, MPH, BSc	Vancouver Coastal Health	Fundamental public health activity
Christine	Schwartz	PhD, MA, BA	SFU	Clinical, development and experimental psychology
Beth	Snow	PhD, MSc, BSc	Fraser Health Authority	Public Health
Isaac	Sobol	MD	First Nations Health Authority	Population and public health
Joanne	Stephen	PhD, MA, BA	BC Cancer Agency	Psychosocial interventions, oncology
Steffanie	Strathdee	PhD, MSc, BSc	University of California, USA	Epidemiology, infectious diseases, HIV/AIDS
Bernadette	Stringer	PhD, MSc, BA	Occupational Health & Safety Agency for Healthcare	Clinical epidemiology, Human biology
Darby	Thompson	PhD, MSc, BS	EMMES Canada	Statistical Methodology (design and analysis in clinical trials)
Paul	Van Buynder	MBBS, MPH	Fraser Health Authority	Population and public health

Table 4.1.2.i – Current Other Faculty Used to Support Teaching Programs (Adjunct)				
<i>First Name</i>	<i>Last Name</i>	<i>Credentials</i>	<i>Affiliations</i>	<i>Areas of expertise</i>
Krisztina	Vasarhelyi	PhD, MSc, BSc	IRMACS, SFU	HIV epidemiology
Thomas	Ward	MD, BA	Ward Group International Health Care Consulting	Health human resources planning linked to primary care reform and community development
Kay	Wotton	MD, MPH, BSc	Training consultant, Mbarara University, Uganda	Maternal/child health, First Nations health
Lloy	Wylie	PhD, MA, BA	First Nations Health Authority	Health organization, change, analysis. First Nations health

Integration from Field of Practice

4.1.c Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program.

The faculty complement serving the Public Health programs in FHS have a diverse and broad disciplinary basis to contribute to public health education at SFU. Altogether, the faculty who teach in the Public Health programs have graduate degrees in environmental and occupational health, epidemiology, pharmacology, medical anthropology, health policy and administration, pediatrics, biomedical sciences, geography, criminology, psychology, biostatistics, virology, immunology, biochemistry, clinical psychology, biomedical engineering, and others.

In addition to such multidisciplinary breadth of expertise, faculty are actively engaging in public health practice through community-based service, leadership in health education, involvement with public health organizations, research, scholarship, and active participation in health professional organizations. Examples include the following: Dr. Elliot Goldner provides ongoing consultative support to the Mental Health Commission of Canada in its work to develop mental health indicators for Canada. Dr. Charlotte Waddell provides support to the BC Ministry of Children and Family Development on the organization of programs and services, population surveillance, prevention and treatment intervention, and clinical practice standards. Dr. Michel Joffres is a member of several working groups of the Canadian Task Force on Preventive Health Care (<http://canadiantaskforce.ca/about-us/about-the-ctfphc/>). The Task Force produces comprehensive reports based on systematic reviews of the literature, and publishes recommendations for screening of several conditions for physicians and the health care system in general, which include knowledge translation tools for both physicians and patients. Dr. Meghan Winters work with municipal leaders regarding active transportation planning. Dr. Ann-Marie Nicol works with various community stakeholders regarding the remediation of indoor air quality concerns. Dr. Tim Takaro is involved with the Breathe Easy Home program that provides training and education to municipal housing providers regarding best practices for home construction that use “green” and “breathe easy” practices. Dr. David Whitehurst provides education workshops on health economics and the research process for staff at the Fraser Health Authority. SFU recently introduced a new appointment category of Practitioner Faculty (A 12.13 <http://www.sfu.ca/policies/gazette/academic/a12-13.html>) largely at the urging of FHS. Faculty with this appointment have continuing positions, subject to availability of external funding, and are typically public health practitioners with advanced academic training working in the health sector. To date we have hired two faculty members in this category and we intend to make greater use of this opportunity.”

These faculty actively share their experiences from practice in their teaching.

Faculty Complement Measures

4.1.d Identification of outcome measures by which the program may judge the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

On the basis of the overall institutional and local framework for excellence of the faculty complement, and importantly in consideration of the overall mission, goals and objectives for contributing to research within the field of public health, FHS has identified the following core outcome measures by which the Public Health programs will judge the qualifications of its faculty complement. It is noteworthy that criterion 3.1.d listed above presents outcomes for research excellence by faculty members. It is also important to note that SFU has a comprehensive structure for ensuring academic excellence of its faculty complement as discussed below in 4.2.c under Faculty Development. This is embedded in its hiring structures (only faculty with a PhD or MD are able to hold a tenure-track appointment, faculty in tenure-track appointments must actively contribute to the teaching activities of the programs), in its review structures (faculty members

undergo a biannual salary review process that evaluates their performance in the area of teaching, research and service), and in its renewal, tenure and promotion policies.

Table 4.1.d Faculty Qualifications Outcome Measures, Targets and 3 Year Data				
Outcome Measure	Target	2011/12	2012/13	2013/14
Proportion of faculty with PhD or MD public health practice	95%	100%	100%	98%
Proportion of sessional faculty contributing to the Public Health programs core course offerings	Less than 20%	15% MPH 44% UG	14% MPH 17% UG	10%MPH 20% UG
Proportion of faculty participating in activities to improve their instructional effectiveness	At least 50%	40%	42%	44%
Proportion of faculty participating in community-based continuing education events	At least 50%	26%	33%	33%
Proportion of faculty participating in community-based scholarship	At least 75%	51%	63%	63%

The Public Health programs established a target of having at least 75% of all Primary faculty participating in community-based scholarship events. As is evident from Table 4.1.d, a gradual movement toward this target has occurred in recent years. In 2009, targets for instructional effectiveness and community-based continuing education events were set at 75%. These were ambitious targets set early in our development when we lacked any baseline knowledge or data to inform our target setting. Given the data reported in Table 4.1.d, we have reduced this target to 50% and the data show that we are approaching the targets for participation in instructional effectiveness programs and community-based continuing education.

Criterion Assessment

4.1.e Assessment of the extent to which this criterion is met.

Strengths

- The faculty complement serving the Public Health programs demonstrate an exceptional degree of disciplinary diversity in their areas of specialization and almost all possess academic or medical doctoral degrees, attesting to the outstanding quality of the faculty complement.
- The Public Health programs are served by a large complement of faculty members thus demonstrating FHS and SFU's support for public health programming.
- We recently added a faculty member to a brand new faculty category at SFU – “Professor of Professional Practice” This position aims to link our academic programs to public health practice in the local community (Dr. David Whitehurst).
- We have dedicated instructional coaching and resources (see below in 4.2.b below for more information) through the SFU Teaching and Learning Centre (TLC) to ensure faculty have opportunities to improve instructional effectiveness. It is entirely possible that the instructional coaching provided by the Education Consultant and TLC are not reflected in self-reported activities.
- Nearly all faculty members serving the Public Health programs are active in both research and teaching, thus providing critically important perspectives on current research and practice in their educational activities.
- FHS has been one of the leading agents in having the University establish a policy framework to support and encourage the involvement of clinical practitioners directly into the educational environment of the University.

Weaknesses

- While we are within our target for use of sessional staff, we feel the reliance on sessional instructors (external to faculty) to teach core courses of public health program is an area for improvement.
- Extent to which faculty are connected to, involved in, and contributing to community-based continuing education events.

Plans

- The Faculty has identified and approved three new faculty positions: Health Ethics, Global Health Promotion and Health Care Systems, with expected start dates of September 1, 2015. These new positions are in response to recent faculty departures and will strengthen our public health programming.
- The mandate of the Faculty Teaching Fellow and the Education Consultant are to advance the scholarship of undergraduate and graduate teaching.

This Criterion is met.

CRITERION 4.2 FACULTY POLICIES AND PROCEDURES

The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

Policy and Procedural Framework for Faculty

4.2.a A faculty handbook or other written document that outlines faculty rules and regulations.

SFU has a comprehensive policy framework to guide and govern faculty members. The majority of “Academic Policies” at SFU that have been referred to in the course of this self-study document are included as appendices to this report. For a complete list of all academic policies, see <http://www.sfu.ca/policies/academic>.

In addition to the university policy framework, FHS has its own Faculty Handbook that is provided in the ‘Resource not listed in Chapters’ folder called Faculty Handbook. This Handbook provides information to faculty about the governance and organizational structure of the Faculty, information about research and accounting; practices, procedures and forms related to teaching; requirements for course creation, examination expectations, and attainment of course support materials; information technology resources of the Faculty; programs and supports available at the Library and Student Learning Commons; and information about committees, communication and governance within the Faculty.

4.2.b A description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

SFU has a wide range of policies, programs, and initiatives to support the professional development of faculty. Commencing with a multi-day New Faculty Orientation program, professional development is a cornerstone of sustaining the excellence of the faculty complement. Initiatives to support faculty development in the areas of teaching and research are identified below.

Teaching and Learning Development: Institutional and Discipline-Based

One of the University’s primary support mechanisms for teaching development of faculty members is the Teaching and Learning Centre (TLC). The TLC's mandate is to provide the faculty development, services and support needed to realize the vision of a culturally vibrant, intellectually engaging environment for teaching and learning at SFU. It does so through three primary service areas:

The “Teaching and Learning Centre” assists Faculties and departments in the design, development, and implementation of educational programs, curriculum renewal, courses, social learning environments, and professional development. The services offered by the TLC include: Education Consulting in the disciplines, Learning Technology and Educational Media consulting, support and development. The Wiley Learning Institute is a new initiative offered through the Teaching and Learning Centre and provides faculty across SFU with opportunities for online learning. Additional supports include:

- The “Institute for the Scholarship of Teaching and Learning in the Disciplines” offers a small grant including support to faculty members who propose to undertake an intentional, reflective and scholarly approach to investigating a dimension of their teaching for the purpose of improving learning results. See the website for a description of the grants that have been awarded at

- <http://www.sfu.ca/istld.html>.
- The “Creative Services” area operates an in-house, full-service digital media studio for the SFU community. Its range of projects encompasses rich-media productions, websites, print communication design, video productions, and photography. See their website at <http://www.sfu.ca/creative-services/videography.html>
- The “Systems and Technical Services” area provides, maintains, and manages the inventory of audio/visual equipment to classrooms, lecture halls, theaters, and public spaces throughout SFU. Its IT specialists provide the technical know-how for building and supporting educational web applications and interactive learning media. Their services are found at <http://www.sfu.ca/itservices/technical.html>.

