

# **New Undergraduate and Graduate Degree Program New Program Brief Template**

The development of new undergraduate and graduate degree programs follows the protocol for new degree approvals as outlined in the York University Quality Assurance Process and also complies with the Quality Council's Quality Assurance Framework.

The Program Brief for new degree programs that require full approval includes two components for undergraduate programs and three components for graduate programs, as follows:

- program proposal, including letters of consultation/support and other relevant appendices
- curricula vitae of the faculty, including, for graduate programs, program-specific appointment criteria

To ensure that all of the evaluation criteria are addressed in the proposal under development, program proponents are required to submit the New Program Brief in the following format.

## **York University New Program Brief of the Graduate Programs in Global Health Submitted: September 2020**

## 1. Introduction

- 1.1 Provide a brief statement of the degree program(s) being proposed, including commentary on the appropriateness and consistency of the degree designation(s) and program name with current usage in the discipline or area of study.

The Master's and PhD Programs in Global Health will prepare future leaders who contribute to transformational change in global health through research, practice and policy. The Programs will cultivate critical and solutions-focused inquiry that unites expertise across multiple disciplines to foster integrative thinking and enable students to engage in independent, interdisciplinary original research that provides a foundation for advancing the next generation of leadership needed to overcome the global health challenges of the 21<sup>st</sup> century.

The importance of interdisciplinarity is based on its ability to foster innovative perspectives and concepts that hold the potential to solve often intractable problems.<sup>1</sup> Mathematician and astronomer, Pierre-Simon Laplace emphasized that “to discover is to bring together two ideas that were previously unlinked.”<sup>2</sup> The Canadian Institutes of Health Research (CIHR) recognizes the important role of interdisciplinarity as it advances collaboration between health and social sciences, through such funding initiatives as the Network for Global Governance Research on Infectious Disease (GGRID), that required collaboration among health and social scientist co-principal investigators and investigative teams. The new graduate offerings seek to leverage opportunities to foster interdisciplinarity across faculties in York University as well as in other universities through cotutelle opportunities.

The designations of Master of Arts and PhD in Global Health reflect the interdisciplinary nature of international global health programs. The University of Washington offers both an interdisciplinary PhD in Global Health that links global health with metrics and implementation science, and a new professional Doctor of Global Health Leadership and Practice (DrGH) in 2021. The dual Masters in Public Health and Public Administration in Global Health at New York University Wagner Graduate School of Public Service builds on existing programs and emphasizes the importance of interdisciplinarity in the field. The University of Geneva PhD in Global Health uses a transdisciplinary approach through collaboration between the Faculty of Medicine and the Swiss School of Public Health with a focus on implementation research. The Karolinska Institute offers a Master's Program in Global Health. McMaster University recently launched a Doctoral Program in Global Health. Although the designation of Doctorate of Global Health for the proposed program aligns with the terminology of current interdisciplinary global health programs, more variation exists at the Master's level. McMaster University hosts a Master of Science in Global Health, for example, while the London School of Economics and Political Science hosts a Master of Science in Global Health Policy. Several Master of Public Health Programs include a concentration in Global Health such as the University of Alberta.

- 1.2 For graduate programs that wish to have a Quality Council endorsed field(s), please indicate the field(s) for each of the master's and PhD programs.

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<sup>1</sup> Gill, S. V.; Vessali, M.; Pratt, J. A.; Watts, S.; Pratt, J. S.; Raghavan, P.; DeSilva, J. M. The Importance of Interdisciplinary Research Training and Community Dissemination. *Clin. Transl. Sci.* 2015, 8, 611–614.

<sup>2</sup> Ramon y Cajal S. *Advice for a Young Investigator*. Cambridge, MA: MIT Press ; 1999s.

- 1.3 Provide a brief description of the method used of the development and preparation of the New Program Brief, including faculty and student input and involvement.

A Global Health Graduate Program Task Force with representation from the four schools and departments within the Faculty of Health was formed to develop and consult on the program model from 2017 to 2019. The Task Force engaged in consultations with the following series of experts in determining the optimal program model:

1. Dr. Tim Evans, Dean, School of Population and Global Health, McGill University
2. Dr. Liette Gilbert, Graduate Program Director, Environmental Studies, York University
3. Dr. Denise Gastaldo, Faculty of Public Health, University of Toronto
4. Dr. John Frank, Director, Scottish Collaboration for Public Health Research and Policy ([www.scphrp.ac.uk](http://www.scphrp.ac.uk)); Chair, Public Health Research and Policy, Usher Institute of Population Health Sciences and Informatics, University of Edinburgh
5. Dr. Julio Frenk, President, University of Miami and former Dean, School of Public Health, Harvard University
6. Michaela Hynie, President, Canadian Association for Refugees and Forced Migration Studies (CARFNS) and Professor, Psychology, York University

A Graduate Program in Global Health Committee was formed to draft the proposal in August 2019, comprised of four continuing and five new Global Health faculty members of the new School of Global Health.

- 1.4 Indicate the Faculty/unit in which the program will be housed (for undergraduate programs) or anchored (for graduate programs).

The program will be anchored in the new School of Global Health, in the Faculty of Health, which was approved by the York University Board of Governors in March 2020.

## **2. General Objectives of the Program**

- 2.1 Provide a brief description of the general objectives of the program.

The Master's and Doctoral Programs in Global Health aim to prepare future leaders in research, practice and policy-related scholarly pursuits, who contribute to transformational change in global health. The program seeks to cultivate critical and solutions-focused inquiry that unites expertise across multiple disciplines to enable students to engage in interdisciplinary original research that provides a foundation for advancing the next generation of leadership needed to address the global health challenges of the 21<sup>st</sup> century. Applicants will be matched with an appropriate academic supervisor/mentor as a condition of admission, and an independent learning plan (ILP) will be developed and refined to empower students to customize their learning toward innovative enquiry and solutions. Exposure to multiple disciplinary fields will support students to engage in integrative interdisciplinary research that advances leadership in transformative change in global health. Graduates will acquire skills to work in the interface between science and governance in order to realize research impact on policy and practice. The programs emphasize transdisciplinary research approaches and leadership with the potential to hasten cooperation to advance global health solutions. The programs are thus designed to attract existing as well as future leaders.

A critically-oriented, solutions-based approach to graduate projects will be adopted that may encompass design methodologies. The Program requirements will include a core course comprised of modules, and a seminar course supported by the Dahdaleh Institute for Global Health Research. Guided by an ILP developed in cooperation with their advisory committee, students will take additional courses or training opportunities that support their area of research and development of a skill set around a hybrid disciplinary space. Theoretical lenses will be identified to guide in depth analysis of the issues addressed. Collaboration will occur across faculties at York University to support this approach. A cotutelle model with faculty in other universities whose expertise aligns with a student project will be based on student interest and creativity.

A further objective is to encourage international applicants including those from low- and middle-income countries (LMICs) to enhance diversity and equity in Program access in partnership with the United Nations Institute for Training and Research (UNITAR). CIFAL, the French acronym for International Training Centres established in collaboration between UNITAR and host local institutions, acts as a hub for sharing knowledge and building capacity around the world. CIFAL York is the first designated UN Training Centre in Canada and will support the following areas: Health and Development, Disaster and Emergency Management, Entrepreneurship and Economic Development, Diversity and Inclusion and Advancing the UN's Sustainable Development Goals. With the support of UNITAR (letter enclosed) and CIFAL York, the experience and outreach of program faculty members and York University Advancement, we are committed to identifying and securing sources of scholarships and bursaries for Visa students. As LMIC students have the greatest need and face the greatest barriers, they will be the prime focus of our scholarship and bursary activities.

The doctoral research contribution will involve either a dissertation or a portfolio that will vary based on the issue and solution addressed, including one or more of the following: publications in peer-reviewed journals, a multilateral team project that addresses a global health issue such as the design of a model program, policy or an international law or treaty, where “multilateral” means working across international or inter-nation state institutions, UN agencies, and or across sectors including civil society, the private sector, and individual or multiple governments.

**Dual PhD example:** As part of the unique design of our programs, students may complete a dual PhD. As an example, students in a joint PhD Program in Global Health and Law would fulfill the required courses and comprehensives in both programs (see Letter of support from Osgood Hall Law School). The dissertation could be jointly completed between the two programs. The PhD in Global Health Core Course and Seminar Series Course could be electives in the Law Program. The courses in the Law Program would be included in a student's ILP.

**Professional stream example:** Dr. James Orbinski emphasizes the value of academic work that takes a critical problem-solving approach and is highly applied. A doctoral candidate who develops new tools using artificial intelligence for safe water optimization in refugee settings, or who re-imagines and re-designs the approach that Médecins Sans Frontiers (MSF) or another NGO uses for program evaluation would make a significant contribution to the field of global health. York University is a large university with faculty who could support research and applied projects across a wide range of areas. Given an appropriate ILP, a doctoral candidate who attains a background in law through their ILP could develop a draft international treaty.

The Master's research contribution will consist of a Major Research Paper (MRP).

The PhD Program will be designed to accommodate the following without additional adaptations:

- academic PhD (full-time traditional) (thesis, articles);
- professional PhD (full- or part-time; portfolio comprised of projects such as the design of a program, policy or draft international legislation potentially in collaboration with a multilateral team);
- joint PhD with other universities (cotutelle);
- collaborative PhD with another PhD Program at York University that would involve separate admission and fulfillment of course and comprehensive requirements for each PhD Program, and one interdisciplinary PhD dissertation common to both programs.

2.2 Describe how the general objectives of the program align with University and Faculty missions and academic plans.

The proposed Master's and PhD in Global Health align with the York University Plan (UAP) (2015-2020) in that it is progressive, offering an innovative approach to graduate education whose goal is to solve problems and develop new understandings and solutions to enhance social justice and equity. In developing leading-edge innovative solutions, the programs will attract the highest calibre of applicants. Such innovation will support academic quality, student success and engagement and outreach to such multilateral organizations as the World Health Organization (WHO), United Nations Children's Fund (UNICEF), as well as to nongovernmental organizations (NGOs). The goals of the UAP refer specifically to Global Health as an innovative new area in which York is uniquely positioned to demonstrate leadership in innovation: "Strengthening York's institutional gravitas by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York can demonstrate leadership such as global health..." (page 9). The UAP further emphasizes strengthening comprehensiveness and interdisciplinarity by developing innovative degree programs including those in health. The UAP also encourages the creation of more Faculty-spanning curricula that draw on more than one academic unit. The transdisciplinary nature of the proposed program is designed with a Faculty-spanning approach as a fundamental tenant.

From the perspective of the Strategic Mandate Agreement (2017-2020), the proposal supports York's vision "to strengthen our reputation for pedagogical innovation and excellence" through innovative pedagogic approaches, research and scholarship as currently proposed (page 5). The proposed Master's and PhD in Global Health would enhance the reputation of York as a global centre for interdisciplinary and transdisciplinary scholarship that meets needs associated with the global knowledge economy.

### 3. Need and Demand

3.1 Identify similar programs offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed program.

This is the first offering of graduate programs in Global Health at York University, such that duplication is not anticipated. In Ontario, McMaster University offers a course-based M.Sc. in Global Health and recently launched a PhD Program in Global Health.

The proposed programs are unique in involving the creation of a new *interdisciplinary* program from the ground-up. Other Master and doctoral programs that involve Global Health are in Public Health, Health

Science or Epidemiology with a specialization in Global Health that are more public health oriented and draw less deeply on social science theory. The University of Toronto PhD Program in Public Health, for example, includes a Collaborative Specialization in Global Health. Simon Fraser University hosts a PhD Program in Health Sciences, with a concentration in Global Health.

