

CRITERION 4.0 – FACULTY, STAFF AND STUDENTS



Student Photo by: Carola Munoz



Photo of Dr. Tim Beischlag



Student Photo by: Oumar Ba



Oghenowede Eyawo, who co-founded the AIDS Awareness Network last September with fellow health sciences grad student, Adam King

CRITERION 4.1 FACULTY QUALIFICATIONS

The program shall have a clearly defined faculty which, 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 showing primary faculty who support the degree programs offered by the program.

The Faculty of Health Sciences 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 one of four programs: the BA program in Health Sciences, the BSc program in Health Sciences, the Master's Degree in Public Health in Population Health, and the Master's Degree in Public Health in Global Health.

Note that in accordance with the Freedom of Information / Protection of Privacy Act of British Columbia and the Human Rights Code of British Columbia, the Faculty of Health Sciences does not collect information on the race and/or ethnicity of its faculty complement.

Table 4.1.a. Current PRIMARY Faculty who support the Public Health Programs Teaching											
Program**	Surname	Title/Ran	Tenured?	% Time	Gender	Race ethnicity	Earned Graduate Degree	Institution	Discipline	Teaching area	Research interest
BSc	Dr. Jamie Scott	Professor and Tier I Canada Research Chair in Molecular Immunity	Y	25%	F	N/A	PhD	U Missouri	Biological Sciences	Immunology	HIV immunology, vaccine development
BA, MPH-GH	Dr. Arun Chockaligam	Professor and Program Director Continuing Public Health Education	NA	75%	M	N/A	PhD	Memorial University	Biomed Eng	Global health, chronic disease	Hypertension prevention and control, control of CVD risk factors, clinical trials methods
MPH-PH	Dr. Marina Morrow	Assistant Professor	Y	100%	F	N/A	PhD	U Toronto	Comm'ty Psych	Social determinants of health, mental health policy, social inequities and health	Social inequities and mental health, mental health policy
BA, MPH-PH	Dr. Rochelle Tucker	Assistant Professor	N	100%	F	N/A	PhD	Harvard	Soc Epi	Res methods, mental health, adolescent dev	Gender, ethnic and socio-economic disparities in adolescent mental health
BA, MPH-PH, MPH-GH	Dr. Kitty Corbett	Professor	Y	100%	F	N/A	PhD	U Cal-Berk/SF	Medical anthropology	Qualitative research methods, health communication	Health promotion, health communication, antibiotic resistance
BA, MPH-PH	Dr. Michael Hayes	Associate Professor and Associate Dean, Research	Y	100%	M	N/A	PhD	McMaster	Geography	Health geography, soc determinants health	Health geography, children's health
MPH-GH	Dr. Craig Janes	Professor and Associate Dean, Education	Y	100%	M	N/A	PhD	U Cal-Berk/SF	Anthropology	Global health	Environmental change and health, primary care reform,

Program**	Surname	Title/Ran	Tenured?	% Time	Gender	Race ethnicity	Earned Graduate Degree	Institution	Discipline	Teaching area	Research interest
											social inequality and health
BA, MPH-PH	Dr. Michel Joffres	Associate Professor	Y	100 %	M	N/A	PhD	U Hawaii	Biomed Sciences	Epi methods	chronic disease epidemiology
Student mentorship, all programs	Dr. Christine Joffres	Research Associate	NA	100 %	F	N/A	PhD	Alberta		Qual research	Qualitative health research, healthcare priority-setting
BSc, MPH-PH	Dr. Timothy Takaro	Associate Professor	Y	100 %	M	N/A	MD	U North Car	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, MPH-PH, MPH-GH	Dr. Steve Corber	Limited Term Associate Professor and Program Director, Public Health Practice	NA	75%	M	N/A	MD	McGill	Surgery	Pub health practice, global health	Operational aspects of public health programs and interventions
BA, MPH-PH	Dr. Elliot Goldner	Professor	Y	100 %	M	N/A	MD	U Calgary	Psychiatry	Mental health systems & policy	Quality improvement of mental health services
BA, MPH-PH	Dr. Julian Somers	Associate Professor	Y	100 %	M	N/A	PhD	U Wash	Clinical Psych	Mental health and addictions	Reform of services to produce mental health outcomes
BA, MPH-PH	Dr. Charlotte Waddell	Associate Professor and Tier II Canada Research Chair in Children's	Y	100 %	F	N/A	MD	McMaster	Family medicine, child psychiatry	Children's mental health, health policy	Mental health disparities, children's mental health, children's

Program**	Surname	Title/Ran	Tenured?	% Time	Gender	Race ethnicity	Earned Graduate Degree	Institution	Discipline	Teaching area	Research interest
		Health Policy									health policy
BSc, MPH-PH	Dr. Leilei Zeng	Assistant Professor	N	50%	F	N/A	PhD	Waterloo	Biostatistics	Biostatistics	Longitudinal data analysis
BA,BSc, MPH-PH	Dr. Ryan Allen	Assistant Professor	N	100%	M	N/A	PhD	U Wash	Environmental & Occupational Health	Environmental & Occupational Health	Air pollution exposure assessment, health effects of air pollution
BA, MPH-GH	Dr. John Calvert	Limited Term Associate Professor	NA	50%	M	N/A	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, MPH-PH	Dr. Robert Hogg	Professor	Y	100%	M	N/A	PhD	Aust Nat'l Univ	Demography	Demography, HIV treatment and prevention	HIV treatment and prevention
BA, MPH-PH	Dr. Laurie Goldsmith	Assistant Professor	N	100%	F	N/A	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, MPH-GH	Dr. Susan Erikson ¹	Assistant Professor	N	100%	F	N/A	PhD	U Colorado	Anthropology	globalization & health	Int'l affairs and women's repro health
BA, MPH-PH	Dr. Brian O'Connor	Clinical Associate Professor	NA	50%	M	N/A					

¹ Dr. Erikson's instructional time is currently 100% directed to participating in the BA and MPH programs under review. However, Dr. Erikson's focus is on Global Health with interests outside public health. In the future she may develop programs in the new MSc program, or linkage programs with other Departments and Faculties that lie outside of the accreditation umbrella.

BSc, MPH-PH	Dr. Timothy Beischlag	Associate Professor	N	50%	M	N/A	PhD	U Toronto	Pharmacology	Environmental Toxicology, Pharm	Chemical carcinogenesis and related toxicities
BSc	Dr. Masahiro Niikura	Associate Professor	N	50%	M	N/A	PhD	Hokkaido U	Virology	Virology, microbiology	Molecular understanding of virus-host interactions
BA, MPH-PH, MPH-GH	Dr. John O'Neil	Professor and Dean of Faculty	Y	100%	M	N/A	PhD	U Cal-Berk/SF	Medical anthropology	Indigenous people's health	Aboriginal health, global HIV prevention
Student mentorship	Dr. Alice Chen	Research Associate	NA	100%	F	N/A	PhD	not avail	not avail	not avail	not avail
BA, MPH-GH	Dr. Jeremy Snyder	Assistant Professor	N	100%	M	N/A	PhD	Georgetown	Philosophy	Pub hlth ethics	Moral obligations toward vulnerable populations, exploitation in global health
BA, MPH-PH	Dr. Lorraine Malcoe	Associate Professor	Y	100%	F	N/A	PhD	U Cal-Berk	Epidemiology & Biostatistics	Epidemiological methods, social inequities and health	Social determinants of intimate partner violence, reducing health inequalities in indigenous populations, community-level interventions
BSc	Dr. Pablo Nepomnaschy	Assistant Professor	N	50%	M	N/A	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, MPH-PH	Dr. Scott Venners	Assistant Professor	N	100%	M	N/A	PhD	Tulane	Environmental Epidemiology	Epidemiological methods,	Molecular epidemiology

										environmental epidemiology	in environmental and pop health, bio-monitoring
MPH-PH	Dr. Malcolm Steinberg	Clinical Assistant Professor	NA	50%	M	N/A	MD/MS	not avail	not avail	not avail	not avail
BA, MPH-PH, MPH-GH	Ms. Karen Palmer	Limited Term Lecturer	NA	100%	F	N/A	MS/MPH	Hawaii	Maternal health, int'l health	Pub health practice, comparative health systems, global health	Comp health systems, health reform, Canadian health policy
BA, BSc, MPH-PH	Dr. Bruce Lanphear	Professor	Y	50%	M	N/A	MD/MPH	U Missouri-KC	Pediatrics	Environmental health	Children's environ health
BSc, MPH-PH	Dr. Lawrence McCandless	Assistant Professor	N	100%	M	N/A	PhD	U British Columbia	Statistics	Biostatistics	Bayesian statistics, causal inference, epi methods
BA, MPH-PH	Dr. Kate Bassil	Assistant Professor	N	100%	F	N/A	PhD	U Toronto	Epidemiology	Epidemiological methods, GIS and health, environmental health	Extreme weather & health, surveillance, GIS
BSc, MPH-PH	Dr. Gratien Prefontaine	Assistant Professor	N	50%	M	N/A	PhD	U Ottawa	Biochemistry	Genetics, epigenetics	Transcriptional mechanisms involved in determining cell-type specific gene expression
BA, MPH-PH	Dr. Denise Zabkiewicz	Assistant Professor	N	100%	F	N/A	PhD	U Cal-Berk	Epidemiology	Epidemiological methods, psychiatric epidemiology	Employment and mental health
BA, MPH-GH	Dr. Nicole Berry	Assistant Professor	N	100%	F	N/A	PhD	U Michigan	Anthropology	Health prom, global health	Social change, maternal health, reproductive health
MPH-PH	Dr. Benedikt Fischer	Professor (IPPH/PHAC Chair)	Y	100%	M	N/A	PhD	U Toronto	Criminology	Mental health and addictions	Psychoactive substance use