The TLC also offers several programs to improve the teaching skills of faculty members. This includes discipline-based one-on-one consulting to support the design of new courses or to undertake course reviews with individual and teams of faculty who are interested in enhancing their teaching knowledge and approaches. In addition this service provides guidance, resource brokering and improvement strategies at the local level. For examples of the types of courses currently being offered by the TLC to help faculty members, see their events website at <http://www.sfu.ca/tlc.html>.

At the Faculty level, professional development in Teaching and Learning has been enhanced by the Faculty Teaching Fellow (FTF) Program. This is a service position created by the Vice-President Academic that provides support for an FHS faculty member to facilitate the development of Teaching and Learning from within the Faculty. Two faculty members shared an FTF position from September 2012 – April 2014, and one has renewed her term for September 2014 – April 2016. FTFs work closely with Education Consultants (ECs) to build community, identify areas for development and create programs that include workshops, discussions and symposia based on specific needs.

Together, in FHS, the TLC Education Consultant and the Faculty Teaching Fellow work collaboratively to provide a comprehensive faculty development approach locally in FHS. This includes informal workshops, reading group, seminars, conferences and other more informal events for faculty to reflect on their instructional approaches and methods and to provide them with the skills and tools to improve their teaching. In addition, the FHS Teaching and Learning blog is a new resource that is being used to support the teaching development in FHS found at: <http://blogs.sfu.ca/departments/fhs-teaching/>.

See Table 4.2.b.i. for details of FHS specific events.

Table 4.2.b.i. Events Supporting Teaching and Learning in FHS Fall 2011 - Summer 2014				
	T&L Discussion Series	Lunch n’ Learn	Celebrations	Workshops
2011	Student evaluation strategies Enhancing student leadership Future of the T&L conversations Assessment strategies Writing exams Use of technology in teaching Role of discussion in teaching	TabletPCs for interactive lecturing Top Hat Monocle Techniques for iClicker usage in BISC 102	n/a	n/a

	T&L Discussion Series	Lunch n' Learn	Celebrations	Workshops
2012	A review of Scientific Teaching Mastering the Art of Teaching Improving accessibility Role of discussion in teaching	n/a	n/a	n/a
2013	Program Level Assessment, What to Do and What to Avoid by Susan Hatfield, a Wiley Learning Institute Webinar and Discussion	Evaluating Teaching: being a Guinea Pig in SFUs Teaching and Course Evaluation Project TCEP Deepening your Doodling	The First Annual FHS Teaching and Learning Celebration	FHS Tutorial Workshops Hello Canvas, Goodbye WebCT Canvas QuickStart
2014	Discontinued this format	Planning to Reduce Plagiarism in FHS Turnitin Workshop	The Second Annual FHS Teaching and Learning Celebration	Plagiarism workshop

Sessional orientation

To assist sessional instructors in preparing their course materials and to understand the principles and practices of the faculty with regard to teaching in the undergraduate and graduate programs, each sessional instructor receives a Semester Prep Guide (see Appendix 4.2.b) that outlines the resources available to them and guidelines for the upcoming semester. In addition, there is a formal face-to-face sessional orientation meeting before the semester begins that includes education and support staff who give a brief overview of how to handle the upcoming course and students as well as answer any questions.

Research Development

Research excellence is highly valued and is a requirement for all faculty members at SFU. Ensuring that faculty members' research capabilities are supported and developed is fundamentally important to achieving the excellence demanded by the institution. As noted in the previous chapter under Criterion 3.1.a, the University has established many professional development supports and opportunities to help faculty members develop their research programs. These include both support offices (such as Research Services) and specialized research facilitator personnel (Grants Facilitators and Research Grants Budget Clerk) who work directly with faculty members to guide and help shape the writing of research proposals and manage grant budget administration. FHS has a dedicated grant facilitator who works with faculty members to increase the competitiveness of their research proposals. Criterion 3.1.a. also identified the financial and programmatic support vehicles for faculty research such as the President's Research Start up

Grant, Study Leaves, Research Grants, Publication Funds, and Professional Development funds.

In summary, there is comprehensive and financially-robust support and encouragement of, and demand for, research excellence within the Public Health programs of FHS and SFU.

Faculty Development

4.2.c Description of formal procedures for evaluating faculty competence and performance.

Tenure-Track Faculty

There are 6 core policies that overarch and govern the evaluation of faculty competence and performance at SFU for tenure track faculty members. These include:

- A11.01 Tenure Track Appointments Policy (see Appendix 4.2.c.i)
- A11.02 Promotions Policy (see Appendix 4.2.c.ii)
- A11.03 Renewal, Tenure and Promotions Procedures (see Appendix 4.2.c.iii)
- A11.04 Tenure and Promotion and Faculty Review Committees Policy (see Appendix 4.2.c.iv)
- A11.05 Criteria for Appointment, Renewal, Tenure, Promotion and Salary Review (see Appendix 3.1.a.xii)
- A11.06 Tenure and Promotion Appeals (see Appendix 4.2.c.v)

Appointment as a Tenure-Track Faculty Member

Faculty members at SFU are typically appointed at the level of Assistant Professor, although more senior appointments at the Associate Professor and Professor ranks are allowed with prior approval from the Vice President, Academic.

All faculty members are required to achieve at a minimum the rank of Associate Professor during their career at SFU. The appointment to the rank of Assistant Professor is initially for a period of 4 years. Consideration for renewal of the appointment for another 3-year period occurs beginning in the third year of the first appointment. If an Assistant Professor does not meet the criteria for renewal then his/her appointment is terminated at the end of the initial 4-year contract. If the Assistant Professor is successful in being renewed for a second 3-year term, s/he must begin the process of applying for the joint determination of tenure and promotion to Associate Professor beginning in the 6th overall year of appointment. Provisions are possible for early consideration of tenure as provided for in Policy A11.01, article 3.2.1 of the policy.

If a new faculty member is hired initially at the rank of Associate Professor or Professor, these initial terms of appointment are for a maximum period of 5 years. The faculty member must go through a process of tenure consideration beginning in the third year of these appointments. If their application for tenure is not approved, their contract terminates at the end of the initial 5-year contract.

FHS is required by University policy to establish discipline specific standards and criteria for contract renewal, tenure and promotion. A copy of the standards and criteria for FHS is included as Appendix 3.1.a.xxvii. The identification of discipline-specific standards and criteria is particularly challenging in a unit with the disciplinary breadth of the Public Health programs and the extent of interdisciplinary and multidisciplinary scholars who are members of the faculty complement. Furthermore, criteria and standards for traditional academic contributions must be broadened for the unique community-based research contributions that are expected of faculty members within the Public Health programs. In addition, the standards and criteria must help the Faculty achieve its mission, goals, and objectives and provide clear direction of expectations to new members of the faculty complement.

FHS' standards and criteria for contract renewal, tenure and promotion are the most definitive articulation of the expectations for faculty performance in the FHS.

The following excerpt from the FHS *Standards and Criteria for Contract Renewal, Tenure and Promotion* document outlines the general criteria

As stated in Policy A11.05, 4.2, “All candidates for tenure will be expected to demonstrate that, since the commencement of the tenure-track appointment,
“(a) there has been continued growth as an established scholar, as evidenced by the development of a significant program of research and scholarship;
“(b) that there has been a sustained commitment to development of teaching skills and to student mentorship and
“(c) that he/she has become a responsible and contributing member of the University/academic community.”

Appointment as an Assistant Professor

To be hired as an Assistant Professor, a candidate must have completed their PhD or equivalent (within the Health Science disciplines an MD is considered an acceptable equivalency). They must also demonstrate a strong academic record and show indications that s/he has the aptitudes of a successful teacher, the potential to grow in stature as a scholar as well as a willingness to play an active role in the University. These views must be supported by strong referee reports.

Promotion to Associate Professor

An Assistant Professor must be considered for promotion to Associate Professor at the same time as s/he is considered for tenure.

