




## 2018-2023 Strategic Plan

Knowledge and  
action for the health  
of the world



The Université de Montréal's School of Public Health (École de santé publique de l'Université de Montréal, ESPUM) is a recently established Faculty, but its history dates back to 1911 when the Université de Montréal (UdeM) developed the first public hygiene program. From 1927 to 1946, the Institute of Applied Social Hygiene was run through the Faculty of Medicine. In 1946, the Government and the Université de Montréal founded the School of Hygiene as a separate Faculty under the leadership of Professor Armand Frappier, who was Dean until 1964. In 1970, with the creation of Quebec's health and social services system, the School of Hygiene was dissolved and its components were reintegrated into the Faculty of Medicine. In 2013, after a long incubation period, ESPUM was created anew as a separate Faculty.

ESPUM has 120 professors working in three departments: the Department of Social and Preventive Medicine, the Department of Health Management, Evaluation and Policy (formerly Health Administration) and the Department of Environmental and Occupational Health. It also includes the International Health Unit (IHU) and the Université de Montréal Public Health Research Institute (Institut de recherche en santé publique de l'Université de Montréal, IRSPUM).

More than 800 students are enrolled in ESPUM's multiple graduate programs covering a host of public health disciplines: health administration, health promotion, bioethics, biostatistics, epidemiology, health assessment, environmental health, occupational health, toxicology and risk analysis, and global health and, of course, master's and doctoral degrees in public health and with a range of options. The School also manages the Faculty of Medicine's internship and residency programs in public health and preventive medicine.

In addition to graduate programs, the School is offering a minor in Public Health and Globalization in September 2018 and a bachelor's program in Environmental Public Health and Occupational Safety as of September 2019. These undergraduate programs are geared toward students interested in population health and ways to promote health through organized societal efforts.

Furthermore, ESPUM offers multiple continuing education opportunities including for credit and non-for-credit courses, in the fields of health administration and public health.

ESPUM is the only Francophone School of Public Health in the world and the second School in Canada to be accredited by the Council on Education for Public Health (CEPH). CEPH accreditation means that student's education and skills will be recognized in universities and professional environments around the world. The Master's program in Health Administration has also been accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) over the past 50 years.

The School ranks fourth at UdeM in terms of its research activities. Ten of the School's professors hold research chairs. The IRSPUM is the School's main research hub and focuses on the organization of health services, determinants of health, environments and health, global health and the evaluation of interventions. The School's professors are also associated with the research centres of the Centre hospitalier universitaire de l'Université de Montréal (CHUM) (population health), CHU Sainte-Justine (maternal and child health), the Centre intégré universitaire de santé et de services sociaux (CIUSSS) du Nord-de-l'Île and the Léa Roback Centre located at the Direction régionale de santé publique de Montréal (social inequalities in health).

The International Health Unit (IHU) focuses on the development and implementation of health policies and on the provision of equitable and effective programs and services in low-and middle-income countries. In 2016-17, thirteen projects were carried out in nine countries with contributions made by the School's professors and the participation of students.

ESPUM has established strong partnerships with Canadian and Quebec public health organizations, as well as with UdeM's network of health and social services institutions and their public health departments.

# Message from the Dean



**Forty flagship  
projects  
grouped under  
18 strategic  
objectives**

I am very pleased to share the School's new Strategic Plan, which will shape our actions from 2018 to 2023. The plan is built upon the findings from consultations held with all our internal and external partners during the summer of 2017. We then met with the School's professors, students and staff to receive their input. The results of the review were discussed at two forums and five sectoral workshops, through which we produced a mission statement, values and a shared vision, as well as five strategic orientations.

This document captures the results of this process and describes forty flagship projects, grouped under eighteen strategic objectives built on consensus among members of ESPUM's larger community. Over the next five years, this community will be called upon to get involved to bring all of these ambitious projects to fruition.

The School's management team and the entire ESPUM community are thrilled to begin this new chapter in the School's history as the School reaches its five-year milestone at the end of this year.

I hope that you share our enthusiasm for what is to come.

**Réjean Hébert**

Dean, Université de Montréal School of Public Health

# Mission

The ESPUM is interdisciplinary, French-speaking, and committed to bettering society and the world; the School improves the health of populations through teaching, creation, and application of knowledge across the entire spectrum of public health.