BA, MPH- PH	Dr. Cari Miller	Assistant Professor	N	100 %	F	N/A	PhD	U Br Columb	Interdisciplinary Sciences	Pop hlth res methods, health among vulnerable pops	HIV and Hepatitis C transmission, at-risk youth
BSc	Dr. Ralph Pantophlet	Assistant Professor	N	50%	M	N/A	PhD	Univ Leiden, Netherlands	Immunology	Immunology	Antibody responses to HIV infection
BSc, BA	Dr. Mark Lechner	Senior Lecturer	N	100 %	M	N/A	PhD	U Chicago	Molecular Genetics and Cell Biology	Cell biology, genetics	Gene expression, epigenetics
BSc	Dr. Frank Lee	Assistant Professor	N	50%	M	N/A	PhD	U Toronto	Pharmacology	Neurophysiology , pharmacology	Dopamine signaling and implications for mental disorders and drug addiction

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.a above, there are a number of additional instructional staff who contribute to the teaching activities of the Public Health programs. These staff are reported in Table 4.1.b below.

Table 4.1.b – Current Other Faculty Used to Support Teaching Programs (Adjunct, Part-Time, Secondary, Etc.

Programs	Surname	Title	Tenured	Race / Ethnicity	Terms Taught	M/F	Courses taught	Qualifications
BA	Dr. Ron Stevenson	Sessional Instructor	N	n/a	F06, F07	M	Taught two courses (HSCI 120), Fall 2006 and Fall 2007	MD, UBC Dept. of Psychiatry
BA	Dr. Helena Daudt	Sessional Instructor	N	n/a	F06, F07	F	Taught two courses (HSCI 100), Fall 2006 and Fall 2007	PhD Biological Sciences SFU
BA, MPH-GH	Dr. Kate Tairyan	Sessional Instructor	N	n/a	F06	F	Taught two courses (HSCI 160 and HSCI 821), Fall 2006 and Fall 2007	MD (Armenia), MPH-Int'l Hlth (Emory)
BA, BSc	Dr. Hasanat Alamgir	Sessional Instructor	N	n/a	S08	M	Co-taught one course (HSCI 215)	PhD Epidemiology (UBC)
BA	Dr. Patricia Collins	Sessional Instructor	N	n/a	Su08	F	Taught one course (HSCI 403)	MSc Health Res Methods (McMaster), PhD Geography (SFU)
BA	Dr. Gerald Thomas	Sessional Instructor	N	n/a	F08	M	Taught one course (HSCI 140)	PhD Political Science(Colorado State U)
MPH	Mr. Steve Kanters	Sessional Instructor	N	n/a	F07, S08, F08	M	Taught four courses (HSCI 800 and HSCI 801)	MSc Statistics (BC)
MPH	Ms. Jennifer Terpstra	Sessional Instructor	N	n/a	S08	F	Taught two courses (HSCI 826)	MPH Health Promotion (San Diego State U)

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 the Faculty of Health Sciences have a diverse and broad disciplinary basis to contribute to public health education at Simon Fraser University. Taken together, 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 combination 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.

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, the Faculty of Health Sciences 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 previously presents outcomes for research excellence by faculty members. It is also important to note that Simon Fraser University has a comprehensive structure for ensuring academic excellence of its faculty complement. 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.

Importantly to the Faculty of Health Sciences, the CEPH Self Study exercise has provided the Public Health programs with the opportunity to critically review and evaluate the ways in which it monitors and assesses its achievement towards its mission, goals and objectives. It has been determined that in several areas there are important outcomes measures and targets that need to be collected to provide the Public Health programs with the knowledge and understanding necessary for them to effectively engage in continuous quality improvement of their programs. As a consequence, for some of the outcome measures in Table 4.1.d below the target states “New Outcome Measure” with no data reported. Emphatically, this does not suggest that there has been no prior activity in this area. It only means that we have not previously collected data on this measure. While we could have chosen not to report these indicators at this time and introduce them into subsequent annual reports to the CEPH, we believe that it is important to fully reflect the benefit that the CEPH accreditation self study process has had for the Public Health programs in Health Sciences at Simon Fraser University. This process has helped us to identify gaps in our understanding and evaluation strategies and has prompted us to create new strategies to remedy our deficiencies in program evaluation for the future.

Outcome Measure	Target	2006/2007	2007/2008	2008/09
Proportion of PRIMARY faculty with PhD or MD	95%	100%	97%	98%
Proportion of SECONDARY faculty contributing to the Public Health programs teaching activities	Less than 20%	12.5%	8.3%	5%
Proportion of PRIMARY faculty participating in activities to improve their instructional effectiveness	At least 50%	83%	71%	64%
Proportion of PRIMARY faculty participating in community-based continuing education events	At least 75%	67%	36%	36%
Proportion of PRIMARY faculty participating in community-based scholarship	At least 75%	83%	64%	64%

The Public Health programs had initially established a target of having at least 75% of all Primary faculty participating in community-based continuing education events and community based scholarship events. As is evident from Table 4.1.d, recent years have seen a significant departure from these ambitious targets.

As the full breadth of the faculty complement is developed and the distribution between biomedical/bench sciences specialists and population and social science specialists balances, it is likely that the Public Health programs will need to revisit the initial targets established. At present the data fluctuations are closely attributable to faculty complement profile characteristics.

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 the Faculty of Health Sciences and University's support for public health programming.
- Nearly all faculty members serving the Public Health programs are active in both research and teaching, thus providing critically important currency to the educational environment.
- The Faculty of Health Sciences 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

- The Public Health programs did not previously have a comprehensive evaluation framework for some aspects of monitoring the ongoing maintenance of teaching qualifications of the faculty complement. We had relied primarily on traditional qualification measures such as degree qualifications and predominance of primary faculty being involved in the teaching activities of the programs.

Plans

- As shown in Table 4.1.d, the Faculty of Health Sciences has established three new outcome measures that it will begin to collect data for so as to help it ensure the maintenance of its teaching expertise, and to ensure that faculty remain connected to, involved in, and contributing to, community health practice.

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.

Simon Fraser University has a comprehensive policy framework to guide and govern faculty members. The majority of “Academic Policies” at Simon Fraser University have been referred to in the course of this self study document and 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, the Faculty of Health Sciences has its own Faculty Handbook which is provided in the Resource file as item 4.2.a. 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.

FACULTY DEVELOPMENT

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

Simon Fraser University 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 Development

One of the University’s primary support mechanisms for teaching development of faculty members is the Learning and Instructional Development Centre (LIDC). The LIDC'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 Simon Fraser University. It does so through three primary service areas:

- The “Educational Support and Innovation (ESI)” area assists Faculties and departments in the design, development, and implementation of educational programs, courses, content, social learning environments, and professional development.
- The “Media Design” area operates an in-house, full-service digital media studio for the Simon Fraser University community. Its range of projects encompasses rich-media productions, websites, print communication design, video productions, and photography.
- 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 Simon

Fraser University. Its IT specialists provide the technical know-how for building and supporting educational web applications and interactive learning media.

The LIDC also offers several programs to improve the teaching skills of faculty members. This includes one-on-one consulting to review a faculty member's course or teaching and to provide feedback and improvement strategies as well as a variety of seminars, conferences and other more informal events for instructional staff to reflect on their instructional approaches and methods and to provide them with the skills and tools to improve their teaching. For examples of the types of courses currently being offered by the LIDC to help faculty members, see their events website at <http://www.lidc.sfu.ca/whatsup/calendar/>.

Research Development

Research excellence is a highly held value and requirement for all faculty members at Simon Fraser University. 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) who work directly with faculty members to guide and help shape the writing of 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 Grants.

In total, there is a comprehensive, financially strong, and pervasive culture of support in, encouragement of, and demand for, research excellence within the Public Health programs of the Faculty of Health Sciences and Simon Fraser University.

Faculty Mentorship

Within the Faculty of Health Sciences, faculty members have a range of professional staff to which they can seek advice and assistance about various elements of their teaching and research. A formal mentorship program for untenured faculty was initiated in 2009. Materials describing the mentorship program, and a roster of faculty mentors/mentees, is included in Appendix 4.2.b.