“... promotion to the rank of Associate Professor is based on a record of successful teaching, scholarly achievement, and participation in service to the University and the community. An important criterion is the demonstration of continued professional growth of the individual in his/her field(s) including recognition as an established scholar. External referees of high academic stature must assess the individual's research contributions.” (A11.05, 3.2)

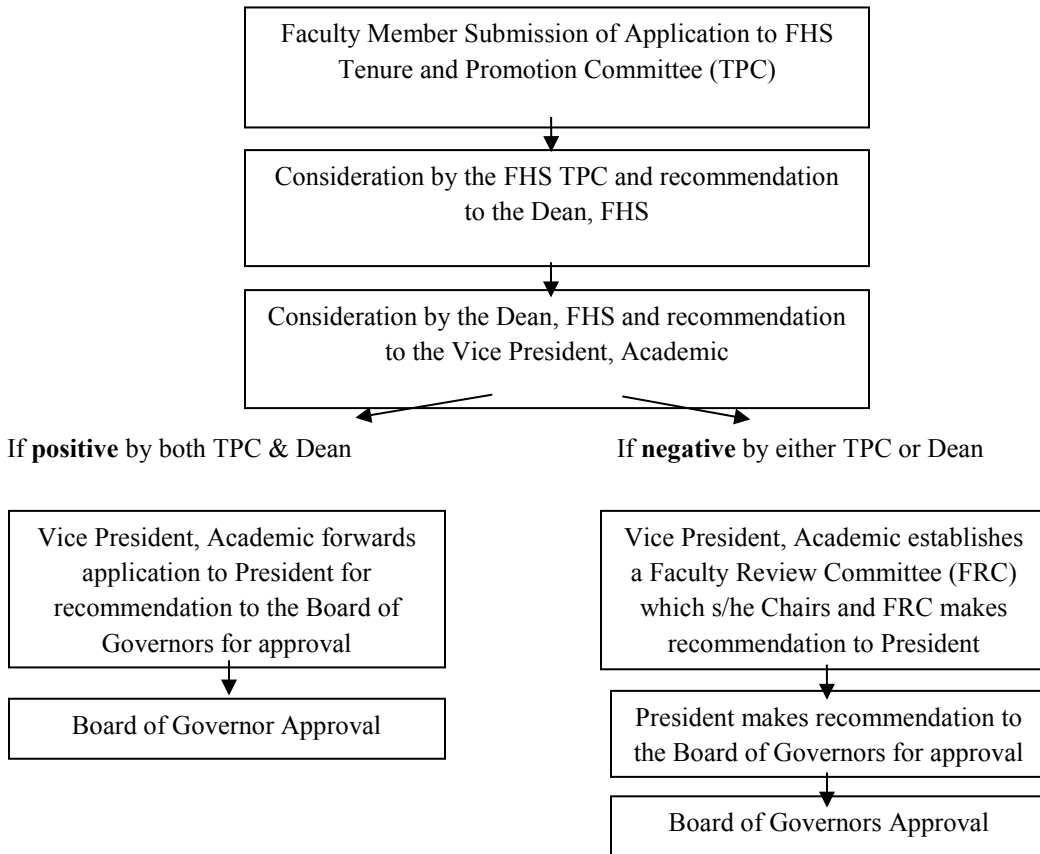
Promotion to Full Professor

“For promotion to Professor “[t]he total overall career contributions of the faculty member in areas of teaching, research and service to the University and the community shall be taken into consideration. The rank of Professor is designed for those who have excelled in teaching and research. Appointment or promotion to this rank requires evidence of national or international reputation in their area of expertise, supported by letters from external referees of high academic stature.” (A11.05, 3.3)

These requirements are augmented by the FHS *TPC Standards and Criteria for Contract Renewal, Tenure and Promotion*. For both Contract Renewal and Tenure and Promotion, there are criteria, standards and evidence measures that are related to, Research Activities and Scholarly Accomplishments, Teaching Activities and Effectiveness and Service Contributions. These are detailed in the A11.05 Criteria for Appointment, Renewal, Tenure, Promotion as well as the FHS TPC Criteria for Renewal Tenure and Promotion (see Appendix 3.1.a.xii and 3.1.a.xxvii).

The committee structure and decision-making process for contract renewal, tenure and promotion decision-making within the University is demonstrated in Chart 4.2.c.i below. Policies A11.01, A11.03, and A11.06 detail this flow of decision-making in more detail.

Chart 4.2.c.i – Decision Making Process for Renewal, Tenure and Promotion of Tenure Track Faculty Members



In addition to review of faculty performance through the contract renewal, tenure and promotion processes, every year faculty members must submit an Annual Update Form to their Department Chair, or in the case of non-departmentalized Faculties such as the FHS, to the Dean. Completed in January of each year, this form requires faculty members to identify all activities in the area of teaching, research and service that they have been engaged with over the past calendar year. A copy of the Annual Update Form is provided as Appendix 4.2.c.vi. Within FHS, the Dean will review the form and if there are any concerns about the performance of the faculty member, s/he will meet with the faculty member to discuss and to identify appropriate strategies of remediation forward.

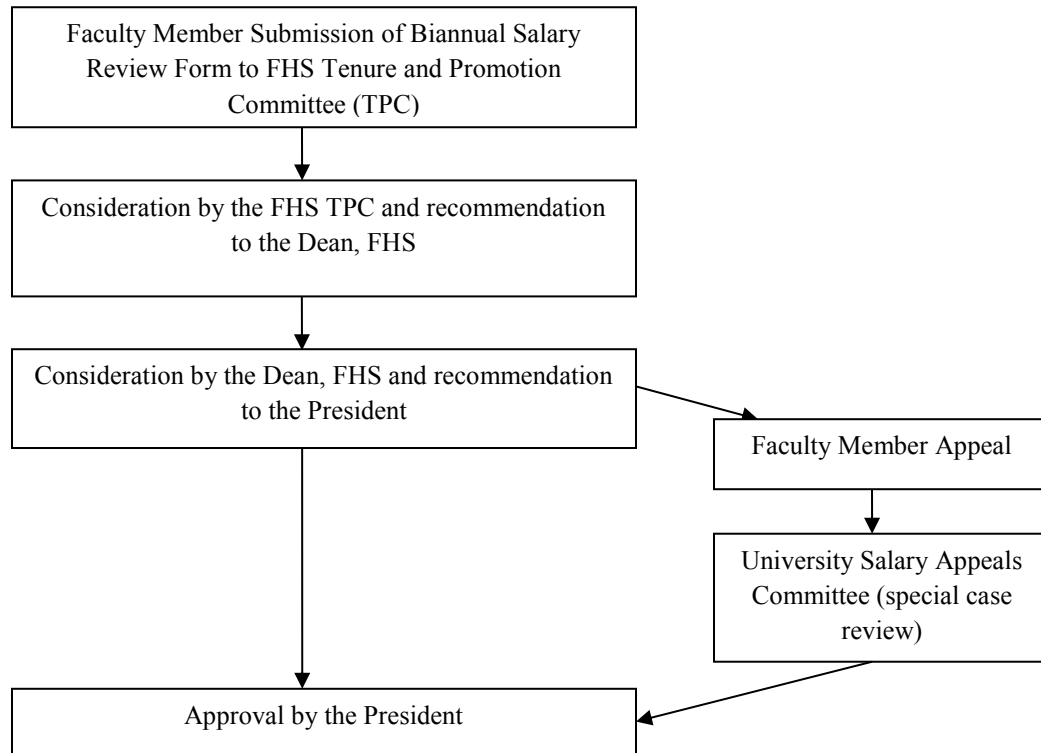
Every two years the faculty member is required to submit a biannual update form reflecting activities over the past two calendar years. This document becomes the basis by which the TPC within the Faculty evaluates the faculty member’s performance for the purposes of determining salary improvement. Academic Policy A20.01 (see Appendix 4.2.c.vii) governs salary advancement for tenure track faculty members as well as faculty members in teaching appointment categories (to be discussed below). Performance in all three areas of teaching, research and service is assessed and a faculty member may be recommended to receive an award of 0.0, 0.5, 1.0, 1.5, or 2.0 salary increment steps. The salary scale is designed such that there is a “career progress” ceiling for each rank. The salary increments identified move faculty member salaries through the scale until they reach the ceiling. Once at the ceiling, there is the potential for highly meritorious performance (i.e. receiving an award of 1.5 or 2.0 steps) being awarded additional steps in an upper “merit” portion of the salary scale. The overall system is highly competitive because an average of 1.3 steps per faculty member in the complement is available to the Dean to distribute in any biannual review period. Moreover, even if faculty members have reached the top of the merit steps of the salary scale, they continue to be subject to the annual and biannual review process to ensure ongoing

satisfaction of expectations and performance.

There are special provisions outlined in policy A20.01 that allow for faculty members to appeal the recommendation of the Tenure and Promotions Committee and the Dean of FHS. In such circumstances, the University Salary Appeals Committee is struck and, after full review of the file and the case of appeal, makes a recommendation to the President.

Chart 4.2.c.ii below reports the decision-making process for performance based salary increases of the faculty in the Public Health programs at SFU.

Chart 4.2.c.ii – Decision Making Process for Biannual Salary Review



Teaching Faculty

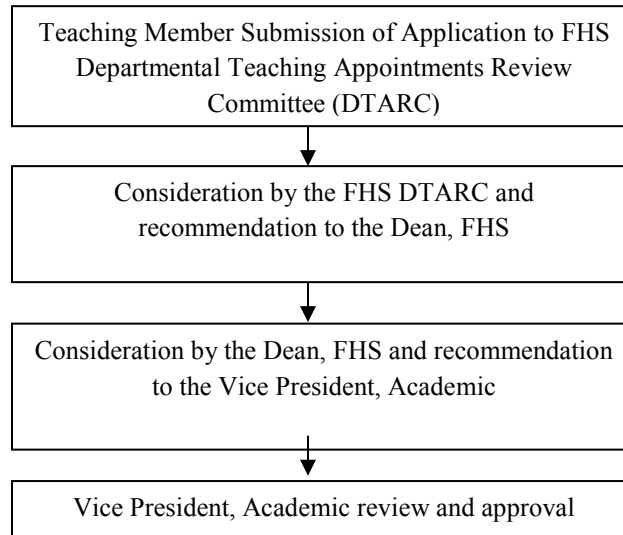
As shown in Table 4.1.1 previously, the Public Health programs currently have a limited number of members of its faculty complement who have a teaching dedicated appointment. This means that the faculty member is expected to have primary responsibility for teaching and does not have formal obligations to conduct research as a primary component of his/her duties. However, contribution to the service of the University and the public health community is expected.

Assessment of competence and performance of teaching faculty is governed by policy A12.01, Section 8 – Teaching Appointments (see Appendix 4.2.c.viii). There are three categories of teaching appointment – Laboratory Instructors, Lecturers and Senior Lecturers. As FHS Public Health programs do not have any faculty members appointed to the rank of Laboratory Instructor, we focus here only on the rank of Lecturer and Senior Lecturer. At present FHS has 3 lecturers and 3 senior lecturer in their faculty complement.