The pedagogic innovation in the current proposal is the emphasis on the social sciences including public policy, governance, systems and design thinking guided by interdisciplinary theoretical orientations, with the potential to incorporate the fields of Environmental Studies, Engineering, Law, Management, Public Health, Fine Arts, Science and Liberal Arts and Professional Studies. The ultimate goal is to foster disruptive social innovations, catalytic change, a new cadre of graduate leaders who are not defined by one specific methodological or technical or substantive area of expertise but rather the ability to synergize from many.

Although the McMaster Doctoral Program may appear similar, the foundation of the York University Program based on interdisciplinarity supported by advisory committee members in different disciplines, core courses tailored to emphasize an interdisciplinary approach, and inclusion of a portfolio model as the research contribution distinguish the proposed Program. Interdisciplinarity will be guided by the project interests of each candidate, who will be invited to approach the analysis and definition of the issue they address by bringing a range of theories, knowledge domains and solutions to bear on the problem that distinguishes the new programs from other offerings. The critical orientation and solutions-based approach further make the programs distinct.

As faculty members in the Global Health Programs are renowned for their expertise in responding to global health issues that are emergent, dynamic, and multi-sectoral in nature in a research-informed manner, the Programs are uniquely positioned to educate individuals in the skills required to advance key global health outcomes.

3.2 Provide brief description of the need and demand for the proposed program, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

A demand exists for graduate programs that offer theories and knowledge concerning the nature of current global health challenges and identify a path forward to design, implement and evaluate change. In the graduate committee's consultations with global health experts, a representative of the World Bank stressed the need for advanced degrees that enable graduates to address emergent problems creatively, including the skills to support multilateral cooperation that fosters institutional mobilization to address complex issues. These include international coordination in response to emergent disease threats such as the Novel Corona Virus (COVID-2019) pandemic, international regulatory measures to prevent zoonotic viral transmission (that led to the emergence of SARS and COVID-19) as well as antimicrobial resistance. A letter of support from UNITAR confirms the need and demand for the Program and their interest in partnering in its roll-out and implementation.

As nation-states become more fluid, skills in developing transnational strategic partnerships and global health diplomacy become more important. The WHO has instituted a pluralistic architecture around Global Health and requires trained individuals able to determine how NGOs and multilateral organizations can best

align their approaches to support those engaged in addressing Global Health issues. The WHO further seeks ways to integrate and apply systems thinking. For example, School of Global Health faculty member Professor Tarra Penney supports the WHO European regional office to develop resources to integrate systems thinking into practice, as an important element of its new programs. Professor Daftary supports the WHO Global TB program to formally integrate patient values into global guideline development for clinical TB practice. Professor Steven Hoffman chairs the UN Committee developing guidelines for Covid-19 research. Professor A.M Viens is a member of the WHO Antimicrobial Resistance Panel, the Public Health Ontario Public Health Ethics Working Group, and the Public Health Agency of Canada's Public Health Ethics Consultative Group. Professor Mary Wiktorowicz advised the Ontario Ministry of Health and Long Term Care Mental Health and Addictions Leadership Advisory Committee concerning governance considerations in the expansion of mental health care, as well as the Canadian House of Commons Standing Committee on Health and the Senate Standing Committee on Social Affairs, Science and Technology on policy approaches to enhance pharmaceutical safety. Graduates of the program mentored by these scholars would be positioned to make similar contribution to governments, multilateral organizations, NGOs and the philanthropic sector. In addition, with the growth in graduate programs in Global Health internationally, a demand exists for scholars with insights developed through interdisciplinary research to lead, conduct research and teach in these new academic and research programs in universities, as well as in research, policy, product or services-oriented divisions of government ministries, multilateral agencies, NGOs, the private sector, and foundations.

Given the rapid rate with which knowledge changes, the proposed program will ensure that graduates are prepared to adapt to change in the manner in which knowledge is gathered and analyzed. The programs will target mature candidates with prior experience in global health or related areas who are interested in becoming agents of transformational change: this will reinforce the 'agents of change' theme of the York University BA and BSc Honours Programs in Global Health.

As the format of the proposed programs most resemble the PhD in Environmental Studies at York, the compelling demand for graduates of the Environmental Studies Doctoral and Master Program in academia, government and NGOs suggests the proposed program is based on a sound model. The innovative nature of and interdisciplinary skills the proposed programs will foster will enable graduates to move beyond silo-thinking and position them to be in high demand. Please see letters from a graduate student in a similar program enclosed.

#### **4. Program Content and Curriculum**

4.1 Describe the program requirements, including the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique curriculum or program innovations or creative components.

The Programs are designed with four components: (i) the Core Course fosters a common baseline conceptual language and understanding of what constitutes Global Health, and a focus on mixed and transdisciplinary methods; (ii) the Seminar Course ensures Program breadth, while the (iii) Independent Learning Plan (ILP) with additional *courses and/or training* and a *comprehensive evaluation* and (iv) the dissertation/thesis/portfolio will ensure academic depth and advancement of new knowledge. In the third and fourth years: (i) PhD students in the academic stream will propose, conduct and publish dissertation

research; (ii) students in the professionally-oriented PhD stream will propose, lead, complete and publish a portfolio comprised of a defined project or set of projects.

### **Program requirements:**

#### **Year 1**

1. Completion of a Core Course comprised of several disciplinary modules in the first year;
2. Approval of an ILP by the advisory committee guided by an ILP framework normally through a 3-stage process:
  - i. a preliminary ILP in the first four months;
  - ii. a revised and refined ILP at eight months; and
  - iii. a finalized ILP approved by the advisory committee at the end of the first year.

The ILP involves the development of learning objectives and specifies the strategies to achieve them with reference to additional for-credit courses students may access from among the wide array of disciplinary graduate courses York University offers and the conceptual, content and analytic skills required to undertake their original research or practical project. To clarify expectations for both the student and advisory committee, an ILP framework will be developed that determines any additional courses, mentoring or learning experiences required. Development of the ILP will consider the student's prior disciplinary preparation, area of concentration and research or practice focus in order to identify additional for-credit graduate courses across York University that will support the development of needed theoretical, methodological, conceptual, practical or content depth.

Applicants will submit a proposed preliminary ILP as part of their application and be matched with an appropriate academic supervisor/mentor as a condition of admission; their proposed ILP will be further developed and refined to empower students to customize their learning toward innovative enquiry and solutions. Advisory committee members will support student access to a broad array of disciplinary for-credit graduate courses and other appropriate resources across York University to fulfill their ILP.

3. Participation in the Global Health Seminar Course throughout all years of study to enable a period of enculturation within the graduate program; with remote participation to be considered. In order to foster transdisciplinarity, faculty discussants from different disciplines will be invited.

#### **Year 2**

4. Comprehensive evaluation that the student orally defends in the second year (18 months) based on the following:
  - i. A literature review paper focused on the student's research area that incorporates a critical analysis;
  - ii. Implementation of and successful progress along the ILP including completed courses;
  - iii. Submission of a proposal for a dissertation or portfolio that identifies a research question, theoretical orientation and methodological approach;
  - iv. Reference to new publications authored by the student

Students will demonstrate an in-depth understanding of the scholarly literature and methodological approaches in their field of global health. Students will further demonstrate an appreciation of how their work fits within the broader field of global health and its limitations. The evaluation will be



assessed by the advisory committee and adjudicated by an internal/external faculty member on a pass/fail basis. Students will also be given an opportunity to assess/comment on the mentorship process at this stage.

5. Examples of archetypal PhD ILP courses:

- i. *Quantitative analysis*  
SOC 6112 3.0 Quantitative Analysis  
KAHS 6020 3.0 Multivariate Analysis and Design  
ECON 5025 3.0 Applied Econometrics
- ii. *Development of a draft global health treaty:*  
GS LAW 3.0 6610: Legal Research  
HIST 5590 3.0 Transnational and Global Histories  
GS/SLST 6005 3.0 Advanced Research Strategies in Socio-Legal Methods
- iii. *Global health equity and feminist approaches:*  
EU/ENVS 5106 3.00 Critical Perspectives on Race, Gender and Environment  
GFWS 6008 3.0: Feminist Research Methodologies and Methods  
GFWS 6225 3.0 Feminism in Black Africa
- iv. *Global governance of antimicrobial resistance, urbanization and equity:*  
ENVS 6173 3.0 Planning and Politics  
KAHS 6030 3.0 Qualitative Research Methods  
GS POLS 6410 6.0 The Study of Comparative Politics
- v. *Global health emergency management:*  
DEMS 5082 3.0 Disaster and Emergency Management: Medical and Public Health Issues for Non-medical personnel  
DEMS 6073 Public Capacities for Disaster Management (Public Policy, Governance & International Response)  
ANTH 5225 3.0 Global Health
- vi. *Global Indigenous health and policy*  
ENVS 6152 3.0 Reshaping research with Indigenous Peoples  
POLS 6145 3.0 Indigenous Politics: Decolonization or “Development”?  
ANTH 5135 3.0 Globalization and Cultural Identities  
SOWK 5030 3.0 Oppression and Intersectionality
- vii. *Applied critical and visual qualitative approaches:*  
SOC 6060 3.00 Qualitative Methods of Research  
ANTH 2130 6.00 Anthropology Through the Visual: Images of Resistance/Irresistible Images  
PRWR 4800 3.00 Advanced Workshop 1: Visual Information and Document Design  
FILM 6254 3.00 Critical Visualization as Media Practice: Connecting Data to Social Practice  
SPTH 6104 6.00 Social and Political Thought: Theories, Approaches, and Methods

6. Submission of a major research paper in the second year for Master’s students;

### Years 3 and 4

7. Completion of a dissertation, submission of a series of publications to peer-reviewed journals or development of a portfolio that includes a collaborative project in the third and fourth years of the PhD programs. The dissertation will contribute original intellectual, legal or policy analysis and recommendations. Original global health research contributions may be based on any disciplinary perspective as long as they adhere to a tradition of excellence in the particular discipline. The portfolio will involve the creation, design and/or evaluation of a complex global health policy or program. The portfolio project(s) may be based on the student's professional network, or organizations identified by the student's advisory committee given their interest and expertise, or a combination.
8. Portfolio of research, program or policy directed outputs will vary in their: 1) medium (e.g., written or artistic outputs); 2) content (e.g., a single major project or series of smaller related projects); and 3) number (e.g., publication/s, book/chapters, exhibition/s). Projects may include: 1) a multilateral team project that addresses a global health issue such as the design of a model program, policy or an international law or treaty, where "multilateral" would involve coordinating across international or inter-nation state institutions, UN agencies, and/or across sectors including civil society, the private sector, and individual or multiple governments or such sectors as health, trade, the environment; or 2) a project that critically addresses a particular global health issue from multiple disciplinary angles.

Archetype portfolio project examples:

- i. a policy brief that involves summarizing the evidence concerning: a) a contemporary issue; b) potential policy approaches to address it; and c) a policy recommendation;
- ii. a business plan to support the case for government or NGO project, program or initiative funding (one-time or on-going);
- iii. a strategic plan for an organization, project or program initiative;
- iv. stakeholder analysis to inform the implementation of a new health intervention, policy, law or treaty;
- v. an evaluation scope of work that entails negotiation across multiple sectors, organizations or parties;

4.2 Provide a list of courses that will be offered in support of the program. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

1. IHST 6000 6.0 Fostering Transformative Change in Global Health

Comprised of course modules:

1. How do people see the world? (Global and Non-state Actor Policy Frameworks)
  2. How do researchers understand the world? (Methodologies and Global Health: complex evaluation)
  3. How do leaders shape the world? (Governance, Ethics and Law)
2. IHST 6100 6.0 Critical Perspectives in Global Health Seminar
  3. IHST 6110 6.0 Critical Perspectives in Global Health Seminar
  4. IHST 6120 6.0 Critical Perspectives in Global Health Seminar

4.3 For undergraduate programs, comment on the anticipated class sizes. For graduate programs, comment on how the course offerings will ensure that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses.