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 Simon Fraser University 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 Simon Fraser University 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 Simon Fraser University. 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.

The Faculty of Health Sciences 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 the Faculty of Health Sciences is included as Appendix 3.1.a.xxvii. The identification of discipline-specific standards and criteria is particularly difficult 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. Further, criterion 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. Additionally, the standards and criteria must help the Faculty achieve its mission, goals, and objectives, and provide clear direction to new members of the faculty complement as to what is expected of them in helping the Faculty achieve these. As a consequence of all of these factors, it has proven a demanding challenge for the Tenure and Promotion Committee to effectively balance these dimensions has proven a demanding challenge.

While it must be recognized that the Faculty of Health Sciences standards and criteria for contract renewal, tenure and promotion are in the final consideration stage by faculty members in the Public Health programs, this document nonetheless is the most definitive articulation of the expectations for faculty performance present in the Faculty of Health Sciences.

The following excerpt from the Faculty of Health Sciences Standards and Criteria for Contract Renewal, Tenure and Promotion document outlines the general expectations for research contribution and achievement of faculty within the Public Health programs at Simon Fraser University

A faculty member is expected to generate peer-reviewed publications, and must do so in order to be considered for advancement. Since discipline-based norms, types of and venues for publications, and faculty members' situations vary, the TPC has no fixed, formal expectation in terms of the number or types of publications beyond adhering to the SFU guideline that one's scholarly products be "subjected to appropriate peer evaluation" (Policy A11.0, 2.4). Although [sub]disciplinary expectations vary, a useful rule of thumb might be that, for an Assistant Professor prior to contract renewal, an average of one high quality or significant publication per year, preferably as senior author, might constitute a minimum expectation. For tenure and promotion to Associate Professor or Professor, in general the expectation for research in terms of quality should also include broader outreach (e.g., international reputation) and in terms of quantity, the minimal expectation is higher impact and broader outreach. In general, publication should at least fall within norms for the discipline of a faculty member. The candidate should explain any extenuating circumstances (e.g., lack of laboratory facilities) so that those may be taken into account in the assessment.

A record of success, likely to be sustainable, in obtaining research funding via peer reviewed external grants, such as from national, provincial, international, and/or non-government organizations, is favorably regarded for all and for faculty in some disciplines (e.g., laboratory-based life sciences), expected. Funding via contracts may also be appropriate although the nature of the contract in terms of independent research should be made clear in the submitted CV or Dossier.

Practice- and policy-oriented scholarship. *The TPC recognizes that some practice- and policy-oriented health sciences faculty may have scholarly paths that are somewhat atypical. Although the TPC expects to see evidence of traditional academic outputs (e.g., papers in refereed journal articles; books; papers at scholarly and professional conferences), we also are prepared to honour “grey literature,” reports, monographs, and policy documents that are not formally published but that nevertheless represent scholarly achievements. The burden is on the applicant to provide (in a memo or letter to the TPC in the case of a renewal candidate, and in the Dossier for persons up for tenure and/or promotion) explanations to defend the scholarship, i.e., why a grey literature piece should be considered as scholarly productivity equivalent to a peer-reviewed piece, by virtue of, e.g., the problem addressed, methods and scholarly rigour employed, literature referenced, creativity and originality, and caliber of co-authors. Faculty members should describe their role as well as the intended scope, audiences, methods, and outcomes. They should provide sufficient detail to permit replication of the work, as with academic publications, and sufficient detail to ensure intellectual independence, for example, in the cases of government or industry funding. For other kinds of contributions, the influence on public policy outcomes and the import for population health could be described. These policy contributions could then be weighted alongside the usual peer-reviewed ones.*

Assessment of research and community based scholarship for the purposes of rank progression, tenure and contract renewal takes into consideration both the quality and quantity of research, although greater emphasis is placed on the quality of the research. There is also an expectation for independent and/or collaborative research as per the norms of the discipline. Premised upon this overarching assessment framework, the Standards and Criteria also provide for specific rank-based expectations and evidentiary requirements.

Appointment as an Assistant Professor

As noted above, appointment to the rank of Assistant Professor is the most common appointment category for tenure-track faculty at Simon Fraser University and within the Public Health programs at Simon Fraser University. Given the instantaneous creation of the Faculty of Health Sciences, the Public Health programs had an unusually high number of initial appointments at the rank of Associate Professor with a very few at the Professor level.

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.

To be successful in achieving the rank of Associate Professor, a faculty member must demonstrate 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.

These requirements are augmented by the Faculty of Health Sciences TPC Standards and Criteria for Contract Renewal, Tenure and Promotion as follows:

The candidate must demonstrate the establishment of a productive, sustainable independent research program and continued growth as a scholar since beginning the tenure track position. The TPC considers both quality and quantity of research, and takes into account the assessments from external letters of reference. The acceptability of the scholarship will be assessed in terms of weighing all available assessments of scholarly productivity by external referees and recognized relevant scholarly bodies.

Evidence:

- *Scholarly achievement and productivity is expected as demonstrated by peer-reviewed publications in internationally recognized fora appropriate for the research area as judged by peers. The rate of publication should fall within disciplinary norms, consistent with funding opportunities.*
- *Success in obtaining research funding via peer reviewed external grants is favorably regarded for all and for some disciplines, expected.*
- *Funding of research from contracts may also be appropriate although the nature of the contract in terms of independent research should be made clear, as mentioned above.*
- *Additional or alternative indications of research productivity and impact may include: contributed or invited presentations at other institutions and national or international conferences; awards in recognition of scholarly activities; contributed or invited review articles, book chapters, monographs, and books. Impactful policy reports may also be included.*

Promotion to Full Professor

An Associate Professor may be considered for promotion to Professor if s/he has been granted tenure or is being simultaneously considered for tenure. Unless s/he has been considered in the previous year, a faculty member shall be considered for promotion from Associate Professor to Professor in September of any year of an appointment if s/he submits by the previous May 15, a written request including a full curriculum vitae to the Chair of the Tenure and Promotion Committee asking for such consideration.

The 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.

These requirements are augmented by the Draft Faculty of Health Sciences TPC Standards and Criteria for Contract Renewal, Tenure and Promotion as follows:

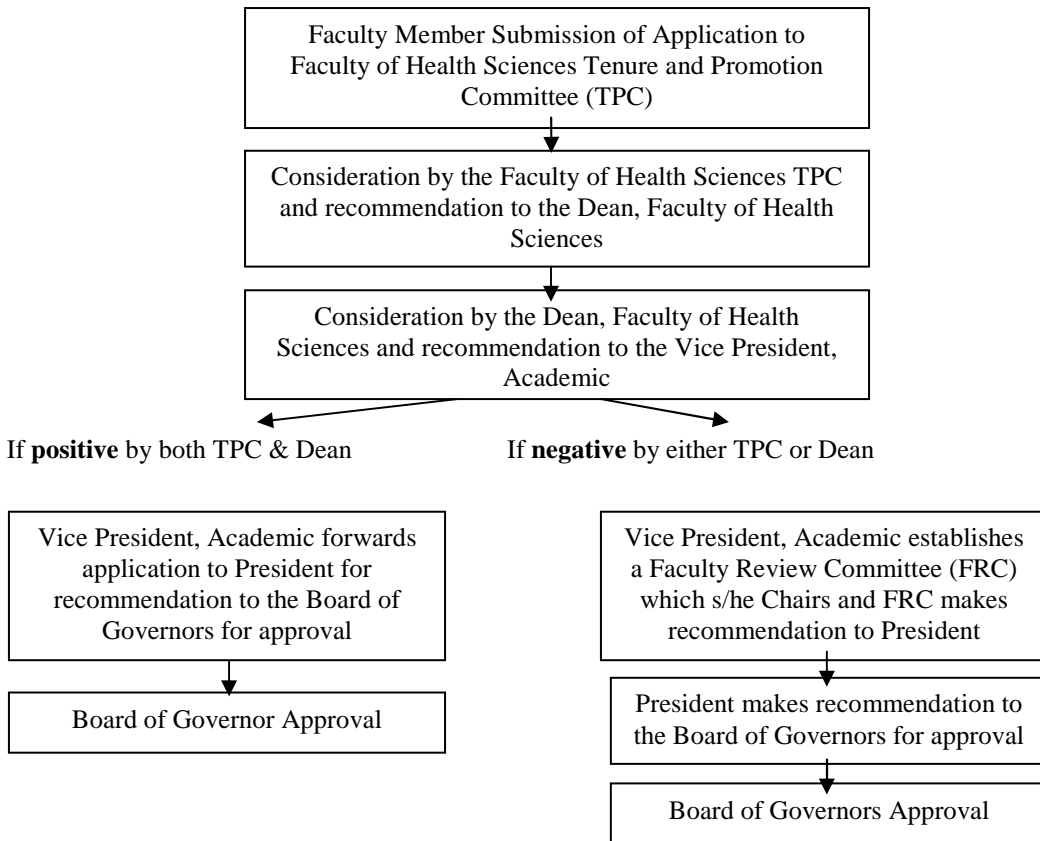
The rank of Professor is designed for those who have excelled in research. The candidate should have an established research program that is sustainable, distinguished nationally, and recognized internationally, as confirmed by external peer reviewers. The candidate is expected to have a sustained and recognized record of scholarly activity and accomplishment substantially beyond that required for the rank of Associate Professor. Appointment to this rank requires evidence of national and international reputation as a scholar, and the achievement of a level of originality or measure of innovation, and is supported by letters from external referees of high academic stature.