Lecturers and Senior Lecturers shall have full responsibility for the preparation and instruction of courses, including laboratory courses, for the supervision of any teaching assistants or laboratory instructors associated with these courses, for curriculum development, and for associated duties. A Lecturer may apply for promotion to Senior Lecturer if s/he has at least five years of experience as a lecturer at SFU and has demonstrated superior abilities as a university teacher across a range of courses, leadership in curriculum development or innovative pedagogy, and a satisfactory level of service.

The evaluation procedures for promotion of Lecturer to Senior Lecturer follows the decision-making process outlined in Chart 4.2.c.iii:

Chart 4.2.c.iii – Decision Making Process for Promotion of Teaching Faculty



Teaching and Student Learning Evaluation

4.2.d Description of the processes used for student course evaluation and evaluation of teaching effectiveness.

To ensure that graduates of SFU’s FHS Public Health programs receive training in the core knowledge, functions and strategies of population and public health and that students find that their courses are delivering this knowledge to them effectively, every course in the Public Health program system (at both graduate and undergraduate level) is reviewed at the completion of the course by student participants. This course level review is in fact a requirement by the Senate Committee on University Teaching and Learning to have a student course evaluation process. Students are specifically required to evaluate the course content as well as the competence of the instructor (including teaching assistants) in delivering the stated objectives and in contributing to their competency development in the targeted public health knowledge area. Completed evaluations are reviewed by the Graduate and Undergraduate Program Directors, respectively, to identify any deficiencies in meeting the expectations of students and in achieving the learning objectives and core competencies targeted by the course. Problems identified in the review are addressed by meeting with the instructor and providing guidance for improvement, including referrals to the resources outlined in section 4.2.b. A sample course evaluation form is available as Appendix 4.2.d.

A complete file of course evaluations are included in folder “Resources not listed in Chapters – Course Evaluations”.

The course evaluation forms have two components: a component with core questions (Likert scale multiple choice) and a section for student written comments. The written comments are provided directly to the faculty member for their review. Faculty members are expected to carefully consider the comments provided and to improve courses on an ongoing basis in response. Data from the multiple-choice questions is provided to the Tenure and Promotion Committee during salary review, contract renewal, tenure and promotion processes and is used as part of the evaluation of the overall teaching performance and competence of the faculty member.

Course and curricular evaluation is not solely a student responsibility. The Graduate Studies Committee and Undergraduate Studies Committee, respectively, review new course syllabi and course materials to ensure that course learning objectives are clearly stated and linked to program core competencies and to redress any deficiencies identified in the review of student course evaluations. Any courses not meeting the stated learning objectives and the standards of excellence expected by FHS will be identified for re-development and improvement. In addition, Town Hall meetings with graduate students and pizza lunches with the undergraduate students re conducted to gather student input into curricular issues and the learning environment. The HSUSU also regularly conducts 1-2 surveys on differing topics every year to likewise gather input and data on the learning experience of undergraduate students in the FHS. A summary of the Town Hall meeting minutes are in Appendix 4.2.d.ii.

At an institutional level, the Senate Committee on University Teaching and Learning (SCUTL) has a broader role in ensuring that student learning experience excellence is maintained across the University. With the following mandate, SCUTL explores, recommends and oversees the conditions of the learning experience at SFU:

1. To provide advice on matters pertaining to Learning Outcomes and Prior Learning Assessment.
2. To review periodically, and provide advice on, grading practices and standards in the Faculties.
3. To provide advice and guidance on development and upgrading of teaching evaluation instruments in use in the University.
4. To review periodically and to provide advice on the instructional development needs of faculty, laboratory and sessional instructors and teaching assistants including teaching enhancement initiatives and professional development.
5. To review and recommend learning support services for instructional staff including graduate teaching and graduate training evaluation, as well as receive and comment on the annual reports of various groups including: the Learning and Instructional Development Centre, the Centre for Online and Distance Education, Academic Computing Services, and Student Academic Resources. Also to review annual undergraduate surveys.
6. To provide advice on the efficacy of various teaching strategies in relation to changing teaching and learning environments.
7. To consider such matters, related to teaching and learning, referred to the Committee by Senate and its committees.

In addition to these mechanisms for student learning evaluation, the Vice President, Academic through the Office of Institutional Research conducts an annual survey of the undergraduate student learning experience. This survey evaluates the following core aspects of the learning environment: course availability, credential completion times, courses and student preferences, academic advising, student services, student life, and an area of unique investigation each year. Copies of this report for 2011, 2012 and 2013 are available in the 'Resource not listed in Chapters' folder called Program Evaluation Surveys/SFU Institutional Research and Planning Surveys.

Criterion Assessment

4.2.e Assessment of the extent to which this criterion is met.

Strengths

- The Public Health programs within FHS are governed by a well-established, comprehensive, and meaningful policy framework that demands faculty competence and performance excellence in all three areas of primary responsibility: teaching, research and service.
- The University has a multifaceted and multistage evaluation process for rank advancement and tenure decisions that culminates at the level of the Board of Governors.
- Each year, the teaching, service and research contributions of each faculty member are assessed and reviewed. On a biannual basis this assessment is competitively evaluated for salary advancement.
- The University has a required system of course evaluation that ensures that students have a formalized opportunity to provide feedback to the course instructor and the Public Health programs on all courses offered.
- The University has a Senate-level committee responsible for maintaining the excellence of instruction and student learning environment for the institution.
- The University annually surveys undergraduate students to assess the learning environment and their satisfaction with the undergraduate experience.

Weaknesses

- The proportion of students that complete course evaluations could be increased. The 2013-14 academic year response was 54.2% which is below 69% in 2009, the year the online evaluation system was initiated.

Plans

- FHS has offered to participate in a pilot study of a new online evaluation tool being developed by SFU. At present, each unit has their own evaluation mechanism; therefore, a university-wide standard has been developed based on an existing platform used at several other major universities. One of the advantages of this new platform is that in addition to core questions from the university, the FHS will be able to develop questions specific to the undergraduate and graduate programs. In addition, this tool will allow individual faculty to include specific questions that can probe aspects of their course content and delivery. This will allow us to tailor questions to obtain feedback from students in the Public Health programs on their satisfaction on whether course objectives have been met. The implementation of this new online system will also include an educational aspect; instructors will be trained in writing and interpreting questions to obtain the most valuable feedback for course improvement. Education of the students will be undertaken as well to encourage them to complete the evaluations as a means of improving the individual course as well as the program as a whole. We believe that this new tool will increase the participation by students in course and instructor evaluations.

This Criterion is met.

CRITERION 4.3 STUDENT RECRUITMENT AND ADMISSIONS

The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

Student Recruitment

4.3.a Description of the program's recruitment policies and procedures.

FHS produces recruitment materials and presentations that accurately represent the Faculty's practices and policies. The educational programs and services offered by FHS are the primary emphasis of the Faculty's advertisements, publications, promotional literature, and recruitment activities. Information about educational programs and services is published in several places, including the FHS website, in the FHS graduate student handbook, in the SFU Calendar, and in recruitment brochures and presentations. To ensure that the University's and the Faculty's mission and vision are accurately portrayed to the general public and potential students, all such publications are developed in accordance with the SFU visual identity guidelines approved by the Senate and Board of Governors, and with the FHS-approved branding images and slogans.

The Coordinator, Recruitment, Retention & Engagement (CRRE), who reports to the Associate Dean, Education of the FHS, oversees recruitment and marketing activities for the Faculty. In 2014, this position was converted to a full-time position within FHS. The CRRE consults with the program directors of both the undergraduate and graduate programs, and the Associate Dean to ensure that all recruitment materials and presentations for FHS are accurate and up to date.

The CRRE travels selectively throughout Greater Vancouver and Vancouver Island, across Canada and to most western states to promote the Faculty and recruit prospective students. The CRRE strategically attends Career and Education Fairs held annually at undergraduate collegiate institutions in the Lower Mainland & BC region that are also promoting graduate programs. Specific Graduate Education Fairs are also attended, such as Idealist.org Graduate Programs for the Public Good. The CRRE also represents FHS at a general graduate program marketing fair hosted by SFU.

Recruitment materials are distributed to prospective students through several means, including making presentations and handing out materials during recruitment trips to colleges and high schools, recruitment trips to undergraduate and graduate education fairs, program overviews in the SFU Viewbook, mailing and emailing print and online recruitment materials using selective distribution lists, and publicizing educational programs on the FHS website. Recruitment materials are also distributed at such events as Counselor's Day, International Agents Consortiums, BC Innovation events, and at various conferences.

A variety of recruitment materials are used including, for example, a PowerPoint presentation about the Faculty's admissions policies, prerequisite requirements, and educational programs; a handout of specific course requirements for each of the BA, BSc, and the graduate programs; a careers brochure; a FAQ sheet; a Counselor's newsletter; and personal presentations if required. All printed materials also refer students to the FHS website, which is updated regularly. The primary recruitment pieces (in print or online or both) disseminated to prospective students include:

- SFU Undergraduate View Book
- Summary of Undergraduate programs brochure
- Summary of Graduate programs brochure

- FHS brochure
- FHS Career Summary brochure
- Bachelor of Arts in FHS summary sheet (including courses)
- Bachelor of Science in FHS summary sheet (including courses) for each of the BSc streams (Life Sciences & Population Quantitative Health Sciences)

Prospective students may request printed information by contacting the Undergraduate Program assistant in writing, by phone, or by e-mail. Information is e-mailed to students or surface mailed at no cost to students within 2 days. The recruitment literature and communications for the Graduate program also accurately promotes the image of the Faculty to prospective students.

The CRRE approves and regularly reviews all materials and online resources used for recruitment and marketing to ensure that the information is current and consistent with the Faculty's mission and standards for professionalism. Prior to each use of a PowerPoint presentation or any other presentation, the CRRE reviews the presentation for accuracy and modifies it as appropriate for the target audience. Due to the fact that we have several target audiences, several PowerPoint presentations have been developed and are selected for use accordingly. The review is as comprehensive as possible, in order to verify that the recruitment piece still fits the Faculty's needs, meets the needs of its audience and says about FHS who we really are and what students, parents, and the larger community can expect from us. Information available online is reviewed even more frequently and changes are made on an "as-needed" basis.