A minimum of two-thirds of the course requirements will be graduate-level courses, including the required courses above and the majority of related courses added in students' ILPs.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate Calendar or Graduate Calendar, as appropriate.

See **Appendix 2, Program Requirements** in the Graduate Calendar.

## 5. Program Structure, Learning Outcomes and Assessment

*The intent of this section is to provide reviewers with an understanding of the knowledge, methodologies, and skills students will have acquired by the time they complete the program (i.e. the program learning outcomes), including the appropriateness of the program learning outcomes and how they will be supported and demonstrated. With that in mind, and with explicit reference to the relevant degree level expectations, it would be useful to focus on what students in the program will know and/or be able to do by the end of a defined period of time and how that knowledge, methodology and/or skill will be supported and demonstrated.*

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

### **Program learning outcomes:**

### **How program learning outcomes align with degree level expectations:**

Please see **Appendix 3** and **4** for the program learning outcomes associated with the Master's and PhD programs, that describe how the learning outcomes align with and meet the Degree Level Expectations. The dissertation proposal and defense will demonstrate student mastery of the theories and methodologic approaches that the student will use in their portfolio or research contribution.

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s) for degree completion. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

See Appendices 3 and 4: Graduate Degree Level Expectations and Learning Outcomes (Masters-Level, Doctoral-Level)

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations. The guidance provided on the Quality Council's website (see [QAF - Assessment of Teaching and Learning](#)) may prove helpful as you consider your response.

See Appendices 3 and 4: Graduate Degree Level Expectations and Learning Outcomes (Masters-Level, Doctoral-Level)

A note about the role of comprehensive exams. Canadian doctoral programs are often characterized by the inclusion of comprehensive exams. The purpose of these predetermined examinations is to ensure an adequate breadth and depth of disciplinary knowledge. Students are familiarized with the major works and issues in their discipline of study prior to undertaking their dissertation work. European doctoral programs are also focused on developing a breadth and depth of disciplinary knowledge, however this is done with a greater emphasis on close mentorship and self-directed learning that is integrated with planning and conducting research rather than prior to commencing the research component. Given the applied, trans-disciplinary nature of global health, our program will ensure a breadth and depth of disciplinary knowledge through elements of both of these approaches. The program will include directed course work, ILPs, seminars and the proposal for dissertation/portfolio. All of these milestones will need to meet the highest standards of scholarship and demonstrate a breadth and depth of knowledge of global health broadly, but also the important disciplinary knowledge directly relevant to the aspect of global health that underpins their doctoral work.

5.4 Describe how the level of performance of students will be documented and demonstrated, including the progression requirements for the degree program and the graduation requirements. Graduate programs should include [information on academic standing](#) and how progress is monitored through [regulations via degree types](#);

A thesis supervisory committee will meet annually with the student to discuss their Report on Progress and submit a completed copy of the Report to the graduate program director after the meeting.

### **PhD Progression requirements:**

#### **1. First year:**

1. An Independent Learning Plan (ILP) will delineate the student's learning objectives and strategies to achieve them with reference to the courses the student will take and skills that need to be acquired to undertake original research in the area identified. An iterative process will involve approval of a preliminary ILP in the first four months, a refined ILP at eight months, and a final learning plan by the end of the first year, approved by the PhD advisory committee that will include:
  1. Summary of the issue to be addressed;
  2. Strategies to acquire the needed skills and content including additional course(s) (beyond the core courses) that would ensure the breadth and depth of knowledge needed to address the research question(s) and the rationale for the course(s);

3. Draft research question(s);
4. Theories the student wishes to explore to guide their analysis;
5. Methodologic approach;
6. Student learning objectives
7. The supervisor and one advisory committee member will be secured
2. Completion of a core course comprised of several modules. Progression in the PhD Program requires an A standing in the course.
3. Completion of the global health seminar series throughout all years of study to enable a period of enculturation within the graduate program (remote participation may be possible). Seminar series participation will require students to regularly attend, engage in discussion and present their planned thesis/dissertation/portfolio.

## 2. **Second year:**

1. Submission and oral defense of a comprehensive evaluation that includes: i) literature review that critically summarizes the findings; ii) finalized ILP; iii) dissertation/portfolio proposal that identifies the research questions, defines the theory and methodologic approach that will guide the research to ensure the highest standards of scholarship are met; and iv) publications the student authors are discussed;
2. Participation in the Seminar Series and presentation of the dissertation/portfolio proposal;
3. Identification of the supervisor and two advisory committee members;
4. Completion of additional courses or training identified in ILP;
5. Submission of research project for ethics review (if applicable)

## 3. **Third and fourth years:**

1. Data collection, analysis and related field work that meets standards of excellence applicable to the disciplinary field chosen;
2. Draft and complete the dissertation or develop and a portfolio that includes leadership of a project or set of projects, and submit a series of publications to peer-reviewed journals. The dissertation, publications or portfolio will contribute novel intellectual, legal or policy analysis and recommendations, the evaluation or design of a complex global health policy or program.
3. Participate in and offer a research-based seminar in the Global Health Seminar course;
4. Oral defense of the dissertation, publications or portfolio

An annual progress report is submitted to the Graduate Program Director in the spring of each academic year following discussion with the advisory committee.

### **Master's Progression requirements:**

Should a student not pass their PhD Comprehensive evaluation, but demonstrate competence at the Master's level, they would be invited to complete the Master of Global Health. In other cases (where competence at the Master's level is not demonstrated), they would be unable to continue in the program.

## 1. **First year:**

1. Approval of an ILP by the Master's advisory committee consisting of:

1. literature review paper focused on the issue to be addressed that critically synthesizes the findings;
  2. research question(s);
  3. theories that guide the analysis;
  4. methodologic approach;
  5. additional courses (beyond the core courses) that would enable the breadth and depth of knowledge needed to address the research question(s) and the rationale for these courses;
  6. identity of the supervisor and two advisory committee members
2. Completion of a core course comprised of several modules;
  3. Participation in the global health seminar series in both years of study to enable a period of enculturation within the graduate program;

## **2. Second year:**

1. submission of a major research paper (MRP) based on the literature review;
2. participation and possible contribution of a seminar based on the MRP in the Seminar Series;
3. oral defense of the major research paper

5.5 For graduate programs, indicate the normal full-time program length (i.e. the length of time in terms in which full-time students are expected to complete the program) including a description of how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period. Indicate if the program will be available on a part-time basis, and, if applicable, explain how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed on a part-time basis.

The time-to-completion for the PhD Program will normally be 4 years (maximum of 6 years). Student time-to-completion will be supported through monthly, quarterly or bi-annual meetings with the supervisor and an annual meeting of the advisory committee. The frequency of meetings will be agreed to by the student and supervisor in the first month of the program.

The time-to-completion for the Master's Program will normally be 2 years from the time the student enters the Global Health Program. The literature review completed as part of the comprehensive evaluation would contribute to the MRP. Student time-to-completion will be encouraged through monthly, quarterly or bi-annual meetings with the supervisor and annual meetings of the advisory committee.

5.6 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the program learning outcomes.

The mode of delivery will include the core course, IHST 6000 6.0 Fostering Transformative Change in Global Health comprised of three modules: 1) How do people see the world? (Global and Non-state Actor Policy Frameworks); 2) How do researchers understand the world? (Methodologies and Global Health, Complex Evaluation); 3) How do leaders shape the world? (Governance, Ethics and Law) offered as in-class modules in early May and the end of August to offer maximal flexibility for students to engage in experiential opportunities.

The seminar courses GH 6100 6.0, GH 6110 6.0, GH 6120 6.0 and GH 6120 6.0 Critical Perspectives in Global Health Seminar will be offered in fall and winter terms. Students participate and present their research in the seminar: 1) thesis/research proposal (2<sup>nd</sup> year); 2) dissertation research findings (4<sup>th</sup> year).

5.7 The UAP 2015-2020 indicates that York will “incorporate to the extent possible an experiential component in every program” which may include classroom-based activities, community based learning or internships and coop. Describe the experiential learning components that will be available to students through this program and how these will be sustained.

The programs incorporates experiential education in two important ways. First, most students will address and develop a solution to a current global health issue through their research or project portfolio by engaging in field research. Second, the seminar series will profile scholars’ and students’ research as well as NGO leader initiatives, that will offer students an opportunity to engage in reflection and dialogue concerning the issues discussed that forms part of their experiential education.

## **6. Admission Requirements**

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

Direct admission to the Master’s degree is not planned. Instead, doctoral students who do not meet progression requirements and demonstrate competence at the Master’s level may be offered an option to complete the Master’s Program.

The admission requirements for the Doctoral Program will normally include the completion of a thesis-based Master’s degree in any field from a recognized post-secondary institution with an A- average. In exceptional cases, a student with an honours degree may be admitted. Applicants without a thesis-based Master’s including those who hold a professional degree (e.g. in medicine or law) must reflect on and propose an innovative ILP that accounts for the research skills they will need to acquire, a project concept and two years engagement in field work in a global health related program or initiative.

Three letters of reference, a statement of interest, a proposal for an ILP and a writing sample will be required. Reference letters may be from field-based, professional or academic referees. An interview and other documentation may also be required at the discretion of the program.

6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

## **7. Resources**

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

The faculty are comprised of leading senior, mid-career and recently appointed scholars with a wide range of interdisciplinary expertise to support the program. Student supervisors will be comprised of

faculty members in the School of Global Health, while advisory committee members could include scholars in other faculties and universities through a cotutelle model. Senior scholars include:

**Professor Steven J. Hoffman** is the Dahdaleh Distinguished Chair in Global Governance and Legal Epidemiology and a Professor of Global Health, Law, and Political Science at York University, the Director of the [Global Strategy Lab](#), the Director of the WHO Collaborating Centre on Global Governance of Antimicrobial Resistance, and the Scientific Director of the CIHR [Institute of Population & Public Health at the Canadian Institutes of Health Research](#). He holds a courtesy appointment as a Professor of Health Research Methods, Evidence and Impact (Part-Time) at McMaster University. He is an international lawyer licensed in both Ontario and New York who specializes in global health law, global governance and institutional design. His research leverages various methodological approaches to craft global strategies that better address transnational health threats and social inequalities. Past studies have focused on access to medicines, antimicrobial resistance, pandemics and tobacco control.

**Professor James Orbinski** is Professor and Inaugural Director of York University's *Dahdaleh Institute for Global Health Research* (DIGHR). He is a medical doctor, a humanitarian practitioner and advocate, a best-selling author, and a leading scholar in global health whose research addresses global health and humanitarianism, global health foresighting and planetary health. His research includes modelling the health impacts of climate change; use of artificial intelligence in optimizing safe water in humanitarian crises; exploring the history and politics of global health and humanitarianism with a view to participating in shaping future research, policy and practice; exploring the use of distributed ledger technology for improved humanitarian supply chain management in humanitarian crises; policy and practice on Antimicrobial Resistance, and 21st Century ethical and governance challenges in Global Health.

**Professor Mary Wiktorowicz** addresses global health governance and policy. As co-Principle Investigator of the CIHR-funded Global One Health Network (Global 1HN), she leads a research enabling platform on the global governance of Infectious Disease and AMR. Her related research and publications address the transnational governance of pharmaceutical regulation, accountability frameworks underlying access to malaria prevention and treatment, and mental health governance and policy. She is Associate Director of the DIGHR and a member of the WHO Collaborating Centre on Global Governance of AMR.

Recently appointed faculty include: **Professor Amrita Daftary** whose research addresses Community Health and Health Policy. Amrita uses qualitative methods to study tuberculosis and HIV policy and practice, quality of care, and the structural determinants of tuberculosis stigma. She contributes to the human centered design and evaluation of interventions in South Africa and India, and will lead a transdisciplinary centre on tuberculosis at the Dahdaleh Institute for Global Health Research.