Evidence:

- Significant record of publication of high quality, original research in internationally recognized, peer reviewed journals or other recognized peer-reviewed forums specific to the discipline.
- Additional evidence attesting to the significant standing of the candidate in the field, (e.g. awards; invited presentations at conferences; invited reviews and book chapters; monographs and books; editorships; service on editorial boards; membership on grant and fellowship selection committees; membership on management, advisory, and planning committees of government and scientific organizations; and membership on the boards of national and international scientific societies).

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



It is noteworthy that at each stage of the decision making process with the exception of the Board of Governors approval, the faculty member has the right of appeal.

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 Faculty of Health Sciences, 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 the Faculty of Health Sciences, the Dean will

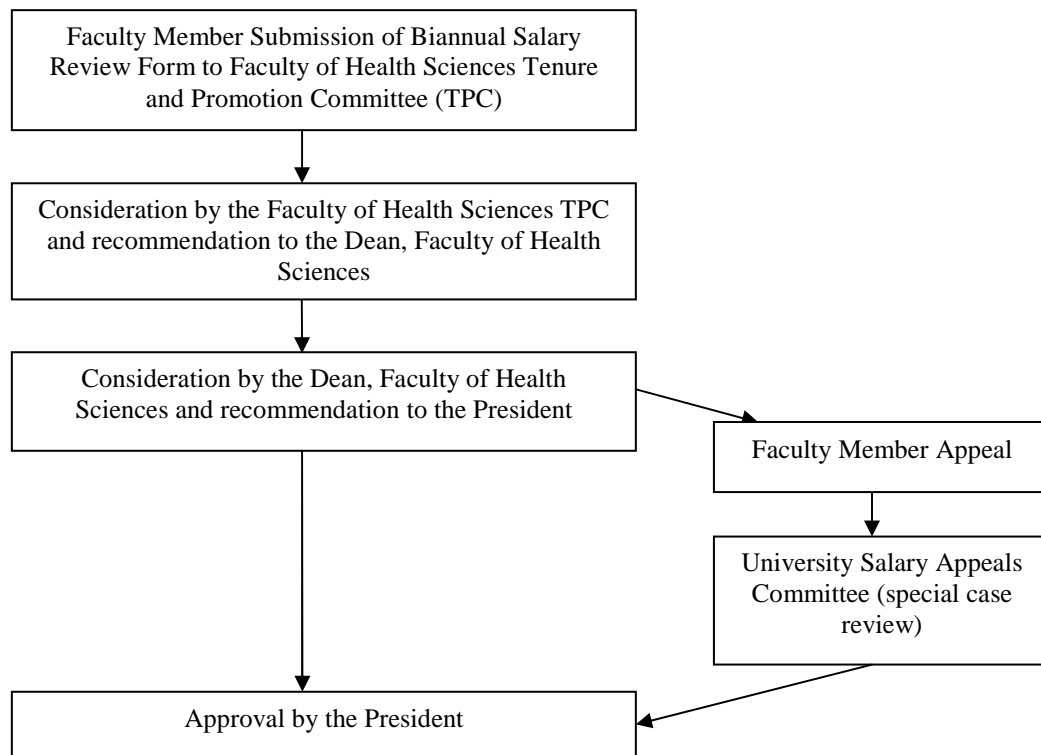
review the form and if there are any concerns about the performance of the faculty member, s/he will meet with the faculty member to discuss and to identify appropriate strategies of remediation forward.

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 and an average of 1.3 steps per faculty member in the complement being available to distribute by the University in any biannual review period. Additionally, 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 regardless of their relationship to salary progression

There are special provisions outlined in policy A20.101 which allow for faculty members to appeal the recommendation of the Tenure and Promotions Committee and the Dean of the Faculty of Health Sciences. 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 Simon Fraser University.

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



Teaching Faculty

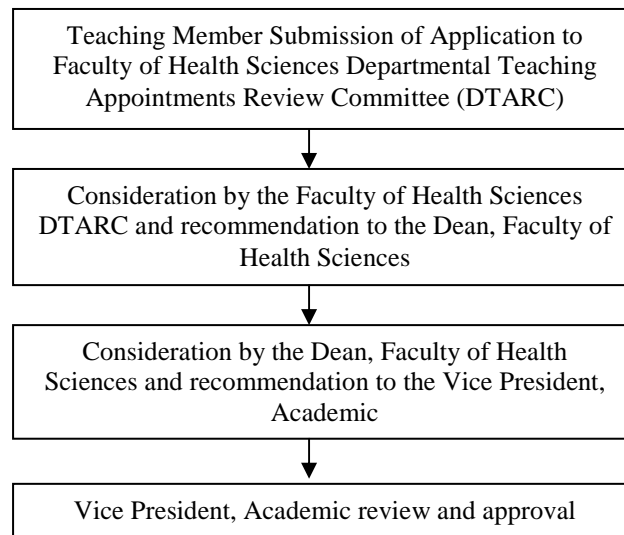
As shown in table 4.1.a previously, the Public Health programs currently have a very limited number of members of its faculty complement who have a teaching dedicated appointment. This means that the faculty member is expected to have primary responsibility for teaching and does not have formal obligations to conduct research as a primary component of his/her duties. Contribution to the service of the University and the public health community is however demanded. .

Assessment of competence and performance of teaching faculty is governed by policy A12.01 – Teaching Appointments (see Appendix 4.2.c.viii). There are three categories of teaching appointment – Laboratory Instructors, Lecturers and Senior Lecturers. While it is possible for a Laboratory Instructor to seek promotion to the rank of Lecturer, this requires a substantive change in duties and responsibilities. As a consequence, the normal career progression for teaching appointments is to be hired at the rank of Lecturers and then, as performance and expertise demonstrates, are promoted to the rank of Senior Lecturer. As the Faculty of Health Sciences 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.

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 experience as a lecturer at Simon Fraser University 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 Simon Fraser University's Faculty of Health Sciences 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 in delivering its stated objectives and in contributing to their competency development in the targeted public health knowledge area. These evaluations are then reviewed by the Graduate and Undergraduate Program Coordinators, respectively, to identify any deficiencies in the course's ability to meet the expectations of students and in achieving the learning objectives and core competencies targeted by the course. A sample course evaluation form is available as Appendix 4.2.d.

In the past, the Faculty of Health Sciences Public Health programs have had students complete hard-copy course evaluation forms as part of one of their regularly scheduled classes. In 2008, the Faculty of Health Sciences moved to an electronic course evaluation system to provide added flexibility in the customization of evaluation content specific to each course. Samples of completed course evaluations for each course are available in the Accreditation Self Study Resource file as item 4.2.d.

The course evaluation forms have two components: a multiple choice core questions components and an opportunity 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 one point of evaluation in assessing 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 course syllabi and course materials once each semester (three times annually) 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 the Faculty of Health Sciences will be identified for re-development and improvement.

More generally, the Senate Committee on University Teaching and Learning (SCUTL) at Simon Fraser University has a broader role in ensuring that student learning experience excellence is maintained across the University.

With the following broad 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. In 2008, the survey evaluated the First Generation Student Experience which refers to students whose parents did not attend university. A copy of this report is available in the Resource file as item 4.2.d.

COMMUNITY SERVICE AND FACULTY PERFORMANCE

4.2.e	Description of the emphasis given to community service activities in the promotion and tenure process.
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Service to the community is a fundamental requirement of all faculty members at Simon Fraser University – both those in tenure-track positions and those holding teaching appointments. All activities must be reported on an annual basis and are taken into consideration in determining salary and rank advancement.

University Academic Policy A11.05 specifically identifies the expectations of faculty members to serve their communities. Article 2.4, as quoted below, reveals these expectations.

2.4 General Contributions to the University and to Society

It is expected that each faculty member will be an active participant in the collegial governance of the University. The faculty member's contributions to all levels of the administration of the University should be considered. Account should also be taken of the faculty member's contributions in initiating and participating in seminars, public lectures or similar activities on campus, and of the stimulation and help he/she may afford to other faculty members of the University. Included in this category are the public service contributions which faculty members may make. There should, however, be a strong focus on the academic content of the contribution by the faculty member in this category.

