



SCHOOL OF POPULATION & GLOBAL HEALTH (SPGH) STRATEGIC AND OPERATIONAL PLAN 2021-2026



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¹ These appendices and the recommendations put forward in various documents therein are inputs to the strategic and operational plan. Their inclusion here is for information and does not constitute official adoption or endorsement by the SPGH.

Abbreviations

AEC – Administrative Excellence Centre
BIPOC – Black, Indigenous and people of colour
BMEU – Biomedical Ethics Unit
CAS – Contract academic staff
CFI – Canada Foundation for Innovation
CIHR – Canadian Institutes of Health Research
CORE – Centre for Outcomes Research and Evaluation
CUGH – Consortium of Universities for Global Health
DRSP – Direction régionale de santé publique de Montréal
EDI – Equity, Diversity and Inclusion
EDIAR – Equity, Diversity, Inclusion and Anti-Racism
FMHS – Faculty of Medicine and Health Sciences
FY – Fiscal year
IAB – International Advisory Board
IDRC – International Development Research Centre
IHSP – Institute for Health and Social Policy
INESSS – Institut national d'excellence en santé et services sociaux
INSPQ – Institut national de santé publique du Québec
KM – Knowledge mobilization
KPI – Key performance indicators
KT – Knowledge translation
LDI – Lady Davis Institute
LIMCs – Low- and middle-income countries
MAC – McGill Advisory Council
MI4 – McGill Interdisciplinary Initiative on Infection and Immunity
NGOs – Non-governmental organizations
NSERC – Natural Sciences and Engineering Research Council of Canada
OBM – Old Brewery Mission
PGH – Population and global health
PH – Public health
PHAC – Public Health Agency of Canada
PRC – Partner Relations and Communications
RI-MUHC – Research Institute of the McGill University Health Centre
SPGH – School of Population and Global Health
SSHRC – Social Sciences and Humanities Research Council of Canada
TLS – Teaching and Learning Services
TT – Tenure track
WHO – World Health Organization

Executive Summary

Approved by the Senate in 2016, the McGill School of Population and Global Health (SPGH) is now fully set up, and formed at a time when the importance of population and global health could not be more evident to everyone everywhere. The COVID-19 pandemic, now in its second year and third wave at the time of this writing, is indicative of a broader set of acute and chronic threats to health, health equity and well-being in the 21st century. As McGill enters its third century, and as one of six schools in the newly named Faculty of Medicine and Health Sciences (FMHS), the SPGH is well positioned to respond to this challenging context through high-impact research, excellence in education and innovative partnerships with practitioners.

Building on the 2016 SPGH proposal, this document puts forward a strategic and operational plan for the five-year period of 2021–2026, drawing on input from diverse working groups and multiple consultations over the last year and benefiting from the wellspring of expertise and experience across the School's constituent members. With an overarching vision of “advancing knowledge for improved health, health equity and well-being,” the SPGH mission is to exercise “leadership and partnership in education of professionals, in knowledge generation and its mobilization guided by values of excellence, ethical conduct and equity.”

To shape the work of the SPGH, the plan includes three strategic objectives related to core functions of research, education and service:

1. Fostering high-impact, interdisciplinary research fueled by high quality methods, novel data infrastructure, and best practices in knowledge mobilization;
2. Providing students from diverse backgrounds and career stages with outstanding learning opportunities for leadership in research, practice and policy settings;
3. Engaging with diverse communities and practice-based institutions across local and global jurisdictions to support their missions through research and education, and to nurture applied learning.

In view of the importance of systemic inequities, including racism, and for reasons of public good, the SPGH has made anti-racism, equity, diversity and inclusion a school-wide priority. Recognizing that pressing population and global health (PGH) issues require engagement of diverse partners from across the FMHS, the University and beyond, the plan identifies cross-cutting priorities on specific topic areas such as pandemics, Indigenous health and mental well-being. Particular attention is paid to fostering greater synergy with the FMHS schools, clinical departments and the diverse hospital research and teaching units through the co-development of initiatives such as a trials innovation platform and collaborations on digital health.

To deliver on these strategic objectives and cross-cutting priorities, three departments will define the initial structure of the SPGH: Epidemiology and Biostatistics; Equity, Ethics and

Policy; and Global and Public Health. Pending approval from the FMHS and the University, each has plans for further development over the next five years, building on their foundational assets. The departments are aligned by standing committees for research, education, and equity, diversity, inclusion and anti-racism (EDIAR), together with partner relations and communications units designed to facilitate school-wide progress towards the respective strategic objectives. The departments will collaborate within and beyond the School in the development of the “centres,” “platforms” and “living labs” that arise from cross-cutting priorities.

The SPGH strategy and operations will be managed by a Director’s Operations Committee and governed by an SPGH Leadership Team, with guidance from an International Advisory Board. Recruitment of department chairs, and tenure-track faculty related to anti-Black racism and Indigenous health are immediate priorities. Further recruitment of faculty (tenure-track and non-tenure-track) and staff will be critical to making progress on all fronts. To help mobilize financial resources to achieve the five-year ambitions of the plan, an SPGH development campaign will be launched to correspond with the official opening of the School in its new space at 2001 McGill College Ave. Measurement and monitoring of implementation milestones and expected results will inform progress and guide course corrections to the five-year plan.

Preamble

In 2016, the Senate of McGill University approved the creation of the School of Population and Global Health (SPGH) based on a comprehensive strategy document compiled by a cross-faculty Task Force ([Appendix 1](#)). Following the appointment of the SPGH Inaugural Director in 2019, it was agreed that this strategy document be updated and a five-year operational plan for the SPGH be created. Over an 18-month period that corresponded with the COVID-19 pandemic and the virtual redefinition of the University, invaluable input and contributions were received from hundreds of faculty, staff and students within and beyond the SPGH, through various consultations and retreats. In particular, 19 working groups, covering a wide array of topics, produced important reports and recommendations (see [Appendix 2a](#) – working groups/reports). These inputs have been gratefully received by the SPGH Leadership Team and have informed the development of the SPGH Strategic and Operational Plan, 2021–2026.

Introduction and Context

The Senate approval provided formal recognition for McGill of the importance of public health interventions in contributing to advances in the health of populations. Presciently, it acknowledged that “now more than ever, new challenges such as climate change and pandemics have proven the need for a global approach to public health matters.” Recognizing the existing expertise in population and global health across the university, the SPGH’s creation represented an opportunity to build bridges and create synergies between exceptional scholars and the various areas of expertise and academic excellence at McGill, as well as to seize new opportunities for scaling up high-impact research, training future leaders, and engaging in knowledge translation and exchange.

With the appointment of the inaugural Director, the SPGH is now moving towards implementation. To guide implementation, this document puts forward a strategic and operational plan for the five-year 2021–2026 period. It is informed by the 2016 document ([Appendix 1](#)), as well as inputs derived from diverse working groups, consultations and retreats over the last year (see [Appendices 2a](#) and [2b](#)).