Recruitment efforts targeted to as many diverse groups as possible. To that end, collaboration is in place between the First Nations recruiter at SFU and the CRRE. First Nations peoples tend to focus their higher education pursuits in the areas of teaching, law, and health. As FHS addresses health inequities, social determinants of health, etc., it is an especially appealing area of study to First Nations peoples. Furthermore, SFU has put into place First Nations programs that are aimed at recruiting First Nations students to university and then having resources in place to assist in the transition to university. In the FHS, such students are recruited to the Aboriginal Pre-Health Bridging program. The Pre-Health Bridging program staff work with high schools to better prepare First Nations students for university and to put culturally-specific student learning modules in place to assist them with learning once they are here, and to ease their way into Health Sciences curriculum. In collaboration with the First Nations recruiter, presentations specific to First Nations interests have been developed. We also ensure FHS attendance at education fairs that are held at predominantly First Nations high schools.

International recruitment is done in part through annual meetings with a group of approximately 20 international agents who represent SFU (and hence FHS) to other countries. Due to the location of SFU, and in particular its Surrey campus, the surrounding population represents great ethnic and cultural diversity; in particular, residents who come from China, Hong Kong, Korea, Japan, Taiwan, Vietnam, India, Pakistan, Bangladesh and Iran.

The undergraduate admissions procedure for FHS is handled centrally by the SFU Admissions office. However, reports of students who have applied to and been accepted to Health Sciences are sent weekly to the CRRE for follow-up and for early initiation, contact, and communication efforts. As another means of providing additional information to prospective students, FHS staff (and sometimes senior students and faculty) also engage in phone campaigns to accepted students and their parents to discuss any questions or concerns they may have about the academic and cultural aspects of the Faculty.

Requests for information are received by the staff of the Graduate Programs area via phone conversations, email requests or in-person visits. For prospective students engaged in their own information searching, the FHS Graduate programs area of the website is a great resource.

The CRRE has, as part of a new portfolio, the responsibility of building a vital Alumni Engagement process. As a result, FHS alumni surveys will be administered six months before graduation and again two

years after graduation. Data collected in these surveys includes employment status, employment sector, relationship between major and job, job characteristics, pursuit of graduate or professional degrees, community involvement, and satisfaction with FHS.

Student Admissions

4.3.b Statement of admissions policies and procedures.

Admission to FHS undergraduate programs in Health Sciences (BA and BSc) are governed and managed by the procedures for admission in the University Calendar. The two primary admission policy sections of the University calendar can be found on the Calendar website at www.sfu.ca/admission/undergraduate.html.

Admission at the Graduate level for the Masters of Public Health (MPH) and Masters of Science (MSc)/PhD programs is undertaken within FHS at SFU. Since Fall 2013, the Faculty has employed the University Dean of Graduate Studies Office online admission system (OASIS) system to assist in the preparation of admission files for consideration within the Faculty. The OASIS system enables overall consistency and clarity on applications and applicant qualifications (i.e., totals for grade point averages, TOEFL and IELTS results, accounts of experiences abroad, etc.), and provides a vehicle to facilitate the overall tracking of the admission process as applications are reviewed and ranked.

Review of graduate applications within FHS is a thorough, multi-tiered and labour-intensive process. The review process begins with the Graduate Program Assistants who review applications for completeness, liaise with applicants to complete application documentation requirements, and who provide a summary of applications to either the FHS Masters of Public Health programs Graduate Admission Committee or to the FHS Masters of Science/PhD Graduate Admission Committee, as appropriate.

Due to the quantity of applications received and processed each year and the need and desire for timely and efficient admissions consideration to be able to attract the best applicants, the admissions committee is initially made up of four sub-committees comprised of representatives from each of the four streams within the MPH. Each of these groups has the responsibility of reviewing and ranking all applicants in their particular concentration. The goal of this initial review is to identify the strongest and weakest applicants: those that need to be considered for awards and those that may be denied admission to the program.

Each committee member ranks all applicants. At a committee meeting comprised of all 4 sub-committees, applicant rankings are compared. Where there is agreement, that applicant will stay within the ranking given to them. When there is disagreement, the adjudicators will discuss their ranking, and if no agreement can be reached, the Program Director will review and rank the applicant. Normally, a quintile system is used to identify the strengths and weakness of an application. Not only does this process more clearly identify the top and the bottom-ranked applicants, it allows for diversity among the faculty ranking them. Moreover, it speeds up the decision-making process so that excellent applicants can be nominated for awards,

Following the initial vetting of the applications, the Program Director, with the assistance of a Graduate Program Assistant remains engaged in the admissions process until target enrollments are met.

It is the responsibility of the Chair of the MPH committee to bring the final decisions to the Graduate Studies Committee (GSC).

The first priority of the Graduate Studies Committee has remained consistent over the years, i.e., to recommend for admission the applicants demonstrating the strongest potential for success in our graduate programs. Applicants must meet the following criteria: 1) excellent academic preparation, as demonstrated by a grade point average minimum of 3.3 CGPA (on a 4.33 scale). 2) an ability to articulate and present their research/practitioner goals, and that these goals fit those outlined in the FHS MPH program

prospectus, 3) the support of academic and/or professional referees, and 4) global, domestic, or regional experience in health related issues (professional or volunteer).

Each year, the Admissions Committee tries to meet University and FHS diversity initiatives by looking closely at applications from First Nations and international students. In fairness to all applicants, international applicants are considered in light of all applicants to the program. These shortlisted applications are then reviewed and ranked relative to other applicants, but with the point of view of admitting a diverse student population. Some admitted international and First Nations applicants have not met grade point average criteria, but have a proven ability to articulate their research/practitioner goals, have the support of their referees, and show a potential for success in the program. The strength of an international applicant is determined from the transcript (academic success) and based upon the documented support criteria used for all applicants.

Once the decisions are made for which students to admit to the Masters of Public Health program, the selected applicants are offered admission to the program, contingent upon approval by the Dean of Graduate Studies. The graduate program assistant notifies the office of the Dean of Graduate Studies which applicants are being recommended. Following approval by the Dean of Graduate Studies, applicants are formally notified by that office of their admission to the University and the Program.

Recruitment Materials

4.3.c Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.

With the addition of a full-time position for the Coordinator, Recruitment, Retention, and Engagement (CRRE), staff and faculty within the Public Health programs are in the process of revising comprehensive recruitment materials, each of which is designed to address specific audiences. Examples of these audiences include:

- High School Students
- Transfer Students
- Parents
- International Students
- High School Counselors
- College Advisors
- Potential graduate students
- Aboriginal students

In addition, the Faculty's Web site serves three recruitment specific purposes:

- Faculty home page: www.fhs.sfu.ca. Entry point to the Faculty for everyone
- Page site for prospective undergraduate students: for those seriously considering applying
- Page site for prospective graduate students: for those seriously considering applying
- In 2014, the CRRE, in collaboration with the newly hired Communications and Marketing Coordinator, will develop new materials including new pages for recruitment, engagement, and alumni processes for both undergraduate and graduate students. Printing of new recruitment materials has been delayed. We anticipated that they would be ready for inclusion in the final self-study submission April 2015. We will share the new materials at the site visit in May 2015.

Applicants, Acceptances and Enrollment Data

4.3.d Admissions Process Data: Information on Applicants, Acceptances and New Enrollments, by Specialty Area For The Last 3 Years.

Table 4.3.1. Quantitative Information on Applicants, Acceptances, and Enrollments by Program Area*, 2011/12 to 2013/14					
		Academic Year 2011/12	Academic Year 2012/13	Academic Year 2013/14	Academic Year 2014/15
MPH - EOH	Applied	29	38	31	45
	Accepted	5	19	7	9
	Enrolled	2	12	3	1
MPH - GH	Applied	116	107	97	122
	Accepted	47	40	34	34
	Enrolled	19	15	13	21
MPH - PH	Applied	94	111	139	145
	Accepted	43	41	49	39
	Enrolled	19	25	22	16
MPH - SIH	Applied	33	33	31	40
	Accepted	20	22	17	18
	Enrolled	9	9	6	8
MPH – All	Applied	272	289	298	360
	Accepted	115	122	107	100
	Enrolled	49	61	44	46
Dip - GH	Applied	12	16	8	8
	Accepted	3	2	1	0
	Enrolled	2	1	0	0
BA & BSc	Applied	869	954	837	929
	Accepted	373	476	571	595
	Enrolled	147	185	264	267

Student Enrolment by Specialty Area

4.3.e Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time equivalent conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs should not be included. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format.

	11/12		12/13		13/14		14/15	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Degree & Specialization								
BA	496	450.2	495	438.9	522	452.8	489	438
BSc	611	572.3	620	547.6	631	572.0	670	605
UG Total	1107	1022.5	1115	986.5	1153	1,024.9	1159	1043
MPH								
Undeclared	33	7.0	12	3.1	5	1.3	3	1.0
Environmental Health	5	4.3	14	12.7	10	10.0	7	5.2
Global Health	44	40.9	36	32.8	31	24.9	33	29.2
Population Health	34	31.5	43	42.0	48	43.2	50	38.1
Social Inequities in Health	16	16.2	24	21.5	25	18.9	18	16.2
Total	132	99.9	129	112.1	119	98.3	111	89.7

NOTE: Definitions match those in Templates 1.7.2 and 2.1.1. Each year's enrollment should include *both* newly matriculating students and continuing students. The HC and FTE should NOT include non-degree students (e.g., certificate students). If data on non-degree students are germane, the school or program should provide a supplemental table and/or narrative.