This is supported by rank specific expectations for service contribution as follows:

Assistant Professors – must demonstrate a willingness to play an active role in the University
Associate Professors – must demonstrate service to the University and the community
Professors – must demonstrate service to the University and the community
Tenure – must demonstrate that candidate has become a responsible and contributing member of the University/academic community

Moreover, expectations for service contribution are embedded within the University Workload Policy (A30.03):

*Simon Fraser University faculty have **three primary responsibilities**: research, teaching and service.*

- 1. Research responsibilities require faculty to maintain a program of research, scholarship or artistic creativity through which they should aspire to a national or international reputation as scholars and promotion to the rank of Professor.*
- 2. Teaching responsibilities require faculty to achieve at least a satisfactory standard of instructional competence, to share equitably the annual instructional responsibilities of their departments/programs/schools, to contribute to their department's/program's/school's curriculum diversity and richness, and to foster their students' critical and creative abilities.*
- 3. Service refers to the annual contributions that faculty make to university governance, to their profession, to the development of their discipline nationally, internationally or locally, and to the furthering of good relations between the University and the local community.*

The University's expectation is that a normal annual Faculty workload will include contributions from all three areas of activity. Research and teaching will take precedence. Nevertheless, all faculty members shall carry their share of service work and achieve an appropriate balance among all three areas of activity.

CRITERION ASSESSMENT

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

Strengths

- The Public Health programs within the Faculty of Health Sciences 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 tenuring that concludes at the level of the Board of Governors at the institution.
- Each year faculty members' teaching, service and research contributions 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 the 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 move to electronic student course evaluations has marginally decreased the response rate to the student course evaluation instrument, though current efforts to increase response rates by offering various incentives have proven to be successful. The Spring 09 response rate of 64% was just below the 67% response rate achieved previously with paper forms. The electronic evaluation system is still being tested.

Plans

- While there is educational research literature to support that there is no negative impact on the quality of assessment provided through electronic course evaluation techniques, the Public Health programs plans to review the overall information they receive from student course evaluations using hard-copy versus electronic means to determine which method provides the best understanding of the quality of teaching and the course curricula comprising the Public Health programs.

This Criterion is met.

CRITERION 4.3 FACULTY AND STAFF DIVERSITY

The program shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

FACULTY DEMOGRAPHICS

4.3.a Summary demographic data on the program’s faculty, showing at least gender and ethnicity; faculty numbers should be consistent with those shown in the table in 4.1.a. Data must be presented in table format.

As a consequence of the legislative environment outlined under criterion 4.3.c, the only data that we are able to report for Table 4.3.a is the gender distribution of faculty. As faculty serve all of the degree programs within the Faculty of Health Sciences at both the baccalaureate and master’s level, it is not possible assign gender statistics at the program level.

Table 4.3.a – Gender Diversity of Faculty

Category	Year	% Female	% Male
PRIMARY faculty	2008	38.5%	61.5%

STAFF DEMOGRAPHICS

4.3.b Summary demographic data on the program’s staff, showing at least gender and ethnicity. Data must be presented in table format.

As a consequence of the legislative environment outlined under criterion 4.3.c, the only data that we are able to report for Table 4.3.a is the gender distribution of staff.

Table 4.3.a – Gender Diversity of Staff

Category	Year	% Female	% Male
Continuing Staff Complement	2008	76.4%	23.6%

COMMITMENT TO EQUITY AND DIVERSITY

4.3.c Description of policies and procedures regarding the program’s commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.

Simon Fraser University strongly values and is firmly committed to a diverse faculty and staff complement that is inclusive of all members of Canadian societies and which provides opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

The British Columbia Human Rights Code governs the University in this regard and is explicitly mandated:

- a) “to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia;
- b) to promote a climate of understanding and mutual respect where all are equal in dignity and rights;
- c) to prevent discrimination prohibited by the Code;
- d) to identify and eliminate persistent patterns of inequality associated with discrimination by the Code; and,
- e) to provide a means of redress for those persons who are discriminated against contrary to the Code.” (section 3, of the code, refer to http://www.bchrt.bc.ca/human_rights_code/s2-7.htm#2)

This BC Human Rights Code is provided under a national framework of the Canadian Human Rights Code. Simon Fraser University upholds these legal frameworks and moral obligations and commitments through its general policy GP 18 - Human Rights Policy. This policy serves to prevent discrimination, provide procedures to handle complaints, resolve problems, and remedy situations when a violation of the policy occurs.

Under this policy, and consistent with the Human Rights Code of British Columbia, “**grounds of discrimination**” are age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and, in the case of employment, unrelated criminal convictions. “**Age**” means an age of 19 years or more and less than 65 years.

Notwithstanding this codified definition of inclusiveness, and the University’s commitment to it, the University is also bound by the Freedom of Information and Protection of Privacy Act of British Columbia (FOI/POP). FOI/POP provides restrictions and grants voluntary rights to individuals under certain circumstances. The Act identifies personal information as information that “includes, but is not limited to names, home addresses and telephone numbers, age, sex, marital or family status, identifying number, race, national or ethnic origin, colour, religious or political beliefs or associations, educational history, medical history, disabilities, blood type, employment history, financial history, criminal history, anyone else’s opinions about an individual, an individual’s personal views or opinions, and name, address and phone number of parent, guardian, spouse or next of kin.” The Act provides that personal information must in almost all cases be collected only by direct collection from the individual and except where required by law is provided by the individual on a voluntary basis.

Taken together the FOI/POP act and the legal Human Rights laws, provides for a logistically difficult environment for the collection of demographic information. As a consequence, except where required in compliance with a Federal Contractors Act the University has chosen not to collect demographic data on areas such as race, national or ethnic origins, colour, and religious or political beliefs or associations. The University has instituted a process whereby there is voluntary identification by faculty and staff of their membership in the following classifications:

- membership in a visible minority
- member of a First Nations peoples
- woman
- a person with a disability

This categorization derives from the Federal Contractors Program which requires any institution which secures contracts of more than \$200,000 to report on its progress towards National equity objectives.

However, the last formal purpose-directed systematic data collection effort by the University occurred in 2005. Subsequent university-wide strategy is to solicit responses to a questionnaire which is circulated shortly after hire. However, there is no required completion of this questionnaire and follow-up efforts have been inconsistent. The last formal data collection exercises precedes faculty and staff complements in the new Faculty of Health Sciences and so cannot provide insight into the demographic diversity of the current community in the Public Health programs at Simon Fraser University. The University is working to

implement new structures for meaningful data collection on the four classifications of diversification noted above. With these renewed efforts, the Faculty of Health Sciences should be able to provide nominal diversity information for future updates to the CEPH.

Nevertheless, in the absence of systematic data collection, the principles underlying an inclusive and free from discrimination environment, have led to the development of a number of procedural guides and educational programs to ensure that the University's values are maintained.

The Human Rights Office serves as the central source for educational materials, advising, and investigation for issues related to inclusivity, discrimination, and harassment. Its website demonstrates some of the types of services it offers in these areas: <http://www.sfu.ca/hro>.

RECRUITMENT AND RETENTION: ENSURING DIVERSITY

4.3.d Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.

To assist academic units with developing strategies to develop a diverse and inclusive faculty complement, and to provide strategy suggestions for reaching out to underrepresented groups within the University community and disadvantaged groups in Canada, the Vice President, Academic office created a Faculty Hiring Guide designed to provide a best practices appointment process. This Faculty Hiring Guide is provided in the Resource file as item 4.3.d.

In addition to this documentary aid in achieving diversity and reaching out to diverse groups, the Faculty of Health Sciences proactively seeks in its advertising of faculty and staff complement positions women, peoples of First Nations, and indirectly members of impoverished nations and members of visible minority through international organizations wherein there are identifiable outlets for position promotion.

OTHER DIVERSITY AND EQUITY EFFORTS

4.3.e Description of efforts, other than recruitment and retention of core faculty, through which the program seeks to establish and maintain an environment that supports diversity.

One of the most important additional measures to establish and maintain an environment that supports diversity is through the overriding principles of the Faculty of Health Sciences and the ways these are embedded in curriculum. As shown in the Public Health programs mission, goals, values, in Chapter 1 and in the curricular core competencies in Chapter 2, awareness, respect, and understanding of diversity is a cornerstone of the perspective on population health within the Faculty of Health Sciences at Simon Fraser University.

DIVERSITY MEASURES

4.3.f Identification of outcome measures by which the program may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the program against those measures for each of the last three years.

Given the restrictions identified in section 4.3.c, the identification of diversity measures is difficult for the Public Health programs within Simon Fraser University. As a consequence, quantitative outcome measures

are difficult to establish. We can, however, adopt a more qualitative assessment strategy and the table of outcome measures below reflects this.

Notably, the Public Health programs had not conceived, previous to the CEPH Self Study Accreditation process, ways to evaluate and measure diversity other than through our proactive commitments to ensure that hiring strategies sought to increase equity and diversity, and that they were fair and proactive in reaching out to members of equity groups and disadvantaged members of our community. The CEPH self study process and this reporting item has brought to our attention that our evaluative structures were not as strong as they might be and so in response, we have elected to identify several future outcome measures that we will use to help us better evaluate and review our activities to promote diversity and inclusivity in our faculty and staff complement. These new measures are reported as such and will not show data until subsequent annual reports to the CEPH.