In undertaking this plan, it is important to acknowledge upfront that the SPGH is building on existing strengths. With over 50 tenured or tenure-track faculty across its four constituent parts², there is an abundance of world-class research that is pioneering new methods and interdisciplinary approaches to a broad spectrum of priority health challenges, drawing on a deep expertise in epidemiology, biostatistics, health policy and ethics, and global and public health practice. The SPGH offers eight graduate degrees, many of which are top-ranked and attract students of the highest calibre from across Canada and internationally ([Appendix 3](#)). There are already vibrant university-wide connections and long-term collaborations that are central to the way the SPGH works. Finally, the School has a track record in responding to the needs of implementing partners in Quebec, Canada and internationally, including recent accolades for its response to the COVID-19 pandemic.

As such, the SPGH provides a timely and unique opportunity to build on these strengths and to catalyze further leadership across the frontiers of research, education and service to tackle current and prospective health challenges. The current pandemic of the novel coronavirus has made it clear that the health of anyone anywhere is important to everyone everywhere. It has also drawn attention to pervasive inequities that underlie health risk and access, including those affecting women and racialized communities. Further, its impact on persons with chronic diseases and on the organization and delivery of public health and health care services are among the reasons it is also labelled as a syndemic [1].

² These include the Department of Epidemiology, Biostatistics and Occupational Health; the Biomedical Ethics Unit; Global Health Programs; and the Institute for Health and Social Policy (IHSP).

Indeed, nearly all of our health challenges today – locally and globally – be they climate change, under/over nutrition, or the design of high performing health systems – involve understanding a complex set of biological, social, political and environmental forces that stratify population risk. Tackling these challenges requires mobilizing science in new ways and drawing on diverse disciplines, mixed-method approaches and an ever-increasing computational capacity. It also requires novel ways to bridge the gap between knowledge and practice, and engage concerned communities. This needs to be done while recognizing that public trust in both the science and delivery of services must be earned, and that it be achieved with particular attention to equity, diversity, inclusion and accountability.

The SPGH cannot passively assume that its activities will contribute to overcoming these systemic challenges. As an institution of higher education, the SPGH needs not only to deliver outstanding education programs but to be purposefully optimizing them to respond to present and future learning needs of the health care and PGH workforces [2]. The SPGH also needs to review its modes of research and education collaboration to ensure they meet standards related to ethics, equity and excellence [3].

As a world-leading university, McGill’s “**open, connected and purposeful**” strategic directions embrace knowledge and learning in a 21st-century global context [4]. Similarly, the newly renamed Faculty of Medicine and Health Sciences (FMHS) is orienting its strategic actions to align with the broader health challenges that lie ahead, which include the new SPGH as one of its six defining schools. Within this conducive university setting, the SPGH, building on strengths, has an unprecedented opportunity to marshal its resources to tackle pressing challenges and illuminate new pathways to advance population and global health in Quebec, Canada and worldwide.

Vision, Mission and Values

In view of the above, the Vision, Mission and Values of the School have been updated to reflect how the School intends to navigate the next five years.

Vision

Advancing knowledge for improved health, health equity and well-being.

Mission

Training leaders and establishing partnerships to generate and mobilize knowledge that improves health, health equity and well-being.

Values Statement

The SPGH strives to attain the highest standards of scientific rigour and excellence, integrity and ethical conduct, as well as creativity and innovation in global and population health research, education and outreach activities. The SPGH embraces diversity and equity, anti-racism, accountability and transparency in its governance and management. It also places a high priority on collaboration, respect, partnership and engagement with communities, institutions and individuals. Finally, it aims to continually improve the quality, relevance and impact of its work by listening and being responsive to feedback from diverse constituencies, including students and staff.

Strategic Objectives

For each of the School's core functions – research, education and service – strategic objectives from 2016 have been updated to reflect the state of the School in 2021.

Research

The 2016 strategic planning document recognized the research strengths of the then-prospective SPGH with established world-class research in epidemiology, biostatistics, global health, biomedical ethics and health policy. With five priorities (see Table 1), the strategy called for interdisciplinary research to address complex problems, the development of new methods and the provision of core support for areas such as access to data and grants management for the expected increase in quality research.

Table 1. 2016 SPGH research priorities

2016 SPGH research priorities	
1	Reduce health disparities within Canada and globally
2	Improve the health and well-being of individuals and populations throughout their lifespan
3	Create efficient health systems (curative and preventive)
4	Build healthy and sustainable environments and communities
5	Develop novel methods for population health and clinical research

Building on this solid foundation, the SPGH has brought forward its strategic objective for research: *to foster high-impact, interdisciplinary research, fueled by high-quality methods, novel data infrastructure, and best practices in knowledge mobilization.*

In pursuing this objective, the SPGH foresees undertaking a broad scope of population and global health (PGH) research across a spectrum, including i) measuring risks and outcomes, including well-being; ii) discovering interventions and assessing their effectiveness and safety; and iii) informing the design, delivery and evaluation of policies and services. The School will also support continued excellence in topical areas of strength and explore the development of new areas, guided by inputs received during the strategic planning (see [Appendix 4](#)). For example, the SPGH has considerable strengths in research related to assessing and addressing inequities in health over lifespans and across broad ranges of stratifying risks, be they social or environmental. The SPGH will continue to invest in and grow these research programs as well as explore how to fulfill more effectively our mandate to address equity, diversity and inclusion, with particular attention to Black, Indigenous and People of Colour (BIPOC).

The School has a distinguished reputation internationally with respect to the development of high-quality research methods. These include pioneering Phase IV studies of comparative effectiveness and safety of drugs and other therapies, methods for causal inference, methods for the analysis of large administrative data sets and electronic health records, policy research, measurement and research ethics. Funding and support for methods research can be challenging, as the direct effects of methods development are evident only through improvements in other research areas. SPGH will continue to prioritize this work.

It is recognized that the pursuit of focused areas of research increasingly draws on collaborative arrangements across the FMHS and the University, and with external research partners. This underlines the importance of supporting existing and new interdisciplinary research partnerships beyond the boundaries of the SPGH. It includes building on the long-standing and strong links with the Faculties of Arts and Law, the Centre for Outcomes Research and Evaluation at the Research Institute of the McGill University Health Centre (RI-MUHC) and the Centre for Clinical Epidemiology at the Lady Davis Institute (LDI) of the Jewish General Hospital (see Cross-Cutting Priorities below). It also involves forging new research linkages with Environmental Sciences, Engineering and Computer Science.

Above all, the research strategy will aim to create a more supportive environment for research that includes the following: facilitating research from pre- to post-award; welcoming collaborative research when looking at merit in tenure and promotion procedures; enhancing capacity for primary data collection, the creation of new data sets and data infrastructure; securing seed funding for new projects; and hiring research faculty (Contract Academic Staff, Research Associates and Research Assistants) who can enhance research efficiency.

Education

The SPGH 2016 objective related to education aimed to “train leaders in public, population and global health research, policy and practice.” In reviewing recommendations related to education from the strategic planning process ([Appendices 2a](#) and [5](#)), several themes emerged that were deemed important for a revised objective. These include promoting more equitable access to SPGH programs, emphasizing educational opportunities across the course of a career, addressing the relative absence of education in leadership competencies and acknowledging the value of learning over and above those that are classroom-based. Accordingly, the Education objective has been revised as follows: *“to provide students from diverse backgrounds and career stages with tailored learning opportunities for leadership in research, practice and policy settings.”*

To identify issues related to the translation of this education strategic objective, a working group was struck, comprised of key leaders and stakeholders in SPGH education programs, as well as members of the wider FMHS ([Appendix 5](#)). The working group’s report identified five functions for stewarding the education strategy for the school:

i) strengthening existing programs; ii) developing new programs; iii) exploring new modes of education delivery; iv) exercising leadership in PGH education; and, v) establishing metrics to assess education performance.