**Professor Oghenwede Eyawo** addresses Global Health Epidemiology and Public Health. With training in epidemiology, population and public health, his research interest is focused on precision-based global health and the application of epidemiological methods to examine patterns of morbidity, mortality and their potential effects among vulnerable populations of children, women and men. Dr. Eyawo is an expert advisor to the Global Burden of Disease Study (GBD), the largest accumulation of health data in history.

**Professor Tarra Penney** is Assistant Professor of Program and Policy Evaluation. Her research addresses population and planetary health with a particular interest in generating population level evidence to address the global syndemic of obesity, undernutrition and climate change. Professor Penney uses systems thinking and multiple methods to evaluate national policy and explore the role of the commercial sector in fostering healthy, sustainable and equitable food systems. She is a member of the DIGHR and the Global Strategy Lab and a visiting researcher at the MRC Epidemiology Unit at the University of Cambridge, UK. She has experience in epidemiology and national policy evaluation and has worked with national and international organisations in the area of food system transition including Cambridge Global Food Security, the Global Food Security Programme in London, UK and the development of systems methods for national policy development and evaluation in collaboration with WHO Europe.



**Professor Mathieu Poirier** is a social epidemiologist. His work ranges from evaluating international laws using a framework of global legal epidemiology, to developing innovative transnational health equity metrics and generates policy-relevant research on social determinants of health. He has led collaborative research projects throughout Latin America and the Caribbean and is a coordinator for the WHO Collaboration Centre on the Global Governance of Antimicrobial resistance.

**Professor A.M. Viens** is Associate Professor Global Health Policy. His research focuses on global health ethics and law, with a particular interest in demonstrating how philosophical analysis and regulatory theory should shape how we approach different issues within global health policy, practice and research (especially infectious diseases, disasters, health promotion, harm reduction). He has expertise in analysing how Legal Epidemiology and regulatory theory shape global health policy, practices, and research on infectious diseases. He is also a member of the DIGHR, the WHO Collaborating Centre for the Global Governance of Antimicrobial Resistance and the Global Strategy Lab.

Cross appointed faculty members include Associate Professor Claudia Chaufan, who addresses Health Policy and Medicine. She has an interdisciplinary background that spans medicine, sociology, philosophy and political economy. Her research incorporates an analysis of struggles against colonialism, imperialism, and capitalist globalization, and their implications for global health policy and equity. Current projects include an assessment of the corporatization of global health governance, a cross-national analysis of the ideology of moral hazard, and an assessment of active learning in global health instruction.

**Professor Peter Tsasis** addresses health management and complexity theory. His research contributions offer a paradigmatic shift in thinking about health and healthcare using complex systems science. His research focuses on interorganizational collaboration, learning health systems and organizational change. His latest research explores complexity within an interdisciplinary systems approach to chronic disease management. He co-edited a book entitled, *Innovative Healthcare Systems for the 21st Century* which draws on econometric, system dynamics and agent-based models.

**Professor Shahirose Premji** is Professor and Director of the School of Nursing. Her program of research investigates psychosocial, cultural and environmental factors as both risk factors and targets of intervention to prevent preterm birth in women in low and middle-income countries (Pakistan, Kenya, Tanzania). Her research also explores the transition of care of late preterm infants from hospital to community, and implementation research in integrating screening and management of depression within primary health care (China).

**Professor Kate Tilleczek** holds the Tier 1 Canada Research Chair in Youth, Education & Global Good in the Faculty of Education at York University and serves on the Executive Committee of the Dahdaleh Institute of Global Health Research. She is an educator, founder (in 2009), and Director of the Young Lives Research Laboratory which employs global, intercultural and interdisciplinary approaches to community-based research with/by/for marginalized young people and their communities to understand how they navigate the challenges of the Anthropocene. Her innovative, youth-centered research processes have led to re-imagining quality education for wellbeing and sustainable development for youth in a context wherein 2 billion young people comprise the largest planetary youth cohort in history. Professor Tilleczek is currently developing a Partnership for Youth and Planetary Wellbeing to investigate the newest social, educational and digital technology challenges for youth wellbeing, particularly in the social and economic contexts of the global pandemic. Working across countries and cultures with holistic models of wellbeing and ecological systems thinking, her research garners new understanding about the social development of young people and re-designing quality education with/by them in the nascent epoch of the Anthropocene.

**Margaret MacDonald** is Associate Professor of Anthropology at York University. As a medical anthropologist, her work explores how the cultures, actors, and objects of biomedicine, science, and technology (and their alternatives) shape our ideas and practices concerning health, illness and the body with a particular focus on reproduction. Her area of expertise in global health lies in the ethnographic analysis of global maternal health policy and implementation with a focus on Senegal, and especially the role of traditional birth attendants and new biomedical and communications technologies in this field.

She is co-editor of the forthcoming landmark volume, *Global Maternal Health Policy: From Policy Spaces to Sites of Practice* due out from Springer early next year.

**Professor Cary Wu** researches into the social determinants of health. He uses large scale survey data to explore power dynamics and health inequalities across diverse contexts. His work is often featured in national and international media forums including CBC Radio, Toronto Star, MacLean's, The Conversation, Financial Times, and Times Higher Education. Recently, he received funding support from the Canadian Institute of Health Research (CIHR) to study the social impacts of the COVID-19 pandemic.

**Professor Shital Desai** is Assistant Professor of Interaction Design in the Department of Design. Her research addresses health and wellbeing, with a particular focus on design of interactive products and services for older adults and children. Professor Desai uses human centred design and systemic design methods to develop a better understanding of the context and the people in the context and identify design solutions. She is an expert in Research in and through Design (RitD) practice of human centred design process, conducting user studies and evaluations, and developing iterative prototypes. She is a member of Vision: Science to applications (VISTA), YorkU Centre for Aging Research & Education (YU-CARE) and Sensorium. She is currently affiliated with the Inclusive Media & Design Centre at Ryerson University and the Dementia Aging Technology & Engagement lab at the University Health Network's Toronto Rehabilitation Institute, where she collaborates on various inclusive and accessible design research projects. She represents North America on World Health Organization's Dementia Knowledge Exchange peer review network.

**Professor Hala Tamim** is an epidemiologist whose research interests have focused on Maternal, Child, and Adolescent Health. She has extensive expertise in research methods and statistical analyses and has managed several community-based and multi-centre projects. She has worked extensively on the analysis of Canadian databases such as the Maternity Experience Survey, Canadian Community Health Survey, National Longitudinal Survey of Children and Youth, Aboriginal Peoples Survey, Canadian Longitudinal Study on Aging, and others. Currently, funded by SSHRC, she is the principal investigator of a project that assesses the integration of new parent Syrian refugees resettling in Canada by studying their transition pre versus post migration and comparing it to families that remain residing in Lebanon.

**Professor Roger Keil** (Faculty of Environmental and Urban Change) works at the intersection of global urbanization and (emerging) infectious disease. Having previously conducted research on SARS and the global city network, he is currently involved in an IDRC research effort on community responses to Ebola Virus Disease in urban regions in West Africa and the DRC (both with S. Harris Ali). He is doing ongoing comparative work with colleagues locally and internationally on the relationship of the COVID-19 and cities.

**Michaela Hynie** (Psychology, Centre for Refugee Studies) focuses on the development and evaluation of interventions that can strengthen social integration and inclusion in communities that have experienced social conflict or forced migration, whether through conflict or environmental change. This includes how psychological aspects of social inclusion are shaped by social networks, and the public and health sectors. Her approach promotes the collaboration of universities, community members and nongovernmental and governmental agencies to build on the strengths of each sector and ensure sustainability.

**Professor Kelly Thomson's** health-related research has generally focused on organization and patient safety. In collaboration with colleagues from the Hospital for Sick Children, she completed a study that considered how organization affects patient safety of complex patients, another that investigated how well prepared residents are to deal with adverse events and most recently a 10 site study of the implementation of a safety protocol in pediatric hospitals across North America. She also conducts research related to professionals who have migrated to Canada. She uses primarily qualitative research techniques combined with a range of critical theoretical perspectives including postcolonial theory and new materialisms.

**Professor Harvey Skinner's** main research focus is on Integrative Health – in particular, on elucidating models for promoting Global Mental Health that draw on Eastern, Indigenous and Western

worldviews and practices. A related interest is testing innovative techniques and process for educating and training health students and practitioners on Integrative Health practices.

**Martin Bunch** is a Professor in the Faculty of Environmental and Urban Change at York University. A human geographer by training, his research interests fall in the areas of environmental management, systems theory and methodology, and environment and health. The integrating theme among these is coupled human and natural systems, or social-ecological systems. Prof. Bunch has methodological expertise in adaptive management, soft systems methodology, ecosystem approaches, and geographical information systems (GIS) and brings these together in the application of ecosystem approaches to human health and well-being (the ecohealth approach).

Bunch's current and recent projects include the Ecological Footprint Initiative at York University; Quantifying absorptive, adaptive and transformative resilience of households in South Sudan with respect to food security (with World Vision); and development of a web-distributed Geographic Information System and Agent-based model to demonstrate links between ecosystems and human health in the Credit River Valley. Bunch also collaborates on the "Las Nubes" Project in Costa Rica, where he works with University partners and local stakeholders to develop a biological corridor and improve human well-being in a watershed near San Isidro. Past work includes applied projects in Chennai, India related to urban environmental management and poverty alleviation that informed the ecosystem approach using soft systems methodology and participatory action research.

**Idil Boran** is Associate Professor in the Department of Philosophy and Faculty Member at Dahdaleh Institute for Global Health Research at York University. At the Dahdaleh Institute, Professor Boran leads the [Synergies of Planetary Health Research Initiative](#). Professor Boran's research explores the new field of planetary health with a focus on governance synergies between climate change, biodiversity loss and human health, through empirically sound critical perspectives on the role of states, non-state actors, and global institutions. Adaptation to health impacts of climate change, the UN Sustainable Development Goals, nature-based solutions, and planetary boundaries are prominent areas of interest in her research. Professor Boran brings years of experience from UN Climate Change meetings, where she builds research partnerships, engages in policy discussions, and organizes official events and workshops in dialogue with practitioners jointly with the [German Development Institute / Deutsches Institut für Entwicklungspolitik \(DIE\)](#), located in Bonn, Germany, where she holds an affiliation as an Associate Researcher. Idil Boran is the author of [Political Theory and Global Climate Action: Recasting the Public Sphere](#) (London & New York; Routledge).

Students in the Global Health graduate program will benefit significantly from ongoing initiatives within the DIGHR, the Global Strategy Lab, WHO Collaborating Centre on the Global Governance of Antimicrobial Resistance and the CIHR-funded Global IHN of which one node is based at York University. The Global IHN and related research enable financial support for graduate students in Global Health. Flexible workspace will be available within the Dahdaleh Institute for Global Health Research for Global Health Graduate Students to work and informal space to engage in discussions.

Students will be required and encouraged to apply for external funding opportunities including through the following (our faculty have experience applying and being funded through many of these opportunities):

1. [Shastri Indo-Canadian Institute](#) (receive their funding from Global Affairs)
2. CIHR and SSHRC doctoral awards
3. IDRC doctoral awards

4. The Rockefeller Foundation
5. Thrasher Foundation
6. McKnight Foundation
7. Nestlé Foundation
8. NIH
9. USAID
10. European Union
11. DFID
12. UNICEF
13. CDC
14. Bill & Melinda Gates
15. [IC IMPACTS Centres for Excellence](#)

Specific to India. York may be added as a new university partner in Canada. (Professor A. Daftary was funded through IC Impacts that supports salaries for students and trainees.)

7.2 Comment on the anticipated role of retired faculty and contract instructors in the delivery of the program, as appropriate.