# Vision

To be at the forefront of public health.

# 5 values

Humanism, Equity, Collaboration, Innovation, Excellence

## 5 Strategic Orientations:



Position ESPUM at the core of action and innovation in public health



Deliver cutting-edge public health training that is adapted to societal needs



Stimulate the advancement and dissemination of public health knowledge



Improve organizational performance



Create a stimulating, harmonious, and health promoting environment



**Knowledge  
and action  
for the health  
of the world**

18

40

**Objectives and Projects  
identified to fulfill the 5  
Strategic Orientations**

5



# Orientation 1

## 1.1 — Strengthen ties with Institutional and University partners

### 1 ■ ESPUM representation strategy

Improve ESPUM's active presence within the most relevant roundtables, decision-making bodies, and networks by implementing a coordinated strategy to identify and support representation and outreach priorities. The outreach performed by ESPUM representatives must be celebrated, promoted, and nurtured.

### 2 ■ Inclusion of citizens and partners in governance bodies

Include representatives of citizens and partner organizations in governance bodies: the Conseil de l'École (School Council), Conseil des études (Studies Council), Conseil de la vie étudiante (Student Life Council), Comités de programmes (Program Committees), Comité de la recherche (Research Committee), and Departmental Assemblies.

## 1.2 — Become the public health standard at the Université de Montréal, in Québec, and abroad

### 3 ■ Development of cross-faculty projects

Develop academic programs by combining the resources of the ESPUM and other faculties, and drawing upon the range of expertise at UdeM to support ESPUM's mission.

### 4 ■ Strategy for developing collaborations with other institutions

Develop structured relationships with partners (establishments, institutions, universities, NGOs) from Québec, the rest of Canada, and other countries in both the French-speaking and non-French-speaking world.

## 1.3 — Raise ESPUM's visibility

### 5 ■ Elaboration of a communications plan

Design and implement an integrated communications plan that promotes the School, raises its profile, and supports students recruitment.

### 6 ■ Media watch

Establish a media watch mechanism to monitor public health-related news and promote the participation of community members in public debates.

**Position ESPUM  
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innovation in  
public health**

## Orientation 2

### 2.1 — Improve the pedagogical conditions in existing programs

#### 7 ■ Implementation of a competency-based approach

Implement a competency-based approach in academic programs using a structured process that includes training professors, and revising course outlines, teaching strategies, and evaluation methods.

#### 8 ■ Optimization of existing programs

Pool programs that lend themselves to integration, bring more clarity to the unique nature of each program, and facilitate student progress.

#### 9 ■ Program governance

Strengthen program governance through choice of linkages, efficient program committees, and coordination between decision-making bodies.