Strengthening existing programs: The current education programs have excellent reputations, with well-qualified Canadian and international applicants far exceeding available places, and graduates in high demand by prospective employers. Nevertheless, a rapid review identified common challenges requiring attention, such as student financing, community engaged learning and faculty teaching loads.

Developing new programs: Emerging from the recommendations of the SPGH strategic planning working group is an ambitious agenda of new education offerings (courses, streams, diplomas and degrees) covering a wide range of topics and bringing more attention in particular to interdisciplinary curricula and leadership competencies (see [Appendix 6](#)). Whether and how these proposed efforts can move forward requires a rigorous process that will need to consider how they fit with existing programs and link to current University programs, e.g., SKILLSETS for leadership, Teaching and Learning Services for teaching, resource availability, and a clear understanding of the various approval processes at both the University and Ministry of Education level.

Exploring new modes of delivery: The COVID era forced McGill, virtually overnight, to move to remote delivery of education. Harnessing the strengths of this experience may help in both establishing new modes of delivery in the longer term and using technology to improve the provision of existing programs. This mainstreaming of remote learning, together with the work

underway to establish “stackable certificates” (e.g., in biostatistics and modular curricula), will help to broaden our education reach to include clinician scientists, mid-career professionals and international students. This strategy extends to partnering with other schools, faculties, or institutions, in order to tap training opportunities in areas not well represented within the SPGH.

Leadership in education: In contrast to medical and nursing education, there is a relative dearth of scholarship on population and global health education. The SPGH will address this lacuna by developing and evaluating innovative educational initiatives through its close work with McGill Teaching and Learning Services (TLS), the FMHS Institute for Health Sciences Education, and with provincial, national and international associations (i.e., Consortium of Universities for Global Health). Building on existing collaborations, such as the Dual Degree Program in Public Health Data Science with University of Bordeaux³, the SPGH will also be proactive in furthering best-practice partnerships in education with other institutions in Canada and internationally, especially in low- and middle-income countries (LMICs) (3).

Monitoring progress and performance of SPGH’s education programs: To monitor progress in implementing the Education Strategic Objective, an aggregate results reporting framework would be helpful. An indicative framework for assessing improvement in existing programs can be found in Table 5 below (see results section). The development of a set of measures for practical progress and performance will be pursued while working closely with the FMHS Office of Accreditation & Education Quality Improvement.

Service

In 2016, the service objective emphasized moving beyond generation and dissemination of knowledge to its application in evidence-based decision making. In updating this objective, in addition to retaining a focus on knowledge translation, a more concerted, mutually beneficial and equitable engagement with partners was also thought to present important opportunities for partner-engaged research, education and learning.

As such, the service objective aims *to engage with diverse communities and practice-based institutions across local and global jurisdictions to support their missions through research and education, and to nurture applied learning.*

This third strategic objective aligns well with McGill’s core commitments to “problem-solving through collaboration and partnership” and “serving society.”

³ Dual degree program with University of Bordeaux - [Dual Degree Programs in Public Health Data Sciences | Epidemiology, Biostatistics and Occupational Health - McGill University](#)

The School recognizes that knowledge and training opportunities can be developed through partnerships with practice-based institutions. For example, Epidemiology 101 for Journalists is a new course that represents a branch of non-degree education outside of the Summer Institute. Conversations with implementing institutions like the Canadian Red Cross (about their training needs) have identified opportunities for new curricula that might lead them to support their staff with training from the SPGH. Similarly, understanding unmet needs for knowledge from a practice institution perspective may lead to new opportunities for applied research and a meaningful “co-production” of knowledge in line with best practices for knowledge mobilization [5].

Service also recognizes the importance of drawing on the School’s institutional mandate of being responsive and proactive in stewarding population and global health knowledge and education agendas. Many faculty members serve on expert committees for local, provincial, federal and international agencies, and provide leadership in professional societies and associations. In the context of the pandemic, for example, SPGH faculty have responded by working closely with the Direction régionale de santé publique de Montréal (DRSP), the Institut national d’excellence en santé et services sociaux (INESSS), and the Institut national de santé publique du Québec (INSPQ), Health Canada, and the Public Health Agency of Canada (PHAC) on a variety of issues, including strategies for testing, projecting hospital occupancy rates, and understanding levels and trends in COVID-19 immunity. The Institute for Health and Social Policy (IHSP) is co-leading a new Homelessness Prevention Policy Collaborative with the Old Brewery Mission (OBM) in Montreal and is spearheading cross-jurisdictional discussions on well-being budgeting in response to a recent federal government mandate. The SPGH will also be proactive in these outreach efforts by anticipating strategic opportunities arising from watershed policy events and positioning the SPGH so that they encourage members to contribute their expertise to these initiatives.

SPGH Cross-Cutting Priorities

In many cases, important activities that respond to pressing PGH issues cut across education, research and service, and engage diverse partners from across the university and beyond. These efforts often begin as initiatives and spawn into more formal “centres,” “living labs” or “platforms” with high resource mobilization potential from prospective donors. The SPGH already hosts many such efforts ([Appendix 3](#)) and is excited to develop others based on the initiative of faculty members in pursuing their work and as reflected in the recommendations emerging from the SPGH working groups ([Appendix 4](#)). The SPGH will support faculty leadership to facilitate their development through institutional linkages to the School’s departments and programs.

Anti-Racism, Equity and Diversity

In fall 2020, the SPGH established an Anti-Racism Working Group, comprised of faculty, staff and student volunteers, to consider the SPGH's role in actively recognizing and combatting racism, particularly anti-Black and anti-Indigenous racism, and integrating that into its researching and teaching. Aligned with McGill's and the FMHS Equity, Diversity and Inclusion (EDI) and Anti-Black Racism Plans, the Working Group's 28 recommendations span SPGH research, education and service functions, as well as the recruitment and retention of faculty and staff ([Appendix 7](#)). Above all, the Working Groups recommends that SPGH work to create a climate that welcomes and supports underserved populations, including those who are BIPOC. Following a review of these recommendations by the SPGH Leadership Team and in consideration of the importance of EDI issues on a broader level, an EDI standing committee has been established and is being chaired by a designated faculty lead to steward an agenda of change across the SPGH.

Healing the Schism

As part of a strategic effort to build greater engagement between the FMHS and the SPGH, three priority initiatives have been identified through discussions with respective leaders. The first is to develop a trials innovation platform that recognizes McGill's existing strengths and potential in this area. There is a clear benefit of bringing forward the School's assets, namely its research methods, data science, ethics and community interventions, to join with the FMHS's strengths in clinical science and trials. The second is to develop a research focus around primary care and public health service delivery with the Department of Family Medicine. This would draw on the School's expertise in health services, systems and policy research in evaluating innovative models of care across a broad set of health priorities – infectious, chronic, emergencies – and different populations – racialized communities, urban slum dwellers, older age groups and the homeless. The third would be incubating digital innovation by tapping into data warehouses and research computing capacity to create a federated learning infrastructure across the Quebec health system. It's anticipated that these efforts will revitalize existing collaborative courses and degree opportunities and inform new ones. They will include appropriate arrangements for the teaching and supervision of graduate and health professional students.