Notes:

- UG headcount based on number of registered students approved into the BA or BSc program in the Faculty of Health Science at the end of week 3 of classes in the Fall term.
- GR headcount based on number of registered students in the MPH program at end of week 3 of classes in the Fall term.
- UG FTE is an annualized program FTE where 1 PFTE = 30 credits.
- GR FTE is an annualized activity FTE where 1 AFTE = 24 credits.
- FTE for 14/15 academic year is not yet available yet as it includes the academic year 14/15 includes fall 2014, spring 2015 and summer 2015. The 14 15 FTE data reported in Table 4.3.2 is for fiscal year..

Student Enrollment Outcome Measures

4.3.f Identification of outcome measures by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.

Outcome Measure	Target	2011/12	2012/13	2013/14
Average Entry GPA of MPH students	3.50	3.30	3.43	3.50
Proportion of MPH students accepting offers of admission	75%	42.6	50%	41%
Average Entry GPA of Undergraduate students	68%	87.4	87.6*	87.3*
Proportion of Undergraduate students accepting offers of admission	60%	39.5%	39%	46.5%

* SFU admits undergraduate students by percentage grades rather than GPA. These percentages, however, are well above the target GPA.

Criterion Assessment

4.3.g Assessment of the extent to which this criterion is met.

Strengths

- SFU policies and procedures for admission are clearly delineated in the University Calendar. Undergraduate admissions are conducted centrally by the University Registrar's Office.
- Undergraduate enrollment is stable.
- FHS Public Health programs also have clear and articulated processes for the consideration of student applications and admission assessment.
- FHS has been successful in attracting an increasingly academically strong student body to its Public Health programs.
- FHS Public Health programs have received strong interest in the number of students interested in applying.

Weaknesses

- The Public Health programs would like to see an improved rate of offers being accepted.
- Recruitment into the MPH Environmental Health concentration remains very low.

Plans

- FHS Public Health programs plan to continue to develop its recruitment efforts to continue the interest in its programs and to raise awareness of the unique facets and outstanding quality of programming and research occurring in FHS at SFU.
- Targeted efforts to recruit students into the MPH Environmental Health concentration are underway. These include improvements to the FHS website and active recruitment from the FHS undergraduate program.

This Criterion is met.

CRITERION 4.4 ADVISING AND CAREER COUNSELLING

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

Advising and Career Counselling Services Overview

4.4.a Description of the program's advising services for students in all degrees and concentrations including sample materials such as student handbooks.

The purpose of academic advising in FHS is to assist students in developing an academic program that meets their life narrative, their career objectives, as well as timely completion of the Faculty's curriculum requirements.

The Faculty has an Undergraduate Academic Advisor who provides these academic services to the undergraduate students in our BA and BSc programs. In addition, the Graduate Program Manager provides academic advising for the graduate students in the MPH program. Each graduate student's senior supervisor also provides advice and mentorship. Advising is provided via e-mail, telephone or in-person.

New incoming MPH students are provided with a Pre-Arrival package that outlines expectations, resources, and suggested timelines and semesterly schedules for completion of their program. The requirements for their program and/or concentrations within the MPH are also outlined on our webpages. Students are encouraged to meet with the Graduate Program Manager throughout their time at SFU to obtain academic advice, advice about university policies and regulations, and/or discuss any issues (both academic and personal) that they may experience. Graduate students are also encouraged to meet with the Graduate Program Manager in a timely way before applying to graduate to ensure that all requirements have been met. Graduate students also receive presentations from all of the SFU student support services at the Orientation Day that normally takes place in the week before classes begin in the first semester.

Each semester, the Graduate Program Manager reviews the transcripts of all MPH students. The Manager will proactively engage with students whose record indicates the potential for problems (e.g., a slipping GPA, required courses not completed), and provide advice.

In addition, two graduate program assistants provide general advice to students.

A professional Academic Advisor provides advice to undergraduate students. SFU has a central advising service in Student Services for undecided and undeclared students for their first two years or until they declare a major, whichever comes first. In the case of Health Sciences, the majority of our students are directly admitted into the Faculty; therefore, they receive advice from our professional Academic Advisor upon admission.

Although the university does not have a policy requiring students to meet with their advisor regularly, FHS strives to encourage students to have a regular, ongoing relationship with our advisor. At the very least, we encourage undergraduate students to visit their advisor once a semester to discuss plans for the upcoming semester and to obtain guidance. All students are expected to be active participants in their degree planning. To this end, students are provided with a checklist that they work on with the advisor. The checklist provides a means of illustrating their progress through their degree. The checklist summarizes the graduation requirements that a student has satisfied and indicates what remains to be completed.

In addition, an undergraduate program assistant provides advice of a very general, informative nature.

Integration of Academic Advising

Academic Advising is most effective when integrated with other University programs and resources. FHS advisors strive for collaboration with a number of SFU units so as to enhance the student experience. Frequently, this collaboration acts as a bridge between our academic advisors and student affairs divisions that serve to provide additional resources for students. Some examples of integration include:

- Collaboration with the Dean of Graduate Studies Office to provide advice and workshops on how to write successful award applications.
- New Student Programs/Orientation familiarizes students with resources on campus, pertinent policies and procedures, and allows an avenue for initial community engagement with other students
- Athletic Student Services—Advisors work in concert with athletic coaches to help student athletes make academic progress toward graduation.
- Career Services—Career Services help students explore and define their career interests, and advisors help them craft academic programs to achieve these career goals. This may include providing direction on an internship or study abroad or service learning experience. Additionally, FHS advisors provide career workshops specifically in regard to health sciences careers.
- Admissions – Advisors help students to navigate the central admissions system (undergraduate students) and the initial SFU, then FHS on-line admission system for graduate students. For undergraduate students, advisors attend initial recruitment events and advise students on the requirements to be admitted to FHS
- Student Counseling Centre – Advisors act as liaison between students with personal mental health issues and the Counseling Centre to ensure that 1) students know about the resource, and 2) are helped to access the service
- Academic Success Centre. Advisors help students to access the services of Academic Success Centre when they are aware that students may be having academic difficulty. Advisors follow up with students in regard to possible study skills workshops that could be helpful.
- Student Records – Advisors often communicate with Student Records personnel to track the status of a student’s application and/or to track missing documentation. Advisors also sometimes collaborate to understand anomalies on transcripts.
- Scheduling – Scheduling for all graduate and undergraduate courses is done within the Faculty. At cyclical points of the year, staff must interact frequently with Scheduling staff to create a schedule that meets student, curriculum, and faculty needs.
- Multicultural Student Services – Advisors liaison with this department in regard to visa issues, study permits, and English language programs.
- Centre for Students with Disabilities – Advisors interact with this office when they have been made aware that a student has registered with the office. On the advice of the Disabilities office, advisors will help facilitate accommodations for student learning (i.e. longer time to write exams, writing exams or papers in isolation, note-takers, etc.)
- First Nations Office – Advisors work with this office to help facilitate academic and social success of First Nations students.
- Study Abroad – Advisors approve (at the Faculty level) applications for Study Abroad, meet with student in advance of application to determine transferable courses; and work with the office after travel to assess courses taken for credit

Professional Development for Academic Advisors

Professional development for academic advisors is encouraged and supported by the FHS. Funding is provided for memberships in advising research agencies such as National Academic Advising Association (NACADA). FHS encourages our academic advisors to utilize the resources of [NACADA](#). Besides funding membership and conferences with this organization, advisors are encouraged to attend webinars and to purchase books and materials that will enhance their advising skills.

Evaluation of academic advising

There is no campus-wide evaluation of academic advising. We are investigating options for measuring student satisfaction with advising and career counselling services within FHS and SFU more broadly. For example, we intend to add a question on student satisfaction with advising services as part of the alumni survey for both undergraduate and graduate students.

4.4.b Description of the program's career counselling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program's student population.

Career Workshops: (<http://www.sfu.ca/career/>)

SFU Career Services offers career development support for individuals and groups that are grounded in contemporary approaches to career development. These approaches provide students with a lens with which to see their time at SFU and support them in achieving their desired futures. Their mission is to engage all SFU students and recent graduates in their own career development by providing them with career education, advising, resources, experiential programs, and by facilitating their interaction with a network of employers, faculty, alumni and other community members.

Throughout the academic year the following workshops are available to all SFU students:

- APEX Professional Development Program (through Dean of Graduate Studies)
- Classroom to Career: A Career Development Series
- Professional and Career Transitions (PACT) Series
- Applying to Grad School
- Enhancing Your Online Presence for Your Career
- Building Authentic Relationships
- Job Finding Club for Recent Alumni
- Exploring Careers in Health Sciences
- Cover Letters: Secrets to Capturing Your Employer's Attention
- Resumes, Cover letters, Interviews and Volunteering: Remaining Professional for Unpaid Experiences
- How to Write Your Way Into Grad School
- How to Create a Winning Job Proposal
- Writing an Effective Cover Letter (and several other workshops on this topic)
- Resume Tips from the BC Public Service
- Standing Out in a Crowded Job Market
- Secrets of a Successful Interview
- Informational Interview: a Powerful Career Exploration and Networking Tool
- And a myriad of other workshops regularly offered in topics from skills, to approaches, to listings of opportunities

Career Services has a dedicated 'Career Education Manager' for FHS and who is a Certified Career Development Practitioner and well-versed in employment prospects in the health field, current career development theories and best practices, and career curriculum for the classroom. She is also trained in coaching students with their career exploration and work search concerns. She offers one-on-one assistance, workshop facilitation and customized career events and programming.

The Career Education Manager has successfully collaborated with FHS, Co-operative Education and the Health Sciences Undergraduate Student Union with career events customized to FHS and other programs that were very well attended by FHS students (for example, From Cell To Society Career Night, Health Careers Panel Presentation, Orientation for New Students, Parent Orientation, Info Evenings, Open Houses and others). For the past three years, Career Services and Co-operative Education have designed and

implemented a Mock Mini Medical Interview Day for FHS students (and other disciplines) interested in preparing for medical, dental, physiotherapy and pharmacology schools. This involved nine interview stations attended by faculty members, career educators, co-op coordinators, graduate students and administrative staff.