#### 10 ■ Active student recruitment strategy

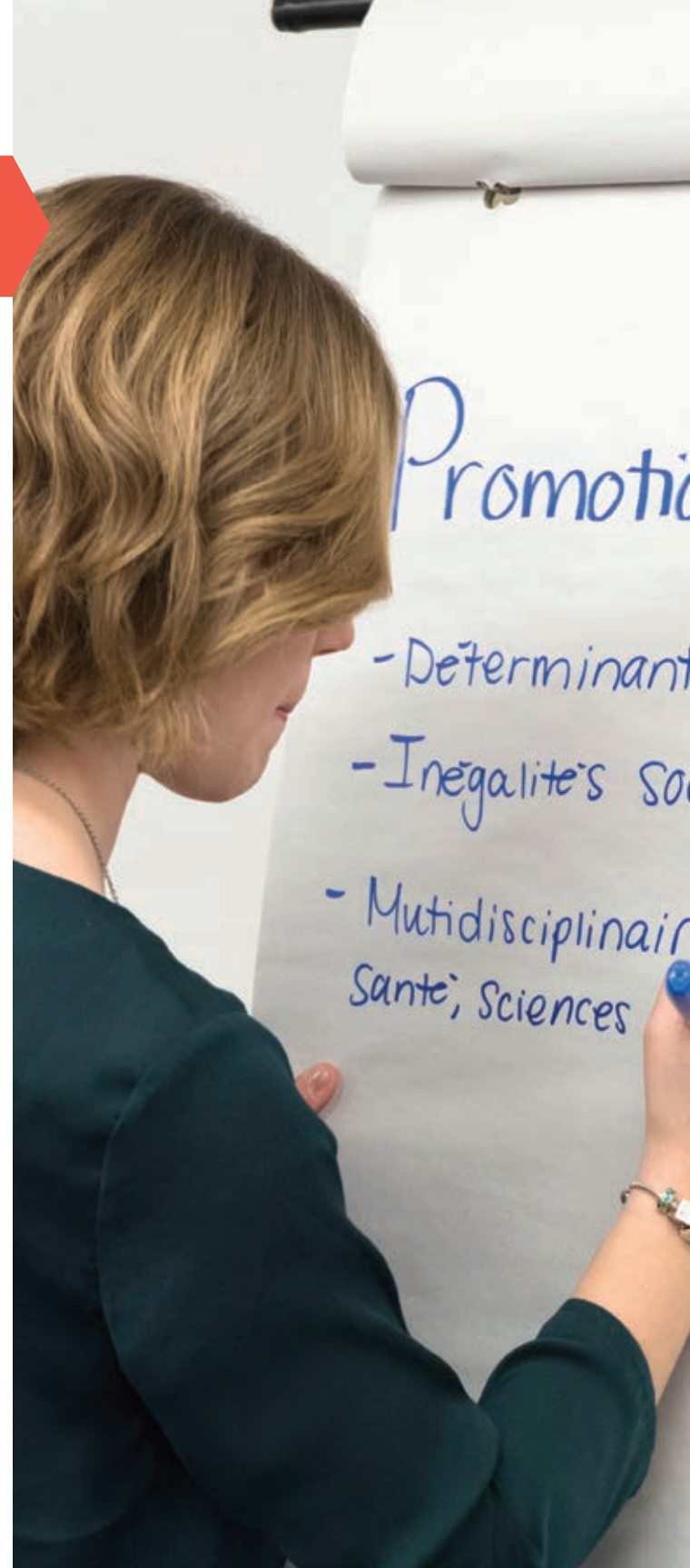
Develop a strategy to proactively recruit an excellent and diverse student body from the pool of students in Montreal, the rest of Quebec and Canada, and the French-speaking world. .

#### 11 ■ Integrated funding for research students

Secure integrated funding for all research students. Financial support will be drawn from various sources including: fellowship awards from institutions, granting agencies, and philanthropic organizations, in addition to professors' research funds.

#### 12 ■ Paid internships

Ensure that students are paid for full-time internships lasting more than two months, in cooperation with the organisations where they are placed.



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existing programs



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## 2.2 — Offer programs that meet emerging needs

### 13 ■ New program development and implementation

Ensure the implementation of programs currently under development and according to the established timeline namely: Bachelor of Environmental Public Health and Occupational Safety (EPH-OS), Minor in Public Health and Globalization (PHG), Minor in Bioethics, Master of Health Technology Assessment and a Professional Doctorate in Public Health. Develop new programs that address societal needs and emerging challenges.

### 14 ■ Diversification of course delivery methods

Use innovative program formats and delivery methods—online courses, intensive courses, and signature programs—to expand the client base.

## 2.3 — Gain external recognition for program quality

### 15 ■ School and program accreditations

Mobilize the resources needed to ensure that both the School and programs have accreditations renewed and are recognized by new accreditation entities in order to maintain quality and reputation.

## 2.4 — Increase the offer of continuing education opportunities

### 16 ■ Continuing education

Increase the continuing education offerings, both credited and non-credited, in accordance with the highest standards and as a function of health system needs, both in Canada and abroad.

### 17 ■ Summer school

Develop and implement an offering of credited and non-credited summer programs that are open to a range of student clientèles through an “open campus”. The programs will involve intensive training, areas for exchange and communication, and social activities. They will meet high quality standards and be impactful.

# Orientation

**Stimulate  
the advancement  
and dissemination  
of public health  
knowledge**

## **3.1 — Establish ESPUM as the public health research hub within the UdeM network and its affiliated research centres**

### **18 ■ Advancement of public health knowledge**

Increase the quantity and quality of public health research by staying abreast of themes and activities, integrating professors/researchers/students from other faculties, providing support for involvement in major initiatives, and fostering collaboration with other Schools of Public Health.

## **3.2 — Support IRSPUM to secure its sustainability**

### **19 ■ IRSPUM sustainability**

Ensure renewable infrastructure funding for IRSPUM by examining different affiliation options with institutions and developing an innovative, up-to-date scientific program.