Structure and Governance

In contrast to the SPGH 2016 plan, with its six-division structure, the agreement arising from the Strategic and Operational Planning Process⁴ is to begin with three departments aligned by school-wide programs related to research, education and service (see Figure 1, below).

The evolution of the structure reflects a concern that the original six divisions were too diffuse in focus – it risked fragmentation and the inability to accommodate the core elements of the School, those being research, education and service. The move to three departments brings more congregate focus and critical mass, avoids the risk of disciplinary silos, facilitates education development around degree-based programs, strengthens the ability to navigate within the FMHS and University, and enhances prospects for growth through the recruitment of high-profile chairs and faculty.

The inaugural departments also reflect the four administrative groupings that define the initial composition of the SPGH: the Department of Epidemiology, Biostatistics and Occupational Health; the Biomedical Ethics Unit; Global Health Programs; and the Institute for Health and Social Policy. While these groups constitute a solid core to build upon, there are notable shortfalls in core population and global health disciplines such as demography, social and behavioural sciences, global health law and clinical ethics, management and decision sciences, climate change, health systems and economics/finance. As the SPGH grows, these relative gaps will be filled and offer opportunities for the emergence of new departments in the future in areas such as environment and climate change, or social and behavioural health.

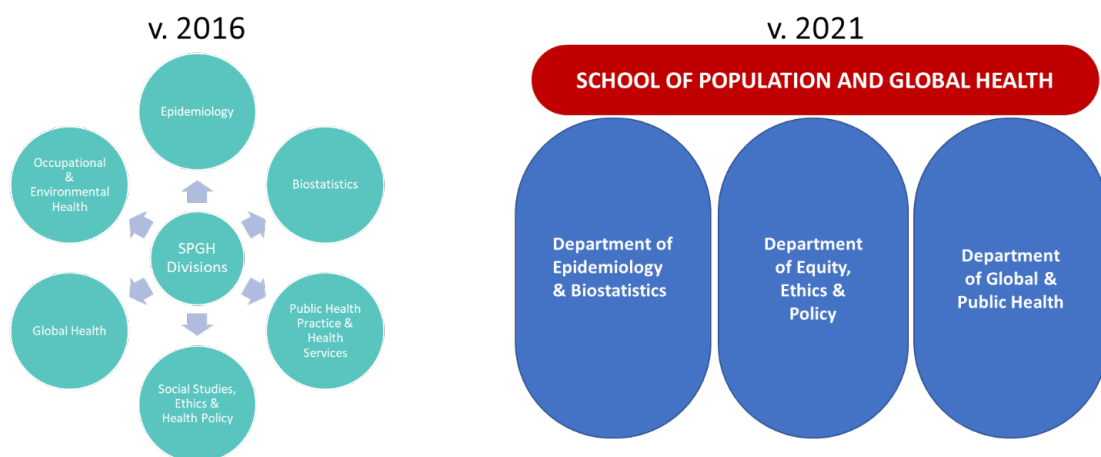


Figure 1. SPGH Structure, 2016 vs 2021

⁴ The SPGH Leadership Team established a working group in the Fall of 2020 that reviewed the 2016 six-division structure and put forward a three-department structure as an alternative. This evolution was discussed with faculty and staff at meetings in September of that year and again in November, with presentations on each of the departments.

Three Inaugural Departments

1. *Department of Epidemiology and Biostatistics*

Founded in 1964 as the first Department of Epidemiology in Canada, the department builds on a rich legacy of over 50 years and its excellence in epidemiology and biostatistics is widely recognized. The department's graduate programs in Epidemiology rank amongst the best programs in North America and the Biostatistics program is among the largest and best in Canada. Informed by the cyclical review in 2014 ([Appendix 8](#)), the current strategy aims to build on these strengths and to embrace the dynamic era of big data and computational innovation, and the development of novel methods for inference with observational data. In view of the projected focus of this department and the changes in the SPGH more widely, a review of Occupational Health programs will be undertaken to identify the various options for improving its strategic and structural fit. This review will be initiated in 2022, with expected decisions taken by 2023.

The department has research strengths in many areas: epidemiology across the life course from peri-natal to older populations, social determinants of health, environmental health, pharmacoepidemiology, informatics, cancer epidemiology, infectious diseases, non-communicable diseases, global health, clinical epidemiology and health services research. The department has substantial strength in methods, including causal inference, longitudinal data analysis, Bayesian methods and observational epidemiology. The department will continue to nurture strong and long-standing working relationships with the Faculties of Science (Mathematics & Statistics, Computer Science, Psychology, Geography), Engineering, Arts (Economics, Sociology), and several schools and departments within the FMHS. The department has long-standing and strong connections with the CORE at the RI-MUHC and the Centre for Clinical Epidemiology at the Lady Davis Institute and other research facilities (e.g., Douglas Mental Health University Institute and St. Mary's Research Centre). Joint-appointed faculty, and EBOH associate members with primary appointments in clinical departments, have led research and training activities in hospitals, with their work having proved critical to the department's growth. EBOH faculty with appointments in the research institutes have contributed substantially to the research and training of clinician-scientists and graduate students.

The department accounts for a large proportion of the SPGH education programs and, going forward, will continue to steward the current, well-established, graduate programs in Epidemiology, Biostatistics and Occupational Health. The MScPH, as a School-wide program, is expected to transition in management to the Department of Global and Public Health in 2022 or 2023, recognizing that faculty from Epidemiology and Biostatistics will continue to contribute to teaching core and elective courses. Resources permitting, the department will develop new education programs and/or options within existing programs in Clinical Epidemiology,

Informatics and Environmental Health, with support from the SPGH Education Program. The department will contribute to teaching in the Undergraduate Program in Population Global Health and will continue to teach epidemiology as part of the undergraduate medical program. It will also further develop its summer programs and different modes of content delivery, for example, through the pilot series of stackable certificates in health data analytics, developed by the biostatistics faculty. Managing to meet demand for both existing and new education programs will require a re-thinking of how to efficiently and equitably manage faculty time, while ensuring high-quality teaching programs and collaborative efficiencies with other programs in the University (especially the clinical education programs in the FMHS). Growth in education programs will require further investment, including the addition of contract academic staff (CAS) teaching positions.

Research conducted in the department is wide-ranging and crosses various methodological and substantive areas. The research is also highly collaborative, as partnerships have been established with other departments of the FMHS, including the McGill teaching hospitals as well as public health institutions in Montreal, the rest of Quebec and across Canada. A defining part of the department's research reputation relates to its long history and current strength in pioneering novel methods related, for example, to causal inference, survival analysis, Bayesian methods and the analysis of large administrative data sets. Innovation in methods is a critical area of research focus for the department moving forward. Similarly, the department will place a priority on data, including their generation through field research, enhancing access to administrative data, especially in Quebec, and promoting open access where appropriate. Efforts to strengthen data management through improved computing infrastructure and dedicated data managers are core investment areas that will enable further, and better, research. The department will work with the School to explore the development of infrastructure to support these missions.