7.3 As appropriate, identify major laboratory facilities/equipment that will be available for use by undergraduate and/or graduate students and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

Students will have access to the DIGHR, the WHO Collaborating Centre for the Global Governance of Antimicrobial Resistance as well as the Global 1HN. Should a student wish to undertake a science-based project, the lab of their supervisor would accommodate and enable the research.

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

The existing Global Health suite on the 5<sup>th</sup> floor of the Dahdaleh Building will be renovated to accommodate shared office, meeting and drop in space for graduate students.

7.5 As appropriate, comment on academic supports and services, including information technology, that directly contribute to the academic quality of the program proposed.

The Program will benefit from access to library resources of the *Global Health Database* (OVID). Access to a librarian with expertise in conducting and supporting systematic reviews would be an asset. The Global Health Program will include lessons on how to conduct systematic and scoping reviews. A librarian who could offer sessions to equip our graduate students with this expertise would be highly beneficial.

7.6 For graduate programs, indicate financial support that will be provided to master's and/or PhD students, including how this support will be sufficient to ensure adequate quality and numbers of students. Comment on how supervisory loads will be distributed, as appropriate. Special attention should be paid to supervisory capacity for new PhD programs.

All domestic master's and doctoral students receive financial support from York University on admission to the program. Graduate students who maintain active registration, in full-time status, are eligible to receive funding opportunities. Sources for this funding are provided from, but not limited to, fellowships, teaching assistantships, graduate assistantships, research assistantships, as well as York Graduate Scholarships for our top-ranked students.

Appendix 5 outlines the funding available to students admitted to graduate studies at York University.

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

**Table 1 – Listing of Faculty**

*For undergraduate programs:* Identify all full-time faculty who will actively participate in delivering the program, as follows.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
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*For graduate programs:* Identify all full-time faculty, retired faculty, adjuncts and contract instructors who will be appointed to and who will actively participate in delivering the program, as follows:

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)		
			Area/Field 1	Area/Field 2	Area/Field 3
<i>Full Members (Note: does not apply to master's-only programs)</i>					
Amrita Daftary	Global Health	Yes	Global Health	Health Policy	Public Health
Oghenowede Eyawo	Global Health	Yes	Global Health	Public Health	Epidemiology
Steven Hoffman	Global Health	Yes	Global Health	Law	Political Science
James Orbinski	Global Health	Yes	Clinical Public Health	Medicine	International Relations
Tarra Penney	Global Health	Yes	Global Health	Health Policy and Evaluation	Epidemiology
Shahirose Premji	Global Health	No	Nursing	N/A	Health Policy
Mathieu Poirier	Global Health	Yes	Global Health	Political Science Health Policy	Public Health
A.M. Viens	Global Health	Yes	Global Health	Philosophy	Law
Mary Wiktorowicz	Global Health	Yes	Global Health	Health Policy	Public Administration
Claudia Chauhan	SHPM	No	Health Policy	N/A	Global Health

Peter Tsasis	SHPM	No	Health Management	Administrative Studies	Global Health
Margaret MacDonald	Anthropology	No	Anthropology	Women's Health	Global Health
Kelly Thomson	Administrative Studies	No	Administrative Studies	Health Management and Policy	N/A
Martin Bunch	Environmental Studies	No	Environmental Studies	Global Health	N/A
Roger Keil	Environmental Studie	No	Environmental Studies	Urban Planning	Global Health
Idil Boran	Philosophy	No	Philosophy	Global Health	N/A
Hala Tamim	Kinesiology and Health Science	No	Kinesiology and Health Science	Global Health	N/A
Michaela Hynie	Psychology	No	Psychology	Global Health	N/A
Kate Tilczek	Education	No	Education	Global Health	N/A
Harvey Skinner	Psychology	No	Global Health	Global Health Psychology	Public Health
Associate Members					
N/A	N/A	N/A	N/A	N/A	N/A
Members Emeriti					
N/A	N/A	N/A	N/A	N/A	N/A
Adjunct Members					
N/A	N/A	N/A	N/A	N/A	N/A
Instructor Members					
N/A	N/A	N/A	N/A	N/A	N/A

**Full Members** hold a tenure-track/tenured position at York University. They are eligible for the full range of teaching, examination and supervisory activities, including principal supervision doctoral dissertations.

**Associate Members** hold a tenure-track/tenured or contractually limited position at York University. They may be eligible for the full range of teaching, examination and supervisory activities, excluding principal supervision doctoral dissertations. They may serve as a co-supervisor of doctoral dissertations on the condition that the other co-supervisor is a full member of the graduate program.

**Members Emeriti** may be eligible to act as co-supervisor of doctoral dissertations and as the principal or as a co-supervisor of master's theses; may serve on supervisory and examining committees, and; may teach graduate course courses (including supervision of Major Research Papers/Projects).

**Adjunct Members** hold academic or professional positions external to York University, but whose academic and/or professional expertise is relevant to the graduate program in question. Adjunct members may be eligible to serve on supervisory committees but normally may not act as principal supervisor or co-supervisor of doctoral dissertations or master's theses. Adjunct members may be eligible to serve on examining committees but may not act as the Chair of or Dean's representative.

**Instructor Members** are eligible to teach a specific graduate course or courses, based on program need and the members' academic and/or professional expertise. The appointment is coincident with the terms over which the graduate course(s) is/are taught.

**Primary Graduate Program:** An individual may be appointed to more than one graduate program, in which event they shall designate one of the programs as their primary graduate program. Although this designation is intended to signify an individual's principal, but not exclusive, commitment in relation to graduate supervision, teaching and service, a faculty member may shift their principal commitments over the course of their career.

**Table 2 – Graduate Supervision**

*For graduate programs:* Identify the supervisorships of master's major research papers/projects (MRP), master's theses, doctoral dissertations, and post-doctoral students (PDF) by each faculty member who will be appointed to the proposed program completed within the past eight years and currently in progress.

Faculty Member	Completed (within past eight years)				In Progress			
	MRP	Thesis	Dissertation	PDF	MRP	Thesis	Dissertation	PDF
Full Members								
Amrita Daftary	0	0	0	0	0	0	0	1
Oghenowede Eyawo	1	0	0	0	0	0	2	0
Steven Hoffman	2	2	3	3	0	0	2	0
James Orbinski	0	19	5	3	1	0	4	7
Tarra Penney	0	1	1	0	2	0	0	1
Mathieu Poirier	0	0	0	0	1	0	0	0
A.M. Viens	0	1	0	0	0	0	2	1
Mary Wiktorowicz	11	1	1	4	3	2	5	1
Claudia Chauhan	6	0	0	0	6	0	5	0
Peter Tsisis	0	1	2	1	0	0	3	0
Harvey Skinner	0	7	9	0	0	0	1	0
Shahirose Premji	10	6	2	0	0	1	0	0

Kelly Thomson	0	0	0	0	0	0	0	0
Maggie MacDonald	1	7	0	0	2	0	4	0
Roger Keil	20	0	5	4	1	0	8	3
Idil Boran	3	0	0	0	1	0	2	0
Hala Tamim	0	4	5	0	0	4	1	0
Michaela Hynie	6	5	4	1	0	4	3	1
Kate Tilleczek	0	9	11	6	0	1	2	1
Shital Desai	0	6	22	0	0	5	17	0
Cary Wu	0	0	0	0	0	0	1	0
Martin Bunch	19	1	2	2	5	0	3	2
Associate Members								
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Members Emeriti								
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Adjunct Members								
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Table 3 – Research Funding Received by Faculty**

*For graduate programs:* Identify the research funding received for each of the past eight years by members who will be appointed to the proposed program. This table is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included in this table. Major equipment grants, which provide important resources for the work of faculty and students, may be listed separately.

	<b>Source</b>
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Year	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
Amrita Daftary	\$492,143	\$632,188 + US\$3,753,963 \$252,500 IC- IMPACTS \$334,688 OHTN \$45,000 Steinberg US\$3,101,475 NIH US\$652,488 BMGF	\$54,476 WHO	\$223,800 60,000 CIHR subaward 162,000 generic 1,800 PER
Oghenowede Eyawo	\$269,686	USD\$2,475,535	\$0	\$50,000
Steven Hoffman	\$8,292,958	GBP£10,985,464+ NOK24,661,965 kr \$886,511	\$255,259	\$8000
James Orbinski	<b>\$2,090,000</b> 25,000 CIHR 25,000 SSHRC 2,000,000 CIHR 25,000 SSHRC 15,000 CIHR	<b>\$3,470,000</b> 250,000 GCC 105,000 Dignitas 30,000 Hunter 850,000 Wellcome 250,000 GCC 285,000 Achmea 90,000 elhra 220,000 MSF-TIF 60,000 Morrison 130,000 Health Canada 1.2M IDRC	\$0	<b>\$30,076,800</b> 15,000 BSIA 1,800 PER 60,000 generic 30,000,0000 USAID
Tarra Penney	\$4,790,412 (CIHR)	\$264,500 (NIHR, Global food security, NSHRF)	\$96,500	\$50,000
Mathieu Poirier	\$39,058	\$0	\$0	\$21,155
A.M. Viens	\$3,927,342	\$0	\$39,000 (WHO) \$88,000 (Health Foundation UK)	\$12,000
Mary Wiktorowicz	\$5,364,574	\$356,000	\$0	\$12,000
Claudia Chaufan	\$0	\$0	\$12,276,537	\$28,508.26
Peter Tsasis	\$0	\$1,192,239	\$0	\$0
Harvey Skinner	\$727,357	\$202,636	\$72,800,000	\$0
Shahirose Premji	\$396,470 (Co- PI) \$1,212,009 (NPI) \$669,374	\$78,000	\$0	\$50,000

	\$4,250,000 (Co- inv) \$299,786 (Co- inv)	\$20,000 Shastri (ending July 2020)		
Kelly Thomson	\$165,000 \$200,000	N/A	N/A	\$100,000
Maggie MacDonald	Co: \$50,000. PI: \$8,375.	\$50,000	\$79,000	\$20,370.00
Roger Keil	\$3,233,000	Co: \$30,000.	0	\$205,000
Idil Boran	\$0	\$1,826,139	\$39,000	\$4,897.60
Hala Tamim	\$321,246 SSHRC \$90,000 SSHRC	\$5,945,000	\$0	\$15,000
Michaela Hynie	PI: \$1,644,648 Co: \$2,695,881	USD49,940 OSRA \$30,000 Mitacs As PI: \$321,624 CoP-Col: \$759,627	\$0 As PI: \$211,565 CoP-Col: \$60,000	PI: \$20,415 CoPI/Col: \$501,200
Kate Tilleczeck	<b>\$6,692,000</b> SSHRC; \$4,640,000 CIHR \$2,502,000	<b>\$6,135,000</b> Indigenous and Nother Affairs Canada: \$85,000 Global Affairs Canada: \$5,400,000 Arctic Net: \$200,000 Public Health Agency of Canada: \$400,000 Canadian Institute for Advanced Research: \$50,000	\$0	\$0
Shital Desai	\$446,912 (CIHR) (co-investigator)	PI: \$248,845	\$0	PI: \$38,600
Cary Wu	PI: \$176, 256 (CIHR) \$446,912 (CIHR) (co-investigator)	PI: \$20,154	\$0	\$0
Martin Bunch	\$386,531.00	\$120,546.34	\$127,958.00	\$56,710.00

## 8. Enrolment Projections

8.1 Indicate the anticipated implementation date (i.e. year and term of initial in-take), and provide details regarding the anticipated yearly in-take and projected steady-state enrolment target, including when steady-state will be achieved.

September 2023

Yearly intake will include 7 doctoral students (4 domestic; 3 international). Projected steady-state 27 doctoral students in 2027. It is anticipated that no more than one Master's will be awarded each year starting in 2024.