## **3.3 — Make ESPUM a gateway to cutting-edge public health knowledge**

### **20 ■ Dissemination of public health knowledge**

Disseminate and promote public health knowledge among partners, communities of practice, and the public by developing infrastructures such as websites, knowledge brokers, expertise centre, and activities to share, use, and co-create knowledge.

### **21 ■ Development of the International Health Unit**

Strengthen the offer of ESPUM faculty advisory services and relevant student internships in low- and middle-income countries by creating a more agile NPO-type structure and moving the IHU into the ESPUM building.





# Orientation 4

## Improve organizational performance

### 4.1 — Optimize the contribution of human resources

#### 22 ■ Work planning for support and administrative staff

Review the roles and responsibilities of support and administrative staff to ensure an equitable distribution of work that respects collective agreements and more accurately reflects the School's human resource needs.

#### 23 ■ Equity in professorial duties

Establish common indicators to quantify the teaching and supervision tasks of professors and to determine the stipends authorized for exceptional research activities, contributions to the institution's operations, and university outreach.

#### 24 ■ Professor recruitment planning

Plan for recruiting professors to ensure that current programs are sustainable, that we have the expertise required to unroll new programs, and that the teaching staff reflects the current and future research needs and development goals of the School, the University, and affiliated research centres.

### 4.2 — Improve infrastructures

#### 25 ■ Moving the School

Prepare to move ESPUM to a new location that will house all academic departments. Two options are under consideration: building a Public Health Campus that would bring together all academic departments of the ESPUM and institutional partners (INSPQ, INESSS, and DRSP), or refurbishing Pavillon André-Aisenstadt on UdeM's main campus.

#### 26 ■ Renovation of current space

Review the layout of the physical spaces to optimize their use and make common spaces more attractive and conducive to informal exchanges within ESPUM. The project also includes adequately maintaining adjacent spaces, in keeping with needs following the departure of the departments of audiology, speech therapy, and physiotherapy.

#### 27 ■ Teaching and research platform (DSEST) sustainability

Obtain sufficient funding to ensure the sustainability of the three teaching and research labs (DSEST) including maintenance and repairs, retaining highly-qualified staff, and equipment.

#### 28 ■ IT modernization

Acquire and implement hardware and software infrastructures for better information management and centralization, better organizational performance, better communications (especially online), and teaching aligned with current best practices.

### 4.3 — Harmonize and systematize our management processes

#### 29 ■ Management dashboard

Develop and implement a management dashboard with relevant indicators, including the requirements of accreditation bodies and monitoring of strategic plan projects.

#### 30 ■ Process optimization

Implement a continuous improvement process based on an ongoing analysis of administrative and educational processes in order to correct or overcome deficiencies.

### 4.4 — Increase ESPUM funding

#### 31 ■ Business plan revision

Revise the current business plan to account for program developments and changes, student enrolment projections, teaching and administration resource requirements, and one-time budget requirements related to strategic planning projects.

#### 32 ■ Philanthropy strategy

Create a philanthropy development plan to obtain additional funding that is essential for growth, given the very high social return on investment of public health.

## 5.1 — Foster interactions and exchanges within the School

### 33 ■ Student involvement

Offer a range of opportunities for students to enrich their experience by getting involved in extracurricular activities in the School, University, or community.

### 34 ■ Strengthening ties with graduates

Create a dynamic network of graduates to keep them updated and involved in the life of the School.

### 35 ■ Intellectual and social activities

Promote, enhance, and align scientific and social activities that aim to reach the School as a whole, partners, and the general public.

## 5.2 — Guide and support community members in their academic and professional careers

### 36 ■ Student success

Develop an integrated plan to support student success. The plan will cover the different facets of student life at the School, from the moment a program of study at the School is chosen up until graduation. The strategy will include welcoming, guidance, support for students experiencing difficulty, and job readiness.

### 37 ■ Integration and recognition of teaching and administrative staff

Develop and implement integration activities for different types of staff; encourage staff to get involved, and recognize achievements and contributions to the School's mission.

### 38 ■ Support for the career development of teaching staff

Establish ways to support the development of teachers at all stages of their academic careers.