2. Department of Equity, Ethics and Policy⁵

The department is committed to research, teaching, and outreach activities that address the ethical, political, social, technological, legal and environmental issues that impact health, equity and well-being. It will draw on diverse disciplinary perspectives in bioethics, humanities, law and social sciences to inform the development and evaluation of health and social policy, and practice. The department is unique in fostering cross-disciplinary exchange between normative and empirical scholars and intersectoral collaborations with government, non-governmental and community partners.

The department joins the Institute of Health and Social Policy (IHSP) and the Biomedical Ethics Unit (BMEU) and has the potential to draw on existing faculty in other departments/faculties (i.e., Sociology, History, Geography, Law) through cross-appointments.

⁵ This department name remains provisional pending further consultation.

Development of this department aligns largely with the cyclical review recommendations received by BMEU and IHSP in 2019 and 2020, respectively ([Appendix 9](#)). Its aim has been to reduce administrative impediments toward expansion and establish greater critical mass of staff, teaching and research activity in the areas of research and public health ethics, health policy, and policy analysis over the next five years. As such, the new department expects to preserve the strategic strengths of the IHSP and BMEU, supported by a unified administrative structure.

The department comprises a broad range of research areas that include the ethics pertaining to clinical trials and animal experimentation, disability, gender and feminism, social equity, diversity and inclusion, mental health, health systems and healthcare, built, social, and natural environments, and measurements of well-being and societal progress.

The department will continue to contribute ethics teaching to the undergraduate medical and science curricula and will support SPGH's new undergraduate program in Population Global Health. The department will host and coordinate the Master's in Biomedical Ethics, with efforts to increase admissions to respond to the shortage of adequately trained bioethicists. This department will also create a degree in policy to complement the Biomedical Ethics Master's, thus creating an opportunity for the department to offer formal courses, concentrations and graduate degrees across the sweep of its focus. As an initial step toward the latter, a multidisciplinary graduate course option, in collaboration with other departments, entitled "Social Policy, Health, and Well-Being," will be developed, beginning with a case-study seminar taught by members of the new department and policy partners. The department will also continue to provide applied training at the intersection between research and policy through the non-credit student programs that have been developed by the IHSP, including its internship and graduate award programs. Development of education programs will require attention to faculty availability, recognizing many professors are jointly appointed, with teaching responsibilities in sister departments.

The department will have a close link with the SPGH Partner Relations and Communications program (see below), building on the IHSP legacy initiatives and events related to community and policy engagement, and knowledge translation.

The department will maintain the strong cross-faculty linkages of BMEU and IHSP with the Faculties of Law, Arts (i.e., the Max Bell School of Public Policy), and the FMHS (including the Centre for Genome Policy and the School of Physical and Occupational Therapy), which have previously overseen the management of the IHSP through its Governing Board. The department will welcome the Associate Members of the IHSP and BMEU and augment the former's advisory boards in keeping with the new department status. The advisory boards are expected to amplify the network of the School, both across campus and with external partners, as well as advise on department strategies.

3. Department of Global and Public Health

The DGPH aims to foster solution-focused leadership and learning, placing its efforts on priority public health problems encountered locally and globally through equitable partnerships. The department builds on the long-standing experience of faculty with public health practice in applied research and public health education, and on McGill's Global Health Programs, which have catalyzed scholarship and partnerships in global health amongst students, staff and faculty over the last decade.

By focusing on priority challenges such as pandemic readiness, public health nutrition and primary health care, the department's agenda of research and education will stretch across the FMHS and the University. By addressing health and development challenges identified by the partner institutions such as the DRSP, the INSPQ, PHAC, and the WHO, the DGPH will encourage a "proactive and responsive" agenda of research that engages academic communities working on health promotion and protection, disease prevention, the social determinants of health, and the United Nations Sustainable Development Goals. The "practice" orientation spans the research continuum, from discovery to delivery, with attention to systems of innovation and the broad range of skills required to solve complex problems. The department will facilitate hands-on experiential learning and deploy community-based, participatory approaches to support both real-time contribution to global and public health priorities and capacity strengthening of partner institutions.

The DGPH will be a home for global health and public health practice faculty engaged in research, training programs and service delivery, whether already appointed in the SPGH or affiliated in other schools in the FMHS, or in other faculties and units across the University. Indigenous health will be a priority for the DGPH, thus ensuring the training of future Indigenous academics and practitioners in global and public health.

The DGPH will oversee two School-wide degree programs. First, the department will develop and implement the new undergraduate program in Population and Global Health and manage the further development of the existing MScPH program in terms of new concentrations. Pending review, the DGPH may also house the MSc in Occupational Health. The department will explore new opportunities for modular courses, with stackable certificates that will be pursued to accommodate expectations for training amongst working professionals and international students. In collaboration with FMHS clinical departments, the DGPH will provide clinical public health practice training to support global health programs, such as those existing in surgery, medicine, pediatrics, and nursing. Building on the success of the McGill Summer Institute in Infectious Diseases and Global Health, this non-degree training will be broadened in scope to include additional global and public health topics such as non-communicable diseases. As specific unmet priority areas are developed, for example, pandemic and health emergency preparedness, Indigenous health and public health nutrition, an agenda of new

courses, concentrations, degrees and executive programs is expected. In each of the above, the DGPH will endeavor to make these training opportunities accessible for marginalized Canadian students and trainees from low- and middle-income countries.

Strategic Standing Committees and Units

Strategic standing committees and units will be created to support the implementation of the research, education, and strategic objectives, and of the anti-racism and EDI cross-cutting priorities. In these respective areas, the standing committees and units will focus on the development and implementation of school-wide priorities, as well as support department-level activities for the benefit of students and faculty (Figure 2).

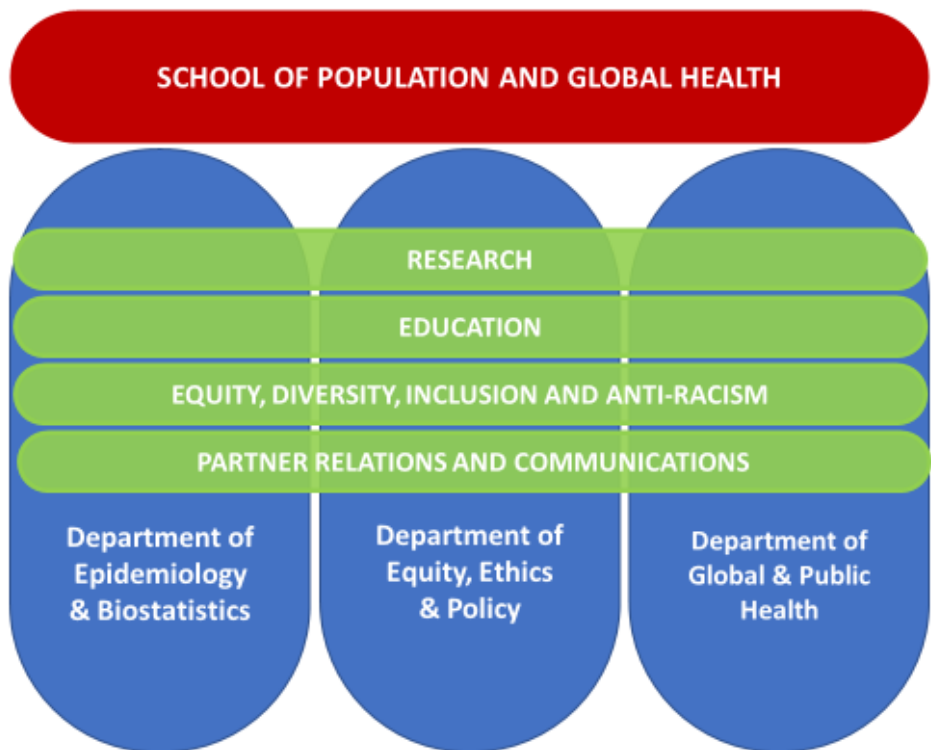


Figure 2. School-wide strategic standing committees (Research; Education; Equity, Diversity, Inclusion and Anti-Racism) and units (Partner Relations and Communications).