Specifically, the Career Education Manager has made herself available to just FHS students and recent alumni (both undergraduate and graduate) one afternoon a week for the past two years. Interested students can also make scheduled appointments in Career Services and student requests have steadily increased (especially in the career exploration area) from 2011 to 2014.

Career Services has created online resources available 24/7 to assist FHS students with career exploration, labour market and work search questions. These include:

1) 'What Can A Degree In Health Sciences Lead To?' This resource emphasizes that the Health Sciences major does not limit a student to just a handful of careers; rather, their major is likely to offer them many possible options, and that being curious, open-minded, and watching for clues will help them make informed decisions about what careers, industries and work environments might interest them. This resource can be found at <http://www.sfu.ca/career/WCID/faculty-of-health-sciences.html> and <http://www.sfu.ca/career/WCID/faculty-of-masters-of-public-health.html>

2) 'Sites We Like'. This resource allows students to kick-start their career by providing links to various careers, occupational profiles, labour market, industry research, job posting boards, networking, events and much more! <http://www.sfu.ca/career/students-alumni/sites-we-like.html>
This resource was recently enhanced by creating a specific page to meet the targeted interests and needs of graduate students (<http://www.sfu.ca/career/students-alumni/grad-sites-we-like.html>).

In addition, the Career Services Resource Library includes such resources as reference guides, a computerized guidance system (DISCOVER), and computerized test preparation programs for the GRE, GMAT, and TOEFL exams.

The Public Health Program in FHS has sponsored career workshops for outgoing graduate students since the fall semester of 2006. These workshops have focused on the following core preparatory skills: 1) Interview preparation, 2) Resume preparation, 3) Applying for jobs, and 4) Networking. The workshops have primarily targeted 2nd year graduate students who are nearing completion.

Generally, second year graduate students have been in support of having such workshops available. However, attendance at these workshops is not as high as we would like. This is in part, because it is difficult to find a time slot for the workshop when all graduating students can attend. Moreover, some students who have signed up for a workshop(s) often find themselves unable to attend due to conflicting workload issues such as teaching assistantships, part-time work commitments, and course-work requirements.

Co-Op

Co-operative Education is a partnership between students, employers, and the university. As an educational process, co-operative education formally integrates a student's academic studies with paid, approved, career-related work experience in participating employer organizations. SFU Co-Op is nationally accredited by Co-Operative Association for Co-Operative Education (CAFCE). CAFCE re-accreditation was awarded in 2011 for a period of six years, until 2017.

FHS employs a Co-Op Education Coordinator on a full-time basis. This coordinator maintains strong relationships with Health Sciences Faculty so that they are knowledgeable about current research interests of each faculty member. The coordinator meets with faculty to discuss how a co-op student could be a valuable asset to their research program. Other areas of focus include addressing the current data of employers and mining those particular interests for more co-op opportunities for our students.

Co-Op for Credit

The value of Co-Op experiential learning is that it is both discipline-specific (e.g., learning health promotion skills) and general (e.g., teamwork, interpersonal and communication skills). A Co-Op work term is designed to complement a student's academic area of study. During work terms, the desired outcomes for the Co-Op term are discussed by both student and employer to produce a curriculum that will support the outcomes in each individual case. In this sense, Co-Op workplace learning can be seen to be the reverse approach to more traditional classroom learning and assessment in that the learner plays a larger role in determining what curriculum will emerge for them based upon the learning objectives and the opportunities afforded by the placement.

Western Dean's Agreement

SFU Graduate students can attend accredited Western Universities affiliated through the Western Dean's Agreement (WDA) and obtain credit towards degrees taken at their home university. The primary purpose of the WDA is "the reciprocal enrichment of graduate programs throughout western Canada". Participating institutions include:

- University of Alberta
- Athabasca University
- Brandon University
- University of British Columbia
- British Columbia Institute of Technology
- University of Calgary
- Concordia University College of Alberta
- University of Lethbridge
- University of Manitoba
- University of Northern British Columbia
- University of Saskatchewan
- SFU
- University of Regina
- Royal Roads University
- Thompson Rivers University
- University of Victoria
- University of Winnipeg

Courses taken through the Western Dean's Agreement are recorded on the student's transcript and can be used to fulfill required coursework though the grades obtained in WDA courses. However, these are not used in the calculation of the student's GPA. With the support of this affiliation, graduate students have the opportunity to build a skill set of particular interest and importance to them.

Career Opportunities

Through faculty and graduands, and on behalf of public health employers, job, workshop and conference opportunities are circulated to students through email. Tables 4.4.b, 4.4.b.i, and 4.4.b.ii list current opportunities (by category) for career development electronically advertised to graduate students in our Public Health programs.

Table 4.4.b Current Posting of Job Opportunities	
Agency	Job Opportunity
BC Health Connections Projects	Research Data Coordinator
The Gender & Sexual Health Initiative of the BC Centre for Excellence in HIV/AIDS	Research Coordinator (FT – 2 year contract)
Individual to support health promotion initiatives in Shoal Lake 40 First Nation – 6 month period	Ontario Trillium Foundation
Program Coordinator, Many Faces of Diabetes	Umbrella Multicultural Health Co-op
Project Coordinator	BC Society of Transition Houses
Instructors for award-winning certificate program “Aboriginal Health and Community Administration”	Centre for Excellence in Indigenous Health
Program manager, Environment and Health	Global Alliance for Clean Cookstoves
Research Intervention Assistant (RIA) – 1 year	Movember Foundation, Canada
Community Food Hub Specialist – 2 years	Greater Vancouver Food Bank Society
Community Food Hub Intake and Evaluation Specialist – 2 year	Greater Vancouver Food Bank Society
Graduate Peer Learning and Writing Facilitator – Graduate Student	SFU
Coordinator for Statewide Student Program	Physicians for a National Health Program California
Research Assistant – part time	Professor Tim Takaro
Principle Research Associate	Institute for Infectious Disease Research
Research Data Coordinator, SFU Vancouver Campus	BC Health Connections Project
Research Coordinator	BC Centre for Excellence in HIV/AIDS
Knowledge Mobilization Intern	Canadian Water Network
National Coordinator	Canadian Health Coalition
Associate Specialist Full time – 2 years – 2 positions	The Bixby Centre for Population, Health and Sustainability
Site Coordinator Job Opportunity	Let’s talk Science - SFU
Global Education Coordinator, Nicaragua	Casa Canadiense Community Development Association
Rosenbluth Internship in Policy Research	Canadian Centre for Policy Alternatives
2 Group Leaders	Culturally Relevant Urban Wellness
Grant Writer	Canadian Mental Health Association
Research Associate	BCCDC
Research Assistant/Scientific Field Interviewer	Children’s Health Policy Centre SFU
Integrated Care Advocacy	Integrated Care Advocacy

Table 4.4.b.i. Current Posting of Conference Opportunities	
Conference title	Sponsor(s)
Social Innovation Workshop – October 2014	Community Action Initiative, Vancouver Foundation, City of Vancouver, First Nations Health Authority, and Vancouver Coastal Health Authority
Towards a Sanctuary City – Oct 23, 2014	SFPIRG
TEDMed 2014 - Sept 10, 2014	TEDMED
Hepatitis C Education Prevention Society and SFU “DEAL WITH IT” – Oct 1, 2014 6:30pm – 9:00pm	HepCBC
Vancouver Autophagy Symposium 2014 – Sept 29, 2014 Thematic sessions will include	CIHR Team in Autophagy
Second International Conference: Where’s the Patient’s Voice in Health Professional Education 10 Years On? Nov 12-14, 2014 Vancouver BC	University of British Columbia, Interprofessional Continuing Education
Claiming Full Citizenship: Self Determination , Personalization and Individualized Funding 2015 International Conference Oct 15 – 17, 2014	University of British Columbia, Interprofessional Continuing Education
2014 Partnerships for Environmental Public Health (PEPH) Meeting: Communication Research in Environmental Health Sciences: Environmental Health Literacy. Sept 22 – 24, 2014, NIEHS Research Triangle Park, NC	PEPH
5 day Molecular Biology Workshop 2014 - UBC	Michael Smith Labs and Advance Molecular Biology Lab
Building Capacity in Mental Health During challenging Economic Times – July 4, 2014 – Vancouver BC	Pacific Rim College of Psychiatrists 2014 Conference
BCCDC Public Health Grand rounds: Angel Yao presents “A spatially resolved forest fire smoke model for public health surveillance and epidemiologic research” June 17, 2014	BC Centre for Disease Control
IHSPR Policy Rounds – Knowledge Translation Tools: Evidence-Informed Healthcare Renewal Portal - Hear from researchers, funders and knowledge users about how this resource is changing the landscape of knowledge translation and policy development across the country. – June 19, 2014	IHSPR – Institute of health Services and Policy Research
4 th Health and Wellbeing in Children, Youth, and Adults with Developmental Disabilities Conference Oct 23-24, 2014. Vancouver BC	University of British Columbia, Interprofessional Continuing Education
Evolutionary Arguments and the Developmental Origins of Disease: Impact on Science and Policy – Professor Sir Peter Gluckman – June 4, 2014 8pm Vancouver BC	SFU - Human Evolutionary Studies Program
2 nd Annual Conference of the Canadian National Perinatal Research Meeting – Feb 24 – 27, 2015 – Quebec	Canadian National Perinatal Research
IHSPR Policy Rounds: Performance Anxiety: Can Performance measurement and reporting help improve Canadian healthcare? – May 28, 2014	IHSPR – Institute of Health Services and Policy Research
Evolutionary Aspects of Child Development and Health Workshop – June 3 – 5, 2014 – Vancouver BC	SFU - Human Evolutionary Studies Program
IHSPR Policy rounds – Pharmacare in Canada: Lessons learned from abroad & Implications for the Canadian healthcare system – May 6, 2014	IHSPR – Institute of Health Services and Policy Research
Genome BC Research Exchange & Poster Competition 2014 – May 9, 2014 Vancouver BC	Genome BC
Panel discussion about vaccinations in BC – April 28, 2014	The Science Policy Congress