### Anticipated Enrolment - Eligible FTE

Academic year	Cohort Year 1	Cohort Year 2		Cohort Year 3	Cohort Year 4	Cohort Year 5	Total Enrolment		Graduated		Maturity
		Ph.D.	M.A.				Ph.D.	Ph.D.	Ph.D.	Ph.D.	
2023	7	0	0	0	0	0	0	7	0	0	
2024	7	0	7	0	0	0	0	14	0	0	
2025	7	0	7	7	0	0	0	21	0	0	
2026	7	1	6	7	7	0	1	27	1	7	Maturity
2027	7	0	7	6	7	0	0	27	0	7	
2028	7	0	7	7	6	0	0	27	0	6	
2029	7	0	7	7	7	1	0	28	0	7	
2030	7	1	6	7	7	0	1	27	1	7	

## 9. Support Statements

Support statements are required from:

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

June 2, 2020

Dear colleagues:

I wish to convey my enthusiastic and unequivocal support for the proposal to create new programs in global health at the masters and doctoral level.

Over the last thirty years, global health emerged and codified as a permeable yet distinct practice, academic and professional discipline. It is concerned with the global forces, factors and actors which shape health, illness and their determinants. It is concerned with transnational opportunities and interventions. It uses mixed methods and requires problem-based skill, knowledge and fluency across multiple domains to achieve relevance and excellence in research, policy and practice. The recent COVID-19 pandemic is but one of a growing series of events highlighting the need for more advanced practitioners and researchers capable of generating and implementing effective governance systems, surveillance and monitoring systems, as well as novel and rapid policy and service interventions.

The current proposal would create graduate education which is not only highly complementary to York's unique undergraduate degree in global health, but fill a significant national and international programming gap. The great majority of global health programs are nested within schools of medicine or public health. York's distinctive advantage is the opportunity to offer truly multi-disciplinary programs which include but go well beyond classic epidemiological and bio-medical paradigms. The proposed programs will enable students to explore a greater array of global health determinants, challenges, and solutions. The current proposal is cleverly designed to allow students to look at global health through the lens of various Sustainable Development Goals from climate change to humanitarianism. It has the flexibility to appeal to students seeking to become highly advanced global health practitioners, policy developers, researchers and/or academics.

The proposed programs are nicely aligned with the visions, missions and goals of both the Faculty of Health and the University at large, especially our desire for academic excellence, research, innovation, student support and community engagement.

The School of Global Health, and the Faculty of Health will provide a critical mass of professorial faculty to ensure success and sustainability. However, the program was specifically designed to engage (and encourage) scholars from multiple areas across the university to contribute in a variety of roles, as time, interest, and resources permit. Such interdisciplinary engagement will enrich student experience and success. These collaborations will facilitate complementary scholarly interests, research projects and funding opportunities.



The Faculty recently created and resourced the School of Global Health in anticipation that it would develop and host a graduate program. To date, these commitments include the provision of eight core faculty members with primary interests and expertise in global health as a wide range of expertise and disciplinary backgrounds. Our aim is to continue growing student enrolments and the faculty complement in the School over the next few years. In addition to core faculty within the School, a growing list of faculty in other Schools and Departments within and beyond Health are also keen to support the new graduate programs in global health by serving as co-supervisors, committee members, collaborators and funders. The new School of Global Health has been initially allocated more than 2,000 square feet of renovated space to co-host its faculty, staff and graduate students. Students will also have the opportunity to undertake research through various faculty lead research centres including the Dahdaleh Institute for Global Health Research and the Global Strategy Lab. The School currently has one and a half full time staff members and plans include another half time staff position to assist with the graduate program. All core faculty members are research active and many have large grants with capacity to support students as research assistants. A large and growing undergraduate program in global health provides multiple opportunities for teaching assistantships. Students will receive support to win external scholarships and awards. We expect success rates to be high given the quality of our faculty supervisors, the quality of the students we expect to apply, and the rapidly growing interest in global health from both research funders and health agencies. Finally, since we expect many of our students to be more mature, some are likely to receive support from current employers.

In summary, this dynamic and innovative proposal will fill a critical gap in the global marketplace in a field which has grown in both size and importance. It will further establish York University as a world leader in global health education and research. The proposal will significantly contribute to the vision, mission and goals of both the University and the Faculty of Health, especially with respect to multi and transdisciplinary programs and research. The highly novel and flexible program design will attract and meet the needs of high caliber students. Graduates will find employment in a wide range of national and global agencies, academic institutions, research centres, and policy think tanks. Finally, as its administrative host, the Faculty of Health will ensure that the program has sufficient resources to achieve and maintain success.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Paul McDonald', with a stylized flourish at the end.

Paul McDonald, PhD, FRSPH, FCAHS  
Professor and Dean

YORK



UNIVERSITÉ  
UNIVERSITY

FACULTY OF  
HEALTH

Office of the Dean

4700 Keele St.  
Toronto Ontario  
Canada M3J 1P3  
Tel 416 736 5031  
Fax 416 736 5760  
healthdn@yorku.ca  
www.health.yorku.ca

March 3, 2021

Dear colleagues:

I wish to convey my enthusiastic and unequivocal support for the proposal to create programs in global health at the masters and doctoral level. I read the very positive report from the external and fully support the responses provided by my colleagues from the School of Global Health. The revisions have added further value to what was already an exceptionally strong and innovative proposal.

Over the last thirty years global health emerged as a permeable yet distinct practice, academic and professional discipline. It is concerned with the global forces, factors and actors which shape health, illness and their determinants on a broad scale. It is concerned with transnational opportunities and interventions. It uses mixed methods and requires problem-based skill, knowledge and fluency across multiple domains to achieve relevance and excellence in research, policy and practice. The recent COVID-19 pandemic is but one of a growing series of events highlighting the need for more advanced practitioners and researchers capable of understanding complex multi-lateral environments and then generating and implementing effective governance systems, surveillance and monitoring systems, as well as novel and rapid policy and service interventions. Global health is not restricted to infectious and enteric diseases. Global events, policies, and contexts also shape the prevalence, prevention, control and treatment of non-communicable conditions such as diabetes, heart disease, cancer, mental illness, and chronic lung disease. The dynamic and emergent nature of global health is best served by moving beyond traditional graduate program elements and embracing a design which facilitates flexibility, innovation, and engages a cross section of learners able to tailor their experience to fill or enhance an array of global health leadership roles.

The current proposal would create graduate education which is not only highly complementary to York's unique undergraduate degree in global health, but fill a significant national and international programming gap. The majority of global health programs are nested within schools of medicine or public health. York's distinctive advantage is the opportunity to offer truly multi-disciplinary programs which include but also go well beyond classic epidemiological and bio-medical paradigms. The proposed programs will enable students to explore a greater array of global health determinants, challenges, and solutions. The program is cleverly designed to allow students to look at global health through the lens of various Sustainable Development Goals from climate change to humanitarianism. It has the flexibility to appeal to students seeking to become highly advanced global health practitioners, policy developers, researchers and/or academics. They will have the opportunity to develop perspectives and methods from the social sciences, natural and bio-medical sci



engineering and mathematical sciences, environmental sciences, law, the humanities, and more.

The proposed programs are nicely aligned with the visions, missions and goals of both the Faculty of Health and the University at large, especially our desire for academic excellence, research, innovation, student support and community engagement.

The School of Global Health, and the Faculty of Health will provide a critical mass of world class tenure stream faculty to ensure success and sustainability. However, the program was also designed to engage (and encourage) scholars from multiple areas across the university to contribute in a variety of roles, as time, interest, and resources permit. Such interdisciplinary engagement will enrich student experience and success. These collaborations will facilitate complementary scholarly interests, research projects and funding opportunities.

The Faculty recently created and is resourcing the School of Global Health in anticipation to accommodate high quality graduate programs. To date, these commitments include the provision of eight core faculty members with primary interests and expertise in global health as a wide range of expertise and disciplinary backgrounds. Searches for two more tenure stream positions, including a potential CRC Tier 2, are currently underway with the appointments expected to begin in either July 2021 or January 1, 2022. Our aim is to continue growing student enrolments and the faculty complement in the School over the next few years. In addition to core faculty within the School, we are grateful that several faculty in other Schools and Departments within and beyond the Faculty of Health have also expressed an interest in supporting the new graduate programs in global health by serving as co-supervisors, committee members, collaborators and funders. The new School of Global Health has been initially allocated more than 2,000 square feet of renovated space to co-host its faculty, staff and graduate students. Students will also have the opportunity to undertake research through various faculty lead research centres including the Dahdaleh Institute for Global Health Research and the Global Strategy Lab, both of which are co-located in the same building as the School of Global Health. The School currently has one and a half full time staff members and plans include another half time staff position to assist with the graduate program. All current core faculty members are research active and many have large grants with capacity to support students and provide experiential opportunities. The undergraduate program in global health provides multiple opportunities for teaching assistantships. Students will receive support to apply for external scholarships and awards. For example, as noted in their letter of support, the United Nations Institute for Training and Research (UNITAR) has offered to work with York to promote the program and find funding support for students in low and middle income nations. We expect success rates to be high given the quality of our faculty supervisors, the quality of the students we

expect to apply, and the rapidly growing interest in global health from both research funders and health agencies. Finally, since we expect many of our students to be more mature, some may receive support from current employers.

In summary, this dynamic and innovative proposal will fill a critical gap in the global marketplace in a field which has grown in both size, profile, and importance. It will further establish York University as a world leader in global health education and research. The proposal will significantly contribute to the vision, mission and goals of both the University and the Faculty of Health, especially with respect to multi and transdisciplinary programs and research. The highly novel and flexible program design will attract and meet the needs of high caliber students. Graduates will find employment in a wide range of national and global agencies, academic institutions, research centres, and policy think tanks. Finally, as its administrative host, the Faculty of Health will ensure that the program has sufficient resources to achieve and maintain success.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Paul McDonald', with a stylized flourish at the end.

Paul McDonald, PhD, FRSPH, FCAHS  
Professor and Dean



## Office of the Provost & Vice-President Academic



### Memorandum

To: Chair, APPRC and Chair, ASCP

From: Lisa Philipps, Provost & Vice-President Academic

Date: October 9, 2020

Subject: Proposal for Graduate Program in Global Health

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I have reviewed the proposal from the Faculty of Health for the establishment of graduate programs (Masters and PhD) in Global Health. I believe the proposal, together with the Dean's letter, clearly articulates the rationale for the program, and sets out program requirements and learning outcomes, as well as the resources to support its introduction.

There is no doubt that this is a timely initiative in the context of the current global health crisis, as well as in the context of York's new University Academic Plan. It is designed to contribute to theory, practice, and policy in global health, and will build on York's significant and unique teaching and research strengths and leadership in this area, grounded in the Faculty of Health, and including an innovative undergraduate program. Approved by Senate and the Board of Governors last year, the newly-formed School of Global Health looks to this program as a foundation of this broader vision, as outlined in the Dean's letter. The process to develop the proposal has been consultative and collaborative, and the resulting program is interdisciplinary and flexible, enabling the articulation of individual student learning plans/objectives for research and exploration of a range of critical issues, with opportunities to incorporate aspects from other programs and research centres at York and beyond. York is fortunate to be home to a number of outstanding scholars in global health who, as detailed in the Dean's letter, will contribute to the offering of an innovative program to prepare future leaders in the field.

It should be noted that there will be no direct entry to the Masters program; rather, this program will be offered as an option for those students who do not meet PhD progression requirements. An annual intake of six or seven doctoral students is anticipated, with 30 PhD and two Masters students at steady state.

I am pleased to record my strong support for this proposal at this initial stage, and I look forward to providing a fuller statement upon receipt of reviewers' reports.