1. Research Standing Committee

To enhance research, the SPGH Research Standing Committee (RSC) will review, revise and prioritize the 15 functions identified in the SPGH 2016 proposal (see Table 2). The RSC will work closely with relevant bodies within McGill (FMHS Project Renaissance, Office of the Vice-Principal [Research and Innovation]) and cultivate strong relationships with relevant research

policy or funding institutions provincially (FRQ-S, INESSS) and federally (CIHR, CFI, NSERC, SSHRC, IDRC) as well as with philanthropic organizations, NGOs and private-sector institutions involved in research. The RSC membership will comprise research-active faculty from each of the SPGH departments, representatives from the hospital research centres (RI-MUHC, CORE, LDI) and leaders of major research initiatives. An appointed faculty lead for research will chair the RSC and, with its members, put together an annual program of work, for research support and development, that will be presented to and approved by the SPGH Leadership Team.

Table 2. Research program functions

Role	Identified research program functions
Facilitator	
1	Raise funds through infrastructure grants, training program grants, consultations and philanthropy.
2	Provide seed money to support innovative and collaborative new research projects.
3	Offer incubation space, where teams of multi-disciplinary researchers can collaborate and test out “high-risk” projects.
4	Foster interdisciplinarity and catalyze teamwork to address major public and global health challenges, and to produce large impacts on PGH.
5	Support the creation of platforms for “Big Data,” computing and knowledge translation.
6	Assist members in managing reports and budgets for large-scale, multi-partner grants.
7	Provide support for undergraduate and graduate students to participate in large-scale, multi-partner grants.
8	Support travel for graduate students to present their research at international conferences.
Broker	
9	Support the creation of research platforms and large-scale research initiatives.
10	Assist members in identifying and pursuing large-scale multi-partner grants.
11	Aid in the dissemination, communication and policy up-take of research by providing assistance in translating research into policy and practice, and by monitoring its impact.
12	Provide one-stop shopping for expertise, government and industrial relationships, and internships.
Convenor	
13	Organize a regular series of cross-disciplinary seminars.
14	Host or co-host special speakers, workshops and mini-conferences.
15	Support visiting scholars working on collaborative projects.

2. Education Standing Committee

The SPGH Education Standing Committee (ESC) will take responsibility for the implementation of the education strategic objective. As articulated above, a five-pronged agenda has been identified of work related to strengthening existing programs and developing new ones, exploring new modes of delivery, strengthening leadership in PGH education and using metrics to monitor performance. An appointed faculty lead for education will chair the ESC, with membership drawn from SPGH and relevant FMHS education programs, the Student Affairs Office, the student body, and the FMHS office of the Vice-Dean Education. The ESC

will put together an annual program of work that is presented to and approved by the SPGH Leadership Team with administrative support provided by the AEC and the SPGH Director's office.

3. Partner Relations and Communications Units

Implementation of the Service Strategic Objective will be guided by the creation of two units, one for partner relations and the other for communications. The Partner Relations Unit will strengthen strategic, diverse and equitable partnerships with the public health community, policy organizations and practitioners. These partnerships will foster research, education and learning that's responsive to partners' needs and promote sharing of expertise and good practices in knowledge mobilization. It will also help to develop and coordinate partner-engaged research and training and, as such, will work closely with the research and education standing committees.

The Communications Unit will take responsibility for the implementation of recommendations related to a coordinated SPGH communications platform (see [Appendix 10](#)), with a top priority being a communications plan for the launch of the SPGH in its new home in September 2021. Led by dedicated leads with the appropriate expertise and experience, the Partner Relations and Communications Units will be housed in the SPGH Director's office. The Partner Relations and Communications Units leads will report regularly to the Director Operations Committee and the SPGH Leadership Team.

4. Equity, Diversity, Inclusion and Anti-Racism Standing Committee

Recognizing the cross-cutting importance of anti-racism and EDI, the SPGH Equity, Diversity, Inclusion and Anti-Racism Standing Committee (EDIAR-SC) will take responsibility for stewarding the implementation of a School-wide agenda of an inclusive research, education, service and working/education environment. This agenda will be informed by the recommendations of the SPGH Anti-Racism Working Group ([Appendix 7](#)), as well as policies/activities led by the University, such as the Office of Social Accountability and Community Engagement (SACE) in the Faculty of Medicine and Health Sciences and the Office of the Associate Provost for Equity in Academic Policies, the FMHS and McGill plans related to EDI. The EDIAR-SC will be chaired by an appointed EDIAR faculty lead with membership drawn from across SPGH students, staff and faculty ranks. The EDIAR-SC will articulate an annual program of work that is presented to and approved by the SPGH Leadership Team, with administrative support provided by the AEC and the SPGH Director's office.

Governance mechanisms

The SPGH governance structure is represented in the organigram in Figure 3 below.