Table 4.3.f Faculty and Staff Measures, Targets and 3 Year Diversity Data				
Outcome Measure	Target	2006/07	2007/08	2008/09
Proportion of primary faculty who are female	Greater than 40%	37.5%	38.9%	38.5%
Proportion of staff who are female	Greater than 40%	75%	68.7%	76.4%
Proportion of senior administration within the Faculty of Health Sciences (Director or above) who are female	10%*	4.8%	2.5%	2.1%
Proportion of MPH level courses that include issues of diversity	Greater than 30%	34.3%	34.3%	34.3%
Number of advertising outlets used for faculty and staff hiring that are aimed at reaching equity groups and disadvantaged groups	Minimum of 5 (new outcome measure)	8	8	8

Table 4.3.f Notes:

*The goal of only 10% of the senior administration of the Faculty of Health Sciences being female is disappointingly low and is not a desirable long term target. However, given current participation levels and the profile of the faculty complement explained below, it is nonetheless appropriate at this time. This target will be substantially increased over time with an ultimate goal of achieving the same proportion of females in senior administration equal to the overall proportion of females in the academic complement (i.e. greater than 40%).

As revealed in Table 4.3.f, the Public Health programs have not met their target for female representation in senior administrative positions within the Faculty of Health Sciences. This can, in part, be attributed to the fact that senior administrative positions typically require candidates to hold the rank of Professor or be seasoned Associate Professors. With comparatively few females currently in these ranks, the proportion of females in senior administrative roles is limited. However, as the careers of junior female colleagues progress, we expect to see a significantly improving proportion of women in senior administrative roles within the Faculty of Health Sciences and providing their leadership to the Public Health programs.

CRITERION ASSESSMENT

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

Strengths

- Despite provincial and national legal frameworks that constrain effective data collection, the University has been successful in attracting a diverse and inclusive community profile.
- The University has a governing policy framework and centralized support office committed to upholding the values and university commitments of diversity, equity, non-discrimination, and freedom from harassment.
- The University provides guides and educational information to develop best-practice appointment processes that will increase the success of diverse peoples being hired at the institution.
- The Public Health programs show success in attracting women to its faculty and staff positions.

Weaknesses

- The Public Health programs have difficulty in formally and numerically demonstrating its success in creating a diverse and inclusive environment for faculty and staff.

This Criterion is met given the constraints of reporting identified in 4.3.c.

CRITERION 4.4 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

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

The Public Health programs in the Faculty of Health Sciences produces recruitment materials and presentations that represent the Faculty's programs, practices and policies. The educational programs and services offered by the Faculty of Health Sciences 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 on the website, in the Faculty of Health Sciences undergraduate student handbook, in the Simon Fraser University Calendar, and in recruitment brochures and power point 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 Simon Fraser University visual identity guidelines approved by the Senate and Board of Governors, and with the Faculty of Health Sciences-approved branding images and slogans.

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 Faculty of Health Sciences website. Recruitment materials are also distributed at events such as Counselor's Day, International Agents Consortiums, BC Innovation (science) events, and at various conferences.

The Senior Advisor Recruitment & Retention (SARR), who reports to the Associate Dean, Education of the Faculty of Health Sciences, oversees recruitment and marketing activities for the Faculty. The SARR 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 the Faculty of Health Sciences are accurate and up-to-date. The SARR 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.

The SARR travels selectively across Canada and to western provinces to promote the Faculty, its programs, and to recruit prospective students. A variety of recruitment materials are used including, for example, a power point 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 Faculty of Health Sciences website, which is updated regularly.

Examples of recruiting events over the past three years include the following:

Conferences

- CBIE (Canadian Bureau of International Education) annual conference
- NACADA (National Academic Advising Association) Northwestern Regional conference

- BC Innovations High School Science Teachers conference

Off-Campus Events

- BC Education & Career Fairs (four per year)
- North Shore Conversion Event
- Various School District Career & Education Events
- BC Science Outreach Workshop (annual)
- Let's Talk Science!

Graduate and Professional School Fairs

- Idealist.org Graduate Programs for the Public Good (Vancouver, BC)
- Graduate Programs and Professions Fair (Vancouver, BC)

On-Campus Events

- Academic Options Day (yearly in the Spring semester)
- Counselor's Day (yearly in the fall)
- SFU's World SuperTours (four per year)
- SFU Surrey Education Fair
- Health Career Centre Fair
- Science Alive Fair
- Information Evening

The recruitment literature and communications for the Graduate program also accurately promotes the image of the Faculty to prospective students. 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 engage in their own information searching, the Faculty of Health Sciences Graduate programs area of the website is a great resource.

Lastly, the Senior Advisor, Recruitment & Retention 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. This year, for the first time, we also attended a general graduate program marketing fair.

Faculty of Health Sciences alumni surveys will be administered six months after 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 Faculty of Health Sciences.

STUDENT ADMISSIONS

4.4.b Statement of admissions policies and procedures.
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Undergraduate admission to the Faculty of Health Sciences 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 <http://students.sfu.ca/calendar/generaladmission.htm> and <http://students.sfu.ca/calendar/admissionprocess.htm>.

The undergraduate admissions procedure for the Faculty of Health Sciences is handled centrally by the Simon Fraser University Admissions office. However, reports of students who have applied to and been

accepted to Health Sciences are sent weekly to the Senior Advisor, Recruitment & Retention for follow-up and for early initiation, contact, and communication efforts. As another means of providing additional information to prospective students, Faculty of Health Sciences 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.

Admission at the Graduate level to the Master's Degree in Public Health is undertaken within the Faculty of Health Sciences at Simon Fraser University. Since 2006, the Faculty has employed the University's Student Information Management System (SIMS) to assist in the preparation of admission files for consideration by the Faculty. A Faculty of Health Sciences database effectively networks with the University SIMS system thus enabling overall consistency and clarity on applications and applicant qualifications (ie., tally grade point averages, record TOEFL and IELTS, account for 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 the Faculty of Health Sciences is a thorough, multi-tiered and labour intensive process. The review process begins with the Graduate Program Assistant who reviews applications for completeness; serves as a liaison with applicants to complete application documentation requirements, and who provides a summary of applications to the Faculty of Health Sciences Master's Degree in Public Health Graduate Admission Committee.

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 a group of eight faculty members who have the responsibility of reviewing and ranking all applications. 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 graduate programs.

The members of this committee work in pairs. Where there is overlap and agreement, the applicant will stay with the ranking assigned to them. Where there is disagreement the adjudicators will discuss their ranking, and if no resolution is achieved a third person will review and rank the applicant. When an agreement is reached, the ranking of the applicant is established. For fall 2006 and 2007, the admissions committee worked with a quartile system to identify the strengths and weakness of an application. For 2008 the admissions committee adopted quintiles to more clearly identify the strongest and the weakest applicants within the five categories. This process more clearly identifies the top and the bottom ranked applicants and allows for increased responsiveness for award nominations.

Following the initial vetting of the applications, the size of the admissions committee is reduced to four core committee members who stay engaged in the admissions process until the overall admissions targets for graduate program enrollments have been achieved.

In the Fall semester 2007, the Graduate Studies Committee incorporated an Admissions Committee Chair to improve the communications between the admission's committee and the Graduate Studies Committee. For reporting purposes, at least one member of the Admissions committee sits on the Graduate Studies Committee (GSC), and chairs the admission's proceedings. It is the role of the Chair of the Admissions Committee to represent decisions made by that committee at Graduate Studies Committee meetings, to organize and facilitate the adjudication of applications, and to rank and review applications for award nominations. The Chair of this committee works closely with the Graduate Program Assistant, the Graduate Program coordinator and the Graduate Program Director.

The Graduate Studies Committee has been consistent over the years, agreeing that the first priority of the admissions committee should be to recommend the strongest applicants demonstrating the strongest potential for success in the Master's Degree in Public Health. Applicants must meet the following criteria:

- 1) academic preparation, including a statistical requirement, and a cumulative grade point average minimum of 3.3;
- 2) show an ability to articulate and present their research/practitioner goals and have the support of

- academic and/or professional referees;
- 3) have global, domestic, or regional experience (professional or volunteer); and ,
- 4) show a fit to the program from the point of view of their research/practitioner interests articulated in their prospectus.

The Admissions Committees have tried annually to meet University and FHS diversity initiatives by looking closely at First Nations and international applications. 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 Master's Degree in Public Health, the selected applicants are offered admission to the program pending approval by the Dean of Graduate Studies. The Graduate Program Assistant provides the Office of the Dean of Graduate Studies the applications and all supporting documents. Following approval by the Dean of Graduate Studies, applicants are formally notified by that office of their admission to the University and the Master's Degree in Public Health.