Cc: Dean P. McDonald  
V-P Academic L. Martin

# Memorandum

**OFFICE OF THE PROVOST & VICE-PRESIDENT ACADEMIC**

To: Chloe Brushwood-Rose, Chair APPRC  
Brenda Spotton-Visano, Chair, APPRC

**Lisa Philipps**  
Provost & Vice-President  
Academic

From: Lisa Philipps, Provost & Vice-President Academic

Date: March 29, 2021

Subject: Support for PhD in Global Health

9<sup>th</sup> floor, Kaneff Tower  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 123 4567  
EXT 12345  
F 416 123 4567  
email@yorku.ca  
yorku.ca

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I have reviewed the external review report for the proposed PhD program in Global Health and the proponent's response to the recommendations and the revised application. The Dean of Health has provided an unequivocal letter of support for this new program. This memo is my signal of strong support for this innovative and important program which contributes to the strength of existing graduate programs in the Faculty of Health and York University. This new program is strongly aligned with the University's Academic Plan in its view toward interdisciplinarity, global outreach and professional learning, and in its explicit address of local, national and global communities at their points of intersection.

I have reviewed the enrolment projections and am persuaded that the resource demands to launch this program will be modest given the strong cadre of faculty members already associated with the School of Global Health and the Dahdaleh Institute for Global Health Research. This proposal will be unique in Ontario, and will draw upon practice-based and scholarly expertise already in place at York University.

I look forward to seeing the final approvals from Senate, Quality Council and the Ministry of Colleges and Universities in due course.



**DIVISION OF STUDENTS**

March 31, 2021

**Office of the University  
Registrar**

To: Academic Standards, Curriculum and Pedagogy Committee

**Darran A. Fernandez**  
University Registrar

RE: Proposal for MA and PhD in Global Health

Bennett Centre for Student  
Services  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 2100  
darran@yorku.ca

The proposal for the MA and PhD in Global Health has been reviewed by the Office of the University Registrar.

We support this proposal and look forward to working collaboratively with the Faculty of Health on the implementation details in support of their requirements.

Sincerely,



Darran A. Fernandez, M.Ed.  
University Registrar  
York University



NS/em/2021/1099

Geneva, 11 January 2021

Dear Professors Orbinski,

I am pleased to hear about the exchanges between my team at the Division for People and the School of Global Health at York University regarding the creation of a PhD Program in Global Health. Promoting and conducting research in the field of public and global health is more urgent than ever. Knowing York University's expertise in health and your significant efforts on research and innovation, I have no doubt that this Program will contribute to equip professionals to better understand and address current global health challenges through a critical, interdisciplinary and solutions-based lens.

UNITAR looks forward to strengthening our collaboration with York University by supporting the innovative PhD Program in Global Health. My team stands ready to work with you and your team to design the rollout strategy of this joint program with the aim of amplifying its impact and reach those who need it the most, especially in LMICs. A program of this kind is not only necessary but also complementary to the work UNITAR is doing in the field of health.

I congratulate you for your efforts in creating this most relevant PhD in Global Health that holds the potential to educate the next generation of leaders by fostering the vision, skills and insights to address current and future global health challenges. UNITAR will be your close partner in our joint endeavour.

Sincerely,



Nikhil Seth  
UN Assistant Secretary-General  
Executive Director of UNITAR

*Professor James Orbinski  
Director, Dahdaleh Institute for Global Health Research  
York University  
Toronto, Canada*

CC: *Dr. Rhonda Lenton, President, York University, Canada  
Dr. Mary E. Wiktorowicz, Associate Director, Dahdaleh Institute for Global Health Research  
Dr. Ijade Maxwell Rodrigues, Chief of Government and Community Relations, York University*

# York University Quality Assurance Procedures (YUQAP) New Program Appraisal

## External Appraisal Report on the Proposed New PhD in Global Health

*Please provide feedback, as appropriate, on the evaluation criteria provided below.*

### External Reviewer(s)

Eric M. Meslin, Ph.D., FCAHS  
President/CEO Council of Canadian Academies, Ottawa, Ontario  
Adjunct Professor, Dalla Lana School of Public Health, University of Toronto

Justin Parkhurst, D. Phil  
Associate Professor, Global Health Policy  
Department of Health Policy  
London School of Economics and Political Science, London UK

### 1. Outline of the Visit

- Who was interviewed

Lyndon Martin: Vice Provost Academic  
Thomas Loebel: Dean, Faculty of Graduate Studies  
Adrian Viens: Director of School of Global Health  
Paul MacDonald: Dean, Faculty of Health  
Joy Kirchner: University Librarian  
Thumeka Mgwigwi: Subject Librarian for Global Health  
Mazyar Fallah: Associate Dean, Research and Innovation  
Susan Murtha: Associate Dean, Learning, Teaching and Academic Programs  
Mary Wiktorowicz, James Orbinski, Adrian Viens, Mathieu Poirier, Oghenowede Eyawo, Tarra Penny, Amrita Daftary: Graduate Health Executive Committee

- What facilities were seen

Due to COVID-19, the external appraisal was conducted via Zoom. No facilities were seen. We relied on the program proposal (March 6, 2019), and the interviews.

- Any other activities relevant to the appraisal

No.

### 2. General Objectives of the Program

- Is/are the program name and degree designation(s) appropriate?

Yes, the program name and degree designation are appropriate.

- For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?

We note that the proposal document we received/reviewed (March 6, 2019) did not make specific mention of the fields under item 1.2. If an assessment of this question is needed, and if they can be provided, we would be pleased to comment.

- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

Yes. We also make the following observations.

1. It is commendable the Program endeavors to link its objectives to the University's **2020-2025 University Academic Plan**, and in particular its "purposeful expansion in directions that anticipate the needs of future learners, both locally and globally", and its priority to advance global engagement. It also is commendable that the Program is being developed to intentionally connect with York's commitment to advancing the **UN Sustainable Development Goals** through its **internationalization strategy**. We wish to note, that with respect to advancing global engagement, the proposed PhD in Global Health will of course serve to "[draw] people from around the world who seek to learn from each other" (p. 9 UAP), but also to enhance the reciprocal drawing of PhD graduates to other parts of the world. Therefore, we would greatly encourage the program to look for ways to encourage diversity of applicants from different backgrounds (with representation from the 'global south' particularly important to strive to achieve in a program of this nature).
2. With respect to the general objectives of the program itself, we note that the written description and further information provided adequately explain the overall objective to "prepare future health leaders in research, practice and policy related scholarly pursuits." It was also emphasized in our discussions that recruitment is primarily focused on mid-career professionals. (See further discussion below under **Need and Demand**). It may be helpful to clarify that the program may attract **existing leaders as well as future leaders**). It was further pointed out that the emphasis is on recruiting PhD students to the program and not on recruiting Masters students directly. (See below on this). We agree that concentrating on targeting PhD-appropriate students is a sensible approach for this type of degree.

### **3. Need and Demand**

- Is there sufficient explanation of need/demand for the program?

We are convinced that there is a need for a PhD in Global like the one described in this proposal and discussed during the interviews. The world faces compelling and profound challenges, which COVID-19 has highlighted and potentially exacerbated. Moreover, the world would benefit from the type of competency-based capacity that this program intends to deliver given the growing body of institutions and systems working in the global health landscape. Developing well trained mid-career professionals who will be able to undertake to work on and help

respond to critical emergent problems is a much-needed resource domestically, and in other countries – particularly the global south.

Current descriptions of need are somewhat narrowly focused on topics in need of the problem-solving expertise this program promises in its graduates. Moreover, the program description appears to imply it will be focused on attracting Canada-based applicants who will work in Canada. Our interviews helped clarify both points – in particular the desire and focus on students from abroad who will return home after the degree. A more compelling case for need/demand might be made were there statements from organizations, departments, regions, and countries who would be a source of potential applicants – and who can identify the need that will be met in those countries where some of the York graduates might return upon graduation.

It is also noted that there are programs with similar objectives to train PhDs in global health and related fields that are geographically proximate to York (e.g., McMaster, U of Toronto), and somewhat further afield in both North America and Europe. Making a stronger case for “Why York?”, and in particular, what York offers by way of pedagogical innovation, alignment with needs and interests, resources, and likely career pathways will help position the program to be a magnet for high quality applicants. The faculty involved in this program represent some world-renowned experts in their fields, with a very strong practical problem-oriented interdisciplinary focus. This could be useful to distinguish this program from more traditional disciplinary PhD’s, perhaps, emphasizing how the work done by York faculty has particularly been focused on addressing real-world and emergent global health crises. A clear argument can be made in justification of this PhD that Global Health issues are emergent, dynamic, and multi-sectoral in nature, that York University possesses expertise in responding to such issues in a research-informed manner, and that this PhD can train individuals in the skills required to achieve key global health outcomes.

#### **4. Program Content and Curriculum**

- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.
- For undergraduate programs, comment on the appropriateness of the anticipated class sizes. For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?

The program proposes to tailor the learning experience greatly to the needs of the incoming students (many of whom are expected to be mid-career professionals) through the use of the Independent Learning Plan (ILP). However, there is not a significant presentation of a curriculum per se in the proposal. There is a proposal for a new Core Course consisting of three modules, and a seminar series, which all would presumably be graduate level in their designation. In discussions we also asked if there would be opportunities for course enrollment across the university, (either for credit or simply to audit) based on the individual assessment of students. The program committee may wish to consider if they would like to formalize a system by which students are either entitled or expected to take a set number of graduate courses from across the university – chosen based on either methodological, conceptual, or subject specific needs in line with their ILP.

## 5. Program Structure, Learning Outcomes and Assessment

- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?

The program has several innovations, including: direct admission to a PhD, two required courses (one of which is a seminar series), and an Independent Learning Plan intended to be tailored to the needs of each student (as discussed above). As currently described, however, there are potential gaps that could be addressed with a more thorough explanation and rationale. For example:

1. **The Core Course**, which is intended to offer different disciplinary modules and in so doing to ensure a set of competencies in these disciplines, presumes that all entering students to the program will be able to succeed at the same pace and benefit from the same offerings. Given that the primary recruitment focuses on mid-career professionals it is likely there will be heterogeneity with respect to each student's prior preparation and need. Admitting all students directly to the PhD runs a risk (presumably small) that some students may need additional support to complete this critically important course. Alternatively, as noted in the preceding section, it might be worth considering if additional courses can be undertaken from the wider set available at York in a way tailored to students' individual conceptual, methodological, or topic-specific needs.
  2. As a cornerstone to the program, the **Independent Learning Plan** has much to recommend, particularly its emphasis on a tailored, mentored approach to establishing a route through the program designed to meet each student's needs, a timetable to keep students on track, and a set of course offerings from which the student may pick. A case can further be made that, given the multi-disciplinary and emergent nature of global health threats, and the applied, context-specific nature of efforts to address them – the ILP may serve as a particularly appropriate strategy to train individuals in this field. That said, as with the preparation for the Core Course, we would urge that the recruitment and advisory function of each student's ILP be particularly attentive to assessing the students' incoming needs, their capacity for self-directed learning and success, and the benchmarks for moving through the program.
  3. **The Seminar Series** has much to recommend from the perspective of a menu of world-class opportunities to learn from the best minds on particular topics. However, as with any "series", there is a risk that without a designated curriculum lead it will devolve into a set of interesting choices and may lack a coherent pedagogical thrust. It may, in other words be a wide offering of important topics, but as none of them will be deeply explored, the student may not maximally benefit from them.
- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).

The program proposal suggests a range of possible strategies to achieve the research requirements for the PhD Degree. This includes traditional academic thesis and/or article publication, but also options of a 'professional PhD' that could include design of a program or drafting of international legislation. These options could use more specificity and would need to be carefully assessed to assure that outcomes are, indeed, sufficient to demonstrate the skills and application of research efforts needed to achieve the degree. (For instance, the



suggestion of ‘international legislation’ is unnecessarily narrow, as there are many international policy instruments that could be chosen as guides). There may also be concerns over how much leadership and effort constitutes the each student’s own unique work in professional outputs such as these. While such outcomes may indeed be appropriate to the subject area, clarification and development of how it would suffice for the degree is important.