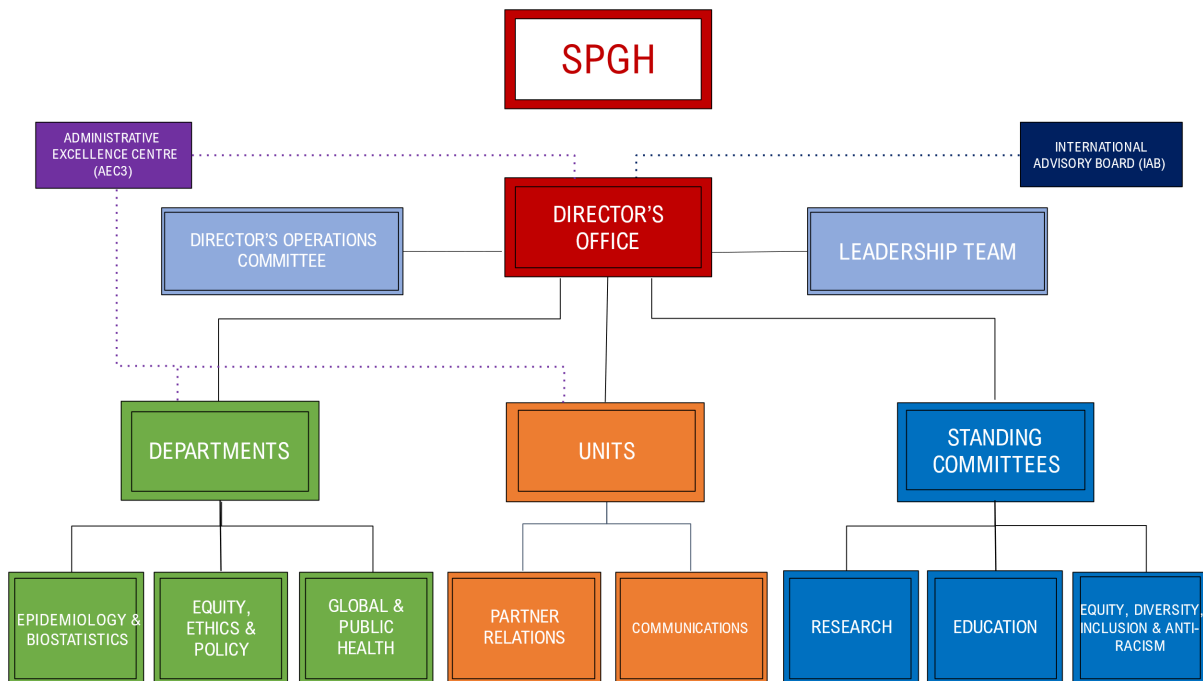


Figure 3. SPGH Organigram

The School's apex governance will be a Leadership Team comprised of the School's director, the three department chairs, the AEC Associate Director, the three chairs of the standing committees on research, education and EDIAR, representatives of the two units for partner relations and communications units, and one representative each from faculty, staff and students. The Leadership Team has the responsibility of overseeing the implementation of the five-year strategic and operational plan and for reviewing annual plans and recommendations arising from the standing committees and units.

A Director's Operations Committee comprising the SPGH Director, the three Department Chairs and the AEC Associate Director will manage day-to-day operational issues, including but not limited to academic and non-academic human resources, work environment, budget and resource mobilization issues.

The SPGH Director's office is responsible for the overall strategy and operations of the School in alignment with FMHS and the University– with the Director reporting to the Dean of the FMHS. Specific responsibilities include: recruitment and oversight of department chairs; recruitment of Standing Committee chairs and provision of secretarial support for the operations of these committees; recruitment and oversight of the unit leads for Partner Relations and Communications; mobilization of new financial resources for the SPGH, working

with University Advancement; and working closely with the AEC and managing SPGH administrative functions related to finance, human resources and student affairs.

The Administrative Excellence Centre (AEC) will manage all administrative functions related to finance, research, human resources (academic and non-academic) and student affairs in full alignment with the FMHS and McGill University standards and systems. The AEC Associate Director will work directly with the director and chairs of each department to facilitate their administrative and strategic goals. In anticipation of SPGH growth during this five-year period, under the aegis of the FMHS Executive Director Administration and Operation's office, a review will be undertaken to identify options for optimally managing growth with respect to balancing AEC and SPGH administrative and managerial functions.

The SPGH will maintain an International Advisory Board (IAB) that meets annually. The mandate and membership of the IAB will be revisited to ensure that it is fully responsive to the SPGH Strategic and Operational Plan, 2021–2026, and, in particular, that it takes on the functions of the Global Health Programs' former IAB.

Departments will be the primary managerial entities for leading the implementation of the SPGH Strategic and Operational Plan, 2021–2026. Departments have the following responsibilities reflecting closely the Terms of Reference developed for SPGH Department Chairs (see [Appendix 11](#)): recruitment and promotion of tenure-track faculty and the management of all academic staff, including associate members, adjunct faculty, professors of practice and contract academic staff (CAS); management of their respective education programs and participation as appropriate in school-wide education programs, as per the recommendations of the SPGH Education Strategic Standing Committee; providing the budgetary and staffing homes for initiatives that may be designated as “centres,” “platforms,” or “laboratories;” managing an annual budget covering all sources of revenues and expenditure; and managing regular and cordial communications within the department.

The departments will adopt an internal governance structure that mirrors the one operating in the Department of Epidemiology, Biostatistics and Occupational Health. This consists of i) a departmental assembly, inviting all faculty and staff to attend, in addition to student representatives; ii) a Tenure and Appointment Committee led by the department chair; iii) a program committee for education led by the representative of the SPGH Standing Committee on Education, which includes all faculty members and staff working on education, either as program-specific directors or advisors; and iv) admissions committees for each of the training programs managed by the department.

Department-level representatives will join the SPHG standing committees for research, education and EDIAR, and participate in the programs of the Partner Relations and Communications Units. Departments may have advisory committees, as they see fit, to provide

guidance on strategic areas of development, recognizing the importance of avoiding unnecessary overlap with the SPGH International Advisory Board.

A range of other governance mechanisms will be created to ensure active engagement of diverse communities. An SPGH Faculty and Staff Assembly will meet twice per academic semester to provide updates on the activities of the School and offer opportunities to raise questions or make suggestions related to the development of the SPGH. An SPGH McGill Advisory Council (MAC), will be set up to maintain active engagement with key constituencies in the FMHS, the hospitals and the University, more broadly. It will meet once per semester. An SPGH Administrative Town Hall will be held on a quarterly basis as a forum for administrative staff to remain connected and engaged, and share best practices.

Human Resources

Academic and non-academic staff are critical to the successful implementation of the SPGH strategy. As such, the SPGH requires active management of human resource functions related to recruitment, retention and replacement of those who leave due to retirement or other reasons.

There are a number of priority tenure-track (TT) recruitments planned for the SPGH in FY 2021/22, beginning with the recruitment of chairs for the three SPGH departments. A second priority is to complete the two searches already underway to address underrepresentation of Black and Indigenous faculty. A third is to fill vacant posts due to recent departures, including two TT biostatistics faculty. Pending the outcome of the department chair searches, the SPGH will have between three and six TT positions to recruit. These positions will be discussed with department chairs to determine specific priorities and be managed, where appropriate, as joint appointments within the School or the FMHS. Going forward, SPGH and the departments will continue to maintain and grow the TT faculty cohort.

While TT faculty recruitment is critical, it is insufficient to fuel the growth of research and education anticipated in this five-year plan. In this regard, other faculty and staff including contract academic staff (CAS), research associates and research assistants will be an important source of leadership and will continue to be a priority for recruitment especially for the newly formed departments. This is particularly important in the area of teaching capacity where CAS teaching and lecturer positions, supported through education program-generated revenues, will help to manage shortfalls. The recruitment of associate members and adjunct faculty will also offer potential for increased teaching capacity.

An idea for boosting research capacity, raised repeatedly during the strategic planning exercise, is to develop a School-wide postdoctoral fellows program. Such a program, informed

by the experience of other successful models, e.g., the Robert Wood Johnson Health & Society Scholars program, could be marketed as a prestigious, competitive, interdisciplinary program, attracting outstanding trainees and providing cohort, network and mentoring opportunities as a two-to-three-year career development opportunity. Working with University Advancement, the expectation is to mobilize resources for such a program as part of the School's development campaign (see below).

Tenure and Promotions: With the proposed department structure of the SPGH, it is expected that each department will manage tenure and promotions discussions and decisions following the policies set by the University that are designed to ensure that tenure and promotions processes are equitable and transparent. Recognizing the importance to the SPGH of interdisciplinary and collaborative scholarship, it is expected that all departments will take these factors into account in their promotion and tenure deliberations.

Administrative and Faculty re-mapping: With the creation of the SPGH as one of six schools of the FMHS, all faculty and staff of the SPGH will now have an administrative identity with the SPGH. Within the SPGH, all staff will be assigned administratively to at least one of the three departments. For faculty assigned to more than one department, special efforts will be made to make sure these appointments are defined and managed to be fully supportive and to make sure teaching loads and other service expectations are reasonable and comparable to faculty appointments to a single department. For all members of the IHSP, they will retain their joint appointment arrangements with their home faculty or department. No changes to individual appointments will be made without the consent of the faculty member, the chairs of both departments, and the SPGH Director.