RECRUITMENT MATERIALS

4.4.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
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The Public Health programs within the Faculty of Health Sciences are in the process of developing, revising, expanding and producing comprehensive recruitment materials, each of which are designed to address specific audiences. Examples of these audiences include:

- High School Students
- Transfer Students
- Parents
- International Students
- High School Counselors
- College Advisors

Currently, the primary undergraduate recruitment pieces (in print or online or both) disseminated to prospective students include:

- SFU Undergraduate ViewBook
- Summary of Undergraduate programs brochure
- Summary of Graduate programs brochure
- Faculty of Health Sciences brochure
- Making a Difference brochure
- FHS Career Summary brochure
- Bachelor of Arts in FHS summary sheet (including courses)
- Bachelor of Science in FHS summary sheet (including courses)

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. Copies of all of these materials are available in the Resource file as item 4.4.a

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

- Faculty home page: www.fhs.sfu.ca. Entry point to the Faculty geared for everyone
- Page site for prospective undergraduate students: Geared to those seriously considering applying
- Page site for prospective graduate students:
- Page site for Recruitment/Student Support Services: Introduction to the FHS Student Support Services staff and services offered.

APPLICANTS, ACCEPTANCES AND ENROLLMENT DATA

4.4.d Quantitative information on the number of applicants, acceptances and enrollment, by specialty area, for each of the last three years. Data must be presented in table format.

The Faculty of Health Sciences does not admit students specifically into its programmatic specialization, but rather admits students into the Masters of Public Health. Specialization occurs subsequent to the application process. As a consequence, total applications and acceptances are shown in the first row of the Table 4.4.d as solely Master's Degree in Public Health. Subsequent rows de-cluster the actual admissions into program specific enrolments.

		Academic Year 2006/07	Academic Year 2007/08	Academic Year 2008/09
All Master's Degree Applicants	Applied	160	267	246
	Accepted	49	102	109
	Enrolled	41	58	64
MSc-PPH-Generalist or MPH-Generalist (beginning in 2008)	Applied			
	Accepted			
	Enrolled	24	30	27
MSc-PPH Global Health or MPH Global Health	Applied			
	Accepted			
	Enrolled	14	19	36
Diploma in Global Health	Applied			
	Accepted			
	Enrolled	3	9	1
BA and BSc	Applied	303	568	685
	Accepted	138	366	439
	Enrolled	59	184	219

*Specialty area is defined as each degree and area of specialization contained in the instructional matrix

STUDENT ENROLMENT BY SPECIALTY AREA

4.4.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.

As reported in Table 4.4.e below, there is evidence of significant increases in the number of students enrolled in both the MPH Population Health and MPH Global Health streams as well as in the undergraduate baccalaureate programs.

	Academic Year 2006 to 2007			Academic Year 2007to 2008			Academic Year 2008 to 2009		
	HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
Student Enrolment – BA/BSC	119	See note	81	255	See note	154	512	See note	328
Student Enrolment – MSc-PPH Generalist MPH-Generalist	41	0	Total Masters 53.5*	56	0	Total Masters 83.2*	80	0	Total Masters 114.6*
Student Enrolment – MSc-PPH Global Health MPH – Global Health	17**	0	Total Masters 53.5*	45	0	Total Masters 83.2*	58	0	Total Masters 114.6*

*FTE headcount at the MPH level cannot be disaggregated across MPH concentration streams because MPH Population Health, MPH Global Health, and Diploma students enroll in many of the same courses making headcounts difficult for FTE calculation purposes.

**Includes Global Health Diploma students (many of whom transferred to the Master’s Degree in Public Health).

NOTE: HC = Head Count
 FT = Full-time students (9 credit units or more per semester)
 PT = Part-time students (less than 9 credit units per semester)
 FTE = Full-time equivalent students

STUDENT ENROLLMENT OUTCOME MEASURES

4.4.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	2006/07	2007/08	2008/009
Average Entry GPA of MPH students	3.50	3.30	3.43	3.50
Proportion of MPH students accepting offers of admission	75%	83.7%*	56.9%*	58.7%*
Average Entry GPA of Undergraduate students	2.75	2.97	2.79	2.96
Proportion of Undergraduate students accepting offers of admission	60%	42.8%	50.3%	49.9%

CRITERION ASSESSMENT

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

Strengths

- Simon Fraser University policies and procedures for admission are clearly delineated in the University Calendar. Undergraduate admissions are conducted centrally by the University Registrar’s Office. Graduate admissions are reviewed within the Faculty of Health Sciences and concluded by the Dean of Graduate Studies.
- The Faculty of Health Sciences Public Health programs also have clear and articulated processes for the consideration of graduate student applications and admission assessment.
- The Faculty of Health Sciences has been successful in attracting an increasingly academically strong graduate study body to its Public Health programs.
- The Faculty of Health Sciences Public Health programs have received strong interest in the number of students interested in applying. It has also achieved relatively strong rates of acceptances of offers for a newly established Faculty with nascent academic programs.

Weaknesses

- The Public Health programs would like to see an improved rate of offers being accepted.

Plans

- The Faculty of Health Sciences 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 this new addition to Public Health infrastructure in Canada.

This Criterion is met.

CRITERION 4.5 STUDENT DIVERSITY

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

FRAMEWORK FOR ACHIEVING A DIVERSE STUDENT POPULATION

4.5.a Description of policies, procedures and plans to achieve a diverse student population.

The Faculty is committed (insofar as Canadian law and BC POP/FOI regulations allow) to achieving a diverse student body that reflects the composition of the population and surrounding communities. It is also committed to preparing students to work in a multicultural society. To carry out its commitments, the Faculty strives to create an environment that welcomes and encourages all students to participate in the life of the Faculty and in activities that foster academic achievement and social cohesiveness. Details of specified activities to achieve a diverse student population are identified under Criterion 4.5.b.

RECRUITMENT EFFORTS FOR DIVERSITY

4.5.b Description of recruitment efforts used to attract a diverse student body, along with information about how these efforts are evaluated and refined over time.

The Public Health programs recruitment strategy is targeted to profile the Faculty of Health Sciences at Simon Fraser University to as many diverse groups as possible.

Attracting and retaining First Nations students is a high priority for the Public Health programs and the University as a whole. Local investigations have demonstrated that west coast First Nations peoples tend to focus their higher education pursuits in the areas of teaching, law, and health. The focus in the Public Health programs towards addressing health inequities, social determinants of health, environmental health, and other areas of population and public health, makes the Public Health programs a potentially very appealing area of study to First Nations peoples. To help raise awareness to First Nations communities about the Public Health programs in the Faculty of Health Sciences at Simon Fraser University, the Senior Advisor Recruitment and Retention in the Faculty of Health Sciences has entered into a new collaboration with the First Nations university recruiter. In collaboration with the First Nations recruiter, presentations specific to First Nations interests have been developed and we have expanded our profile and attendance at education fairs aimed at predominantly First Nations high schools.

Enhancing overall cultural diversity through recruitment is also a core priority for the Public Health programs. Yearly meetings are held with a group of approximately twenty international agents who represent Simon Fraser University (and hence the Faculty of Health Sciences) to countries around the world. Notably, the extraordinary diversity within Canada and within the Vancouver region in particular, also presents significant opportunities for the potential to recruit a culturally diverse student body. The Vancouver region boasts a very multicultural community with many immigrants and multi-generation communities from regions such as China, Hong Kong, Korea, Japan, Taiwan, Vietnam, India, Pakistan, Bangladesh, Iran, and Latin and South America.

STUDENT DEMOGRAPHICS

4.5.c Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years. Data must be presented in table format.

As a consequence of the legislative environment outlined under criterion 4.3.c, the only data that we are able to report for Table 4.5.c is the gender distribution and domestic versus international status of students.

Table 4.5.c. Demographic Characteristics of Student Body from 2006 to 2008							
BA/BSc		2006 (1064-1071)		2007 (1074-1081)		2008 (1084-1091)	
		M	F	M	F	M	F
International	Applied	15	19	23	29	38	31
	Accepted	5	7	7	13	15	22
	Enrolled	3	2	3	5	8	9
Canadian	Applied	99	170	181	335	210	406
	Accepted	44	82	132	214	130	272
	Enrolled	18	36	73	103	67	135
Total	Applied	114	189	204	364	248	437
	Accepted	49	89	139	227	145	294
	Enrolled	21	38	76	108	75	144
Masters							
		2006		2007		2008	
		M	F	M	F	M	F
International	Applied	7	16	13	24	23	26
	Accepted	0	5	4	8	5	4
	Enrolled	0	3	2	6	3	3
Canadian	Applied	37	105	49	189	25	184
	Accepted	14	41	5	52	13	78
	Enrolled	11	32	5	48	10	65
Total	Applied	44	121	62	213	48	210
	Accepted	14	46	9	60	18	82
	Enrolled	11	35	7	54	13	68

STUDENT DIVERSITY MEASURES

4.5.d Identification of measures by which the program may evaluate its success in achieving a demographically diverse student body, along with data regarding the program’s performance against these measures for each of the last three years.