Vancouver, BC	
BCCDC Public health Grand Rounds: dr. Mark Gilbert presents “Acute HIV: how a laboratory test leads to improved clinical care and HIV prevention for gay and bisexual men in Vancouver” April 22, 2014 – Vancouver BC	BCCDC
First International Conference of Intersectionality – Insectionality Research, Policy and Practice: Influences, Interrogations and Innovations. – April 24 – 26, 2014	Institute for Insectionality Research, and Policy
International Health Data Linkage Conference - April 26 – 27, 2014 Vancouver BC	IHDL
BCCDC Grand Rounds: Dr. Robert Platt “Causal inference using marginal structural models: an overview and some challenges” April 28, 2014 – Vancouver BC	BCCDC
Priorities Conference 2014 – November 10 – 12, 2014 Australia. Biennial conference of the International Society on Priorities in Health Care – formed in 1996 to strengthen the theory and practice of priority setting in health care.	ISPHC
CIHR IHSPR Policy Rounds – Improving Care for People with Multiple Chronic Health Conditions – March 26, 2014 – Vancouver BC	IHSPR
“Today’s Children & Youth, Tomorrow’s Families” 2014 Youth and Family Consensus Conference – May 2-3, 2014, Vancouver BC	University of British Columbia, Interprofessional Continuing Education
2014 Rural Health Services Research Conference – “Building Intersections for Vibrant Rural Communities: Research on Health, Wellness, and Place.” April 10-11, 2014 – Kelowna BC	Rural Health Services
2014 Health Issues Lecture: “Tobacco and the Environment: A New Fight on our Hands” speaker Dr. Thomas Novotny – Vancouver BC	Dr. Cam Coady Foundation and FHS
5 th Annual CUGH Conference – University 2.0: Advancing Global health in the Post – MDG Era – May 10 – 12, 2014	Consortium of Universities for Global Health (CUGH)
United Nations Association in Canada – Networking Breakfast – March 14, 2014 – Think Global	United Nations Association in Canada
Global Health & Innovation Conference at Yale : The Global Health Conference is the world’s largest global health conference and social entrepreneurship conference. – April 12-13, 2014	Global Health & Innovation Conference
Global Health University with host a “Careers in Global Health: Advice From the Experts” webinar – Feb 26, 2014	Global Health University
“Healthy Mothers and Health Babies” – Feb 21-22, 2014 Vancouver BC	Perinatal Services BC
“Canada’s Applied Research in Cancer Control Conference” May 12, 2014 – Toronto Ontario	Arthritis Research Centre Canada
“Moving Forward, Creating Culturally Safe Organizations” March 24 – 26, 2014 on Coast Salish territory in Vancouver	Provincial Health Services Authority Aboriginal Health team with the regional health authorities.
11 th Annual Western Regional International Health Conference – April 4 – 6, 2014 Seattle Washington	University of Washington, Department of Global Health
Canada’s Applied Research in Cancer Control Conference – May 12, 2014 Toronto Ontario	ARCC Toronto
Engage: Heart + Lung Fest 2014, Scientific Symposium Feb 6, 2014 – Vancouver BC	Heart + Lung
1 st Annual Public Health and Global Health Symposium	UBC School of Population and Public

Feb 1, 2014 – Vancouver	Health
6 th Annual Canadian Students for Sensible Drug Policy National Conference: Riding the Current Evidence November 22 – 24, 2013 SFU Vancouver Campus	Canadian Drug Policy Coalition and the Canadian Harm Reduction Network + SFU
SFU FHS Student – led conferences Jan 25 – 26, 2014 SFU Burnaby campus	FHS
2 nd Annual British Columbia Global health Student Forum Sept 28, 2013 UBC Vancouver	Canadian Coalition for Global health Research, Liu Institute for Global Issues

Table 4.4.b.ii Current Posting of Workshop Opportunities	
Workshop title	Sponsor(s)
BC Alliance on TeleHealth Policy and Research (BCATPR) TeleHealth Workshop – May 26, 2014	BC Alliance on Telehealth Policy and Research
Diabetes Educator Course – May 5 – 7, 2014 Winnipeg	University of British Columbia, Interprofessional Continuing Education
Bringing Citizen Voices to the Table: Infrastructure Needs in Democracy – A case study from the recent National Dialogue on Mental Health in the United States. May 22, 2014 – Vancouver BC	SFU
Evolutionary Aspect of Child Development and Health Workshop – June 3 – 5, 2014 – Vancouver BC	SFU - Human Evolutionary Studies Program
University of Toronto’s Ethno-Cultural Care and Older Adults Online Workshop – March 28 – April 24, 2014	University of Toronto – Institute for Life Course & Aging
Mathematics and HIV Workshop – March 29-30, 2014	Impact HIV
Thesis Boot Camp: SFU Vancouver and Burnaby campus Spring 2014 Presentation skills, NVivo, researching and writing a literature review, obtaining ethics approval, strategies for completing your thesis and more	SFU
Supreme Court Showdown: For-profit Clinics vs. Medicare Jan 22, 2014 = University of BC	School of Population and Public Health

In addition to the various efforts identified above to provide career counselling advice to students within the FHS Public Health program, SFU has centralized career counselling and advising services for students. See link <http://www.sfu.ca/career.html>.

Advising and Career Counselling Satisfaction

4.4.c Information about student satisfaction with advising and career counselling services.

The FHS conducted workshop evaluations and student satisfaction surveys of all career workshops in 2009. While the quality of career workshop sessions was rated very highly by public health program participants, current data is not available.

Communication of Concerns

4.4.d Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.

In general, students pursue informal mechanisms to communicate their concerns to program officials. Concerns about the instructional staff are brought directly by students to the Director, Graduate Programs or to the Director of the Undergraduate Programs, as appropriate. Appeals of decisions may be made to the Associate Dean Education and to the Dean if the concerns are not resolved at the level of the Directors. Other more general concerns may be brought forward through other avenues: (1) at semesterly Town Hall meetings coordinated and chaired by the Dean or Associate Dean, (2) by members of the Graduate/Undergraduate Student Caucuses who can raise concerns with various members of the FHS administration, (3) by individual written feedback to the unit, (4) by responding to various surveys, feedback instruments, and course evaluation forms that are distributed with regularly frequency to all members of the student community, (5) through their elected and formal representation to the standing committees of the FHS (except the Tenure and Promotions Committee whose membership is determined by University policy and does not permit student involvement), and finally, (6) through student-initiated roundtables.

Town Hall meetings have proven very useful to the overall improvement of the Public Health programs and the student experience within the FHS. Notes from these meetings are maintained and disseminated to the relevant committee for action, if required. Appendix 4.2.d.ii provides a summary of Town Hall meetings including the issues identified by students and action items identified since 2012. It is noted that some issues continue to be raised each year that are not simple fixes. Nevertheless, substantive issues raised have been evaluated, responded to, and there have been significant quality improvements as a result of these meetings. Progress on these issues is reported in the MPH Committee meeting minutes.

Public Health program students, as all students in the University also have access to formal avenues to raise concerns. The Associate Dean for Students in the Dean of Graduate Studies Office handles student-supervisor issues that have not been resolved within the academic unit. In addition, SFU has an Office of the Ombudsperson who deals with problems raised by undergraduate and graduate students across the university. A copy of their 2013 annual report can be found here http://www.sfu.ca/content/dam/sfu/ombudsperson/files/2013_OmbudsReport_V4_June-2.pdf. Issues related to harassment, discrimination or other forms of inadequate environmental conditions are handled by the Director of Human Rights. These concerns are independently investigated and procedures of remediation are handled in accordance with University Policy GP18 (see Appendix 4.4.d). To the knowledge of the FHS, no such concerns have ever been discussed or raised with the Human Rights Office.

A second avenue for formal complaints is through the Graduate Student Association and the Undergraduate Student Association of SFU. These Associations receive concerns from students, provide them with advice, act as intermediaries, serve as resource people or advocates in dispute resolution, and have the power to raise concerns to more senior levels of the University administration. The Public Health programs are not aware of any concerns being raised with either of these associations.

Finally, there are university policies that provide specific procedures for student concerns related to academic progress such as wishing to appeal grades, allegations of student dishonesty, etc. These are covered by the university policies referred to in Chapter 2 (e.g., Grade reconsideration procedures outlined in policy T20.01).

The use of the formal mechanisms for grievance remediation and complaint redress are generally not required in FHS and most grievances or complaints are resolved at the level of the Faculty.

Criterion Assessment

4.4.e Assessment of the extent to which this criterion is met.

Strengths

- SFU and FHS both have extensive career counselling and advising services available to students.
- Public Health programs students report a high level of satisfaction for career workshops.
- The University and FHS provide numerous mechanisms by which students at both graduate and undergraduate levels can provide feedback to the Public Health programs, raise concerns, and handle disputes. There are both formal and informal procedures and policies for these matters.
- The University has a formal framework for handling grievances and complaints as well as a number of representatives who can provide independent advice, support, representation and conflict addressing on the behalf of, or in partnership with, students who have complaints or grievances.
- FHS supplements University structures for grievance and complaint redress through a proactive structure of problem detection and resolution.

Weaknesses

- FHS believes that there are effective and multifaceted advising and career counselling programs, services and offices available at SFU, as well as within FHS. Consequently, no apparent weaknesses exist in this area at present.

Plans

- We are investigating options for measuring student satisfaction with advising and career counselling services within FHS and SFU more broadly.

This Criterion is met.