Budget and Finance

In FY 2020/21, the annual SPGH operating funds budgeted (Fund Types 1A, 1C, 1D), which cover 95% of faculty, staff and educational programs, was approximately \$8.8 million. Endowments and unrestricted gifts across the SPGH total about \$0.5 million in discretionary budget. In 2016, a business plan was developed to mobilize resources around education programs by increasing the number of students in graduate programs like the MScPH and also by offering a greater array of non-degree, executive, short courses similar to those offered by the Summer Institute. These efforts permitted recruitment of new faculty and program leadership in addition to generating modest discretionary funds above and beyond covering their costs.

While the operating funds of the SPGH are expected to continue to grow modestly over time, with efforts being made to grow revenue streams from existing and new education offerings, they will be insufficient to meet the strategic ambitions of the School. As a fundraising priority for the FMHS, the SPGH will work with University Advancement to develop a resource

mobilization strategy that, among other priorities, recognizes the importance of SPGH alumni. This development strategy aims to mobilize support for the SPGH in general as well as for specific initiatives such as the undergraduate education program, scholarships for students, a post-doctoral fellows program, endowed chairs, and the establishment of new cross-cutting priority initiatives. The aim is to launch a two-year SPGH development campaign at the time of the opening of the SPGH's new home as a key component of McGill's 3rd Century campaign.

Space

The 2016 strategy called for a dedicated space for the SPGH, recognizing its composite units were housed in multiple locations on the McGill Campus. In 2019, space was identified for the SPGH to be housed on two floors of the building located at 2001 McGill College Avenue.



An SPGH Space Planning Committee worked with architects to design the new space and consulted the community, including trainees, to identify how best to design an inviting and innovative space. The space is designed to accommodate all members of the SPGH and a significant part of its classroom teaching needs. The School is actively making efforts to make the space a welcoming home for students, staff and faculty with four well-equipped active learning classrooms (a total of 100 seats), open workstations with plug-ins, lockers for students, common spaces to meet and socialize, kitchens on each floor and a staircase joining the two floors. The space will include desks in a shared space for faculty whose primary location is off-campus. The building is a short walk to two different metro lines, a five-minute walk to the new REM station with eventual direct link in 20–25 minutes to Trudeau Airport. Construction is underway with the move into the new space envisioned for September 1, 2021. This is a marked occasion for SPGH, as it is the first time our academic and administrative community will operate under the same roof.

Implementation Timeline and Results Framework

The implementation of the proposed strategy together with the operational changes to the school will proceed progressively over the 2021-2026 five-year period. Table 3 below provides an indication of the first-year priorities for the School as a whole and for each of its departments. The second quarter of 2021 is extremely important in view of the move to a new home, as well as an anticipated launch at the time of McGill's Homecoming Week. Furthermore, all efforts will be made to fill the key leadership positions for the new departments as soon as possible. Subsequent development of the departments will be informed by this new leadership.

Table 3. Implementation Timeline for Year 1 (2021/2022).

SPGH – Operational Plan FY 2021/22	Q1*	Q2*	Q3*	Q4*
SPGH-wide				
• Budget approved	X			
• Establish standing committees (Research, Education, EDIAR) and units (Partner Relations and Communications)		X		
• Move to new space – 2001 McGill College		X		
• Official SPGH opening		X		
Department of Epidemiology and Biostatistics (E&B)				
• Chair search completed		X		
• Black TT faculty search completed			X	
• Biostats TT faculty replacement searches completed				X
Department of Equity, Ethics and Policy (EEP)				
• EEP Department – APC approval		X		
• Chair search completed				X
Department of Global and Public Health (GPH)				
• GHPHP Department – APC approval		X		
• Indigenous faculty search completed			X	
• Chair search completed				X

*Q1– Fiscal Year 2021/22: May 1st, 2021 to July 31st, 2021; *Q2 – Fiscal Year 2021/22: August 1st, 2021 to October 31st, 2021; *Q3 – Fiscal Year 2021/22: November 1st, 2021 to January 31st, 2022; *Q4 – Fiscal Year 2021/22: February 1st, 2022 to April 31st, 2022

Beyond the departments, Table 4 provides indicative timelines for the implementation of the SPGH strategic programs in research, education and service and for SPGH cross-cutting priorities.

Table 4. Indicative Implementation Timeline for Years 2 through 5

SPGH Priority Area	22/23	23/24	24/25	25/26
Education				
Strengthen Existing Programs				
• Agreed financing policy for SPGH grad students	Q2			
• Teaching shortages resolved		Q1		
New Programs				
• Undergraduate Program	Q2			
• MSc in Global and/or Public and Population Health			Q2	
• MSc in Global Public Health Nutrition				Q2
• MScPH – Global Nutrition Stream	Q2			
• Graduate program in Policy				Q2
New Delivery				
• Stackable Certificates – biostatistics, informatics	Q2 biosta tistics		Q2 informa tics	
Metrics to Monitor Progress				
• Agreed performance metrics	Q1			
• Annual reviews of performance		Q1	Q1	Q1
Research				
• Pre- and post-award support	Q3-4			
• Post-Doc Fellows Program (annual cohorts)	Q2	Q2	Q2	Q2
• Data Centre with data managers		Q3		
Service				
• Knowledge Mobilization Training Program		Q1	Q1	Q1
• Community Engaged Learning – aligning SPGH education programs		Q2		
• Communications – Unified Web, calendar, events for SPGH	Q1			

*Q1 – Fiscal Year 2021/22: May 1st, 2021 to July 31st, 2021; Q2 – Fiscal Year 2021/22: August 1st, 2021 to October 31st, 2021; Q3 – Fiscal Year 2021/22: November 1st, 2021 to January 31st, 2022; Q4 – Fiscal Year 2021/22: February 1st, 2022 to April 31st, 2022

Results Framework

To monitor progress on its strategic priorities – academic, research, administrative, advancement and sustainability – the University has developed 25 key performance indicators (KPIs) that are reported on annually ([Appendix 12](#)). Similarly, the SPGH aims to develop a results framework that will permit regular monitoring of progress of its strategic objectives. The Education Working Group, for example, recommended developing metrics to monitor progress on the implementation of the SPGH education strategic objectives (Table 5). As plans for the implementation of the strategic objectives related to research, education and service are further defined, results frameworks will be developed to annually monitor progress.

Table 5. Indicative results framework related to the objective of improving existing education programs

STRATEGIC OBJECTIVES 1. EXISTING PROGRAMS	OUTPUTS	OUTCOMES	IMPACTS
Student diversity	Pro-diversity recruitment and admissions actions	Greater student diversity in the education programs	More equitable access to SPGH education programs
Community engaged learning (CEL)	Coordinated efforts to mainstream CEL	More, better and sustainable opportunities for CEL	Better education, increased applicants, stronger links to practice-based partners
Teaching capacity	Diverse options to acquire more teaching capacity	Better teaching loads accommodate new programs	Better teaching, faculty morale faster growth new programs
Overall program performance	Agreed metrics to monitor program performance	Annual monitoring of the teaching programs	Process of continual improvement

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