Outcome Measure	Target	Year 1 Data	Year 2 Data	Year 3 Data
Proportion of MPH students who are female	50%	76.1%	88.5%	84.0%
Proportion of MPH students who are international students	10%	6.5%	13.1%	7.4%
Proportion of Undergraduate students who are female	50%	64.4%	58.7%	65.6%
Proportion of Undergraduate students who are international students	10%	8.5%	4.3%	5.9%

The Public Health programs of the Faculty of Health Sciences are very proactive in efforts to recruit international students. Percentages vary in accordance with applications, international political, economic, and social conditions, and international competition for top quality students. The Public Health programs will continue its proactive strategy and look for opportunities to raise awareness about the new Faculty of Health Sciences at Simon Fraser University.

CRITERION ASSESSMENT

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

Strengths

- The Public Health programs within the Faculty of Health Sciences demonstrate proactive efforts to increase diversity of the student complement.
- The Public Health programs report a large proportion of females participating in its programs at both graduate and undergraduate levels.
- The Public Health programs show an ability to attract international students to its programs.

Weaknesses

- Legislative constraints prevent the full monitoring and evaluation of efforts to increase the diversity of the student population.
- Increased efforts to attract international students are required.
- The Public Health programs are not able to quantitatively evaluate the proportion of First Nations students it attracts, but there is a need for improvement and more proactive recruitment.

Plans

- The Faculty of Health Sciences Public Health programs aim to devise a more comprehensive strategy for recruitment of international and First Nations students.

This Criterion is met.

CRITERION 4.6 ADVISING AND CAREER COUNSELING

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 COUNSELING SERVICES OVERVIEW

4.6.a Description of the advising and career counseling services, including sample orientation materials such as student handbooks.

Simon Fraser University offers dedicated centralized advising and career counseling services for all students of the University including students in the Public Health programs of the Faculty of Health Sciences. Examples of the nature of comprehensive career counseling services centrally coordinated can be witnessed through the following list of workshops offered in the Spring 2009 semester alone:

- Tue, Mar 3: Work Search (Sry Campus)
- Thu, Mar 5: Work Search (Bby Campus)
- Sat, Mar 7: Backpack to Briefcase Conference
- Tue, Mar 10: Interview Success
- Wed, Mar 11: What Can I Do in Government?
- Thu, Mar 12: Social Networking
- Thu, Mar 12: Xtreme Makeover: Resume Edition
- Tue, Mar 17: Xtreme Makeover: Resume Edition
- Wed, Mar 18: Summer Hiring Fair
- Thu, Mar 19: Working and Studying in the US
- Thu, Mar 19: Canada Revenue Agency (CRA) Information Session
- Mon, Mar 23: Is It Luck? Engaging In Your Career Decision Making
- Tue, Mar 24: Insurance & Financial Services Career Fair

Given the breadth and comprehensiveness of centralized counseling and career services, the Faculty of Health Sciences has attempted to design its career counseling activities using a targeted, supplemental approach. The services from within the Faculty of Health Sciences focus on three core features: focus on outgoing students, provide core preparatory skills, and create awareness of career opportunities.

Career preparatory workshops have focused on the following skills: 1) Interview preparation, 2) Resume preparation, 3) Applying for jobs and 4) Networking. While there has been a strong interest expressed by graduate students to attend these opportunities for career search skills development, attendance has not met the expectations or goals of the Public Health programs. The primary reason for the mismatch between interest and desire can be attributed to competing priorities for graduate students, mostly attributed to issues of workload from courses, teaching assistant responsibilities, or part-time positions.

In addition to career skills workshops, the Public Health program seeks to advise students and make them aware about the diverse range of directly related positions that are currently available.

Through faculty and graduands, and on behalf of public health employers, job opportunities are circulated to students through email. Tables 4.6.a.i lists current opportunities.

Table 4.6.a.i Current Posting of Job Opportunities	
Agency	Job Opportunity
Statistics Canada	Research Data Centre, SFU ,U Victoria

Loyola University Chicago	Research Associate Center for Urban Environmental Research and Policy
FACE AIDS (non profit)	Executive Director
BC Network for Aging Research (BCNAR)	Project coordinator
Providence Health Care	Admin Fellowship and Admin Residency
Arthritis Research Centre of Canada,	Research Assistant
Chronic Disease Self-Management	Research Assistant -
British Columbia Centre of Excellence for Women's Health	Exchange Coordinator
Northern Health	Healthy Community Environments Lead
Toward Sustainable Consumption for Households	Research Assistant – Statistical Analysis of Household Occupant Data
Alberta Health Services	Population Health Consultant; strategic communications/media advocacy
Alberta Health Services	Population Health Consultant; strategic policy analysis
Occupational Health and Safety Agency for Healthcare (OHSAH) in BC	Senior Statistician
BC Regional Office of the Public Health Agency of Canada	Manager of the new Public Health Capacity and Knowledge Management Division
Public Health Agency of Canada (PHAC) BC/Yukon Regional Office	Part time Research Assistant; Community Action Program for Children (CAPC)
United Nations Development Programme	Junior Professional Officer (JPO) positions in Ghana and Ecuador
Occupational Health and Safety Agency for Healthcare (OHSAH) in BC	Grant-funded Research Coordinator
British Columbia Centre of Excellence for Women's Health	Knowledge Exchange Coordinator
Fraser Health Authority	Project Coordinator, Primary Care & Chronic Disease Management
UBC Centre for Brain Health	Research Associate in Dementia and Data Capacity Building in BC

COMMUNICATION OF CONCERNS

4.6.b 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 Chair of the Graduate Studies Committee or to the Chair of the Undergraduate Studies Committee as appropriate. Non-targeted concerns (i.e. those that don't relate to a particular member of the academic complement) are raised through a number of ways: (1) at annual town-hall meetings coordinated and chaired by the Dean or Associate Dean, (2) through the Graduate / Undergraduate Student Caucuses (who can raise concerns with various members of the Faculty of Health Sciences administration), (3) through individual written feedback to the unit, (4) through the 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 Faculty of Health Sciences (not including 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.

Student initiated roundtables have proven very useful to the overall improvement of the Public Health programs and the student experience within the Faculty of Health Sciences. Appendix 4.6.b provides a copy of a Roundtable Report submitted by MPH students in 2006. Nearly three years later, there is clear evidence that all of the substantive issues raised have been evaluated, responded to, and there have been significant quality improvements as a consequence.

There has been one semi-formal concern raised by the Graduate Student Caucus. This matter was explored by the Chair of the Graduate Studies Committee and new procedures were instituted to respond to the concern and prevent its future occurrence.

Public Health program students, as all students in the University, have access to formal avenues to raise concerns. Concerns related to harassment, discrimination or other forms of inadequate environmental conditions can be brought to the Director of the Human Rights Office. These concerns are independently investigated and procedures of remediation are handled in accordance with University Policy GP18. To the knowledge of the Faculty of Health Sciences, no such concerns have ever been discussed or raised with the Human Rights Office.

A second avenue for formal complaint is through the Graduate Student Association and the Undergraduate Student Association of Simon Fraser University. 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 policy encoded procedures for academic types of student concern, such as wishing to appeal grades, allegations of student dishonesty, etc. These are provided for in the corresponding policies which have been referred to in Chapter 2.

ADVISING AND CAREER COUNSELING SATISFACTION

4.6.c Information about student satisfaction with advising and career counseling services

The Faculty of Health Sciences has held town hall meetings in which the senior administration of the Faculty explores with students satisfaction about a variety of issues. Staff counseling and support was explored in the first town hall meeting, Minutes from these meeting are included as part of the Resource file to this self study. To date three town hall meetings have been held for undergraduate students (March 14, 2009, March 2, 2009 and March 5, 2009). There has been one town hall held last year for graduate students. Town hall meetings will be held on an annual basis going forward.

The Faculty of Health Sciences conducts workshop evaluations and student satisfaction surveys of all career workshops. The following two findings are noteworthy from these evaluations:

- The quality of career workshop sessions is rated very highly by Public Health programs participants with 96.7% indicating they felt the career workshops were good or very good.
- Nearly half of the participants (47%) indicated that they found the career sessions *very* useful.

Copies of workshop evaluations and student satisfaction of counseling services are provided in the Resource file as item 4.6.c.

CRITERION ASSESSMENT

4.6.d Assessment of the extent to which this criterion is met.

Strengths

- Simon Fraser University and has extensive career counseling and advising services available to students.
- The Faculty of Health Sciences supplements university-wide career counseling services with workshops targeted to core career search skills and to raising awareness about job opportunities directly related to Public Health program graduates area of training and expertise.
- The University and the Faculty of Health Sciences 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.
- Public Health programs students report high level satisfaction of career workshops.

Weaknesses

- The Faculty of Health Sciences believes that there are effective and multifaceted advising and career counseling programs, services and offices available at Simon Fraser University generally, which are effectively supplemented by the Faculty of Health Sciences. As a consequence there are fundamental weaknesses detected in this area at this time.

This Criterion is met.