Similarly, the proposal suggests that joint PhDs (cotutelle) or collaborative PhDs with other programs at York may also be feasible. These appear well suited to a multidisciplinary problem-oriented topic such as Global Health, but there was limited development and explanation of how it would work in practice. Brief explanations of the strengths of each model would be beneficial.

The program committee may wish to present brief examples of different hypothetical students enrolling in the PhD; each with different background preparation and experiences, in order to show what their respective paths through PhD program might look like (a suggestion only)

- Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?

The program requirements revolve primarily around the ILP. The programme requirements include submission of a preliminary ILP in the first 4 months, a revised ILP at 8 months, and a finalized ILP at the end of the first year. This is appropriate, but the proposal could draw attention to a range of other assurances and protections available within the PhD programme for students undertaking such a tailored process. This includes the checkpoints and reviews discussed, as well as the possibility for having staff from other faculties within York to potentially join a review process.

The classes can also serve to support the ILP and potentially build a cohort of students as well if it goes beyond simply providing a set of seminars but distinguished speakers. The idea of taking courses from other departments for credit – or as a requirement for progression – was further discussed and could also be considered as part of the criteria for the degree.

- For graduate programs, comment on the appropriateness of the program length, including on how students’ time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.

The program length is reasonable; indeed it does not appear particularly onerous. That said, the principal risk is not of a student taking too long to complete the requirements due to excessive workload or other demands, but rather of the student not being given sufficient direction, support, and mentorship to maneuver through the unique curriculum. We see this as a low/moderate risk.

- Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.

Many of our comments above address this point.

## 6. Admission Requirements

- Are the admission requirements appropriately aligned with the program learning outcomes?

Yes.

- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?

Not applicable.

## 7. Resources

### For all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.

It is reassuring to note the institutional support, by way of letters of recommendation. Interviews conducted with senior administration and staff further reinforced the strong support to the program from the institution.

- Appropriateness of the collective faculty expertise to contribute substantively to the program.

The faculty profiles attest to a comprehensive and deep resource of scholars and likely mentors for this program, including from different York schools. We note that there is an opportunity to take advantage of the Cotutelle model, and while it is not highlighted as such, the opportunity to identify courses, expert mentors and other knowledgeable individuals in other institutions and organizations beyond York's walls should be further considered, especially as the program develops in the early years. Such collaborations also serve the interests of the program's mission and overall vision.

- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record.

At this time, there is a sufficient number and quality of faculty, particularly given the initial plans for a small cohort to start (N= <10). If the program grows substantially, there may be a need for additional faculty. More than just number and quality, attention might be given to capacity development in this regard – a “teach the teacher” model that has been deployed elsewhere. Developing a “deep bench” of faculty at York who may be trained in mentoring in this program, course development, evaluation and related curricular innovation can go a long way to building a sustainable program for years to come.

- Evidence that there are adequate resources (e.g. library, laboratory) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

We found that the program brief might have undersold the library resources available in particular. We were impressed with the advanced knowledge and awareness of the York Library system to anticipate and address the needs of this program. Some of these resources, are in the form of subject matter experts, who we would see as part of the overall “team” helping for instance to design the IPL. Other resources may be found in the technology

York is deploying, and the networks of other library resources available to this program. These resources should be further highlighted.

**Additional criteria for undergraduate programs only**

- Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.

Not applicable.

**Additional criteria for graduate programs only**

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

The faculty are clearly world leading in their field in many ways, with a range of professional expertise in the area. They have a wealth of experience and current or past research activities directly relevant to global health issues that provides a strong intellectual climate for the PhD program. Less clear is how financial assistance will be available to students. In particular a degree in Global Health would do well to try to attract a range of students from diverse backgrounds, particularly ensuring representation of, and capacity building for, the global South (or for lower income countries, in particular).

It was not clear how supervisory loads would be distributed, although the faculty involved appear to be well qualified – with a large number of full professors named in the new program brief as involved, and with leadership on the program split between both senior longer-term appointments and several more junior newer staff as well.

**8. Quality of Student Experience**

- Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

See previous answer as well. It is clear that the faculty possess the research and real world experience to provide a strong potential learning experience. That said there was little way to judge the actual supervision skills and teaching experiences of the faculty. We therefore suggest that some consideration be given to noting the preparation and training that faculty in the program have in supervising and mentoring students in programmes of this kind. Excellence in publication, global impact, and research grant success are all present, but PhD supervision is a separate skill and it would be useful to consider both the experience of senior staff and the training or mentoring opportunities for more junior staff. Co-supervision and secondary advisors would provide important reassurances and avoid reliance on single individuals.

*Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.*

## 9. Other Issues

No other issues.

**10. Summary and Recommendations** *(Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.)*

Based on the submitted materials and interviews, we are supportive of York University approving a new PhD Program in Global Health. We would recommend that consideration be given to the points raised in our review that are offered to strengthen the overall proposal.

## **Response to program appraisers:**

### **2. General Objectives of the Program**

1. We agree that a program objective to recruit applicants with diverse background is important and state that we will: "...encourage international applicants from low and middle-income countries (LMICs) to enhance diversity and equity in Program access in partnership with the United Nations Institute for Training and Research (UNITAR). With the support of UNITAR and the experience and outreach of program faculty members and York University Advancement, we are committed to identifying scholarship sources for Visa students" (page 4, 2<sup>nd</sup> paragraph).
2. Flowing from discussions during the site visit, we will note in the last paragraph on page 3 that: "The programs are thus designed to attract existing as well as future leaders."

### **3. Need and Demand**

1. As letters of support would strengthen the proposal, a letter from UNITAR is included attesting to the need for the Graduate Program in Global Health. UNITAR will further seek to identify an international donor who could support international graduate students in the Programs.
2. We thank the reviewers for highlighting the expertise of York University scholars whose real-world experience has made significant contributions, and will add the following (page 6, second full paragraph): "As faculty members in the Global Health Program are renowned for their expertise in responding to global health issues that are emergent, dynamic, and multi-sectoral in nature in a research-informed manner, the Program is uniquely positioned to educate individuals in the skills required to advance key global health outcomes."

### **4. Program Content and Curriculum**

1. As our vision is based on a tailored approach, students will draw on a diverse array of graduate courses across York University guided by their ILP and dissertation topic. An ILP Framework will be developed to clarify expectations for students and advisory committees in identifying additional required courses. Course selection will consider the student's prior disciplinary background and the methodological, conceptual, practical and content needs to address a given research or portfolio focus. Advisory committee members will support student access to a broad array of disciplinary for-credit graduate courses across York University to fulfill their ILP (noted on page 8, under 2).
2. The Program will ensure students meet progressive requirements of the comprehensive evaluation and annual progress report, that will keep students on track for program completion.

### **5. Program Structure, Learning Outcomes and Assessment**

1. We will add the following preamble (page 7) in Program Content and Curriculum: "The Programs are designed with four components: (i) the Core Course fosters a common

baseline conceptual language and understanding of what constitutes Global Health, and a focus on mixed and transdisciplinary methods; (ii) the Seminar Course ensures Program breadth, while the (iii) Independent Learning Plan (ILP) with additional *courses and/or training* and a *comprehensive evaluation* and (iv) the dissertation/thesis/portfolio will ensure academic depth and advancement of new knowledge.”

2. To clarify expectations for both the student and advisory committee, an ILP framework will be developed to assist in determining additional courses. Development of the ILP will consider the student’s prior disciplinary preparation, area of concentration and research or practice focus in order to identify additional for-credit graduate courses across York University that will support the development of needed theoretical, methodological, conceptual and content depth.
3. The Seminar Course will be guided by a faculty lead (James Orbinski), offer exposure to diverse areas and the ability to engage in dialogue to guide a student to further probe a topic.
4. A student’s committee must include faculty members from relevant disciplines to ensure depth and breadth in the project or dissertation topic. The diverse array of associate members in the program attests to faculty interest in engaging with students.
5. **Examples of students in the dissertation and professional streams:** On page 4 we outline the following examples.

**Professional stream example:** Dr. James Orbinski emphasizes the value of academic work that takes a critical problem-solving approach and that is highly applied. In the professional stream, a doctoral candidate who develops new tools using artificial intelligence for safe water optimization in refugee settings, or who re-imagines and re-designs the approach that Médecins Sans Frontiers (MSF) or another NGO uses for program evaluation would make a significant contribution to the field of global health. York University is a large university with faculty who could support research and applied projects across a wide range of areas. Given an appropriate ILP, a doctoral candidate who attains a background in law through their ILP could develop a draft international treaty.

Examples of archetypal DrGH or PhD ILP courses will be included (pages 8-9):

- i. Quantitative analysis*  
HLTH 5050 3.0 Perspectives in Decision-making and Information  
SOC1 6112 3.0 Quantitative Analysis  
ECON 5025 3.0 Applied Econometrics
- ii. Development of a draft Global health treaty:*  
GS LAW 6610: Legal Research  
HIST 5590 3.0 Transnational and Global Histories  
GS/SLST 6005 3.00 Advanced Research Strategies in Socio-Legal Methods
- iii. Global health equity and feminist approaches:*  
EU/ENVS 5106 3.00 Critical Perspectives on Race, Gender and Environment  
GFWS 6009 3.0: Advanced Research in Feminist Theory  
GFWS 6008 3.0: Feminist Research Methodologies and Methods  
GFWS 6225 3.0 Feminism in Black Africa
- iv. Global governance of antimicrobial resistance, urbanization and equity:*

ENVS 6173 3.0 Planning and Politics  
KAHS 6030 3.0 Qualitative Research Methods  
HLTH 6300 3.0 Political Economy of Global Health  
HLTH 5485 3.0 Public Policy and Health

v. *Global health emergency management:*

DEMS 5082 3.0 Disaster and Emergency Management: Medical and Public Health  
Issues for Non-medical personnel  
GS/DEMS 6073 Public Capacities for Disaster Management (Public Policy,  
Governance & International Response)  
ANTH 5225 3.0 Global Health

vi. *Global Indigenous health and policy*

ENVS 6152 3.0 Reshaping research with Indigenous Peoples  
POLS 6145 3.0 Indigenous Politics: Decolonization or “Development”?  
ANTH 5135 3.0 Globalization and Cultural Identities  
SOWK 5030 3.0 Oppression and Intersectionality  
GFWS 6225 3.0 Feminism in Black Africa

vii. *Applied critical and visual qualitative approaches:*

GS/SOCI 6060 3.00 Qualitative Methods Of Research  
AP/ANTH 2130 6.00 Anthropology Through the Visual: Images of  
Resistance/Irresistible Images  
AP/PRWR 4800 3.00 Advanced Workshop 1: Visual Information and Document  
Design  
GS/FILM 6254 3.00 Critical Visualization as Media Practice: Connecting Data to  
Social Practice  
GS/SPTH 6104 6.00 Social and Political Thought: Theories, Approaches, and  
Methods

## 6. Admission Requirements

## 7. Resources

The program plans to take advantage of the cotutelle model to incorporate courses, expert mentors including those in multilateral institutions beyond York University.

Supervision will occur through faculty across York University, international leaders in other universities and multilateral organizations. The success of the program in attracting high quality students will depend on the faculty complement growing.

## 8. Quality of Student Experience

The framework for the ILP will be developed through a retreat with common training for faculty members to establish standards together as a kick-off, with annual meetings thereafter. A community of practice will be developed to foster excellent supervision for the ILP. Faculty members will meet once a term to reflect on progress, and different situations that have arisen.

Faculty mentorship will be needed to ensure the success of the program as it grows, especially the time supervision will take, including the time to review and admit candidates given we will need to assess ILPs and may also interview all short-listed candidates.