## 5.3 — Developing a healthy School

### 39 ■ A “Healthy Faculty”

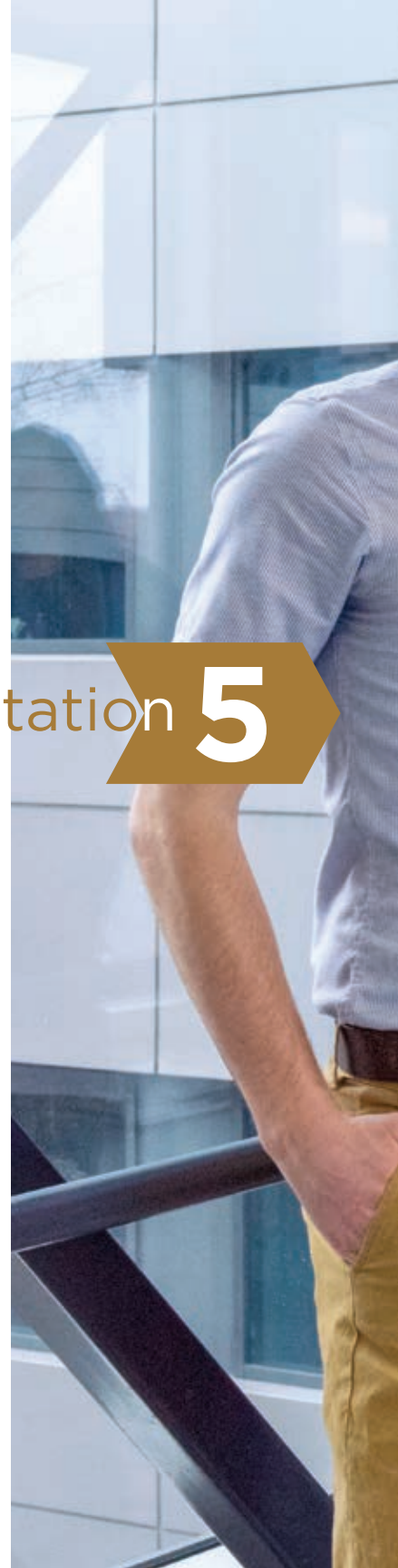
Become a “Healthy Faculty” by encouraging members of the Faculty to engage in improving day-to-day life in terms of physical space, social life, as well as physical, mental and intellectual health.

## 5.4 — Ensure buy-in for the School's organizational values

### 40 ■ Integration of School Values

Encourage members to take ownership of the School's values via a two-step approach: establishing a referential for the School's values that outlines expected organizational behaviours, and identifying and applying a strategy to ensure integration of values.

# Orientation 5





Create a  
stimulating,  
harmonious  
and health  
promoting  
environment

# Methodology For The Process

The planning process was carried out in three main phases:

- 1 Establishing an overview of the current situation at ESPUM**
- 2 Identifying the targets**
- 3 Developing an action plan**

To identify the strengths and weaknesses of the School as well as the threats and opportunities in its external environment, we met with more than 150 people and conducted individual and group interviews. Respondents included the following internal and external partners of the Faculty and members of the Faculty community:

## Internal Partners

- Vice-rectors
- Deans
- HEC (the Business School)

## Faculty Community

- ESPUM Management Team (including Vice-Deans and Faculty Secretary)
- Directors of the three academic departments, the IHU, and the IRSPUM
- Professors in the 3 academic departments
- Administrative and support staff
- Lecturers
- Students

## External Partners

### Establishments in the Réseau universitaire intégré de santé de l'Université de Montréal:

- Integrated Health and Social Services Centres (5)
- Integrated University Health and Social Services Centres (6)
- Centre hospitalier de l'Université de Montréal (CHUM) / Centre hospitalier universitaire Sainte-Justine
- Montreal Heart Institute
- Direction régionale de santé publique de Montréal

### Organizations

- Institut national de santé publique du Québec
- Institut national d'excellence en santé et en services sociaux
- Institut de recherche Robert-Sauvé en santé et en sécurité du travail
- Commission des normes, de l'équité, de la santé et de la sécurité du travail
- Public Health Agency of Canada
- Health Canada

**Note :** Those unable to attend consultations or forums held throughout the process were able to send information they wished to share to an e-mail address reserved for strategic planning matters.

# Targets and Action Plan

The steering committee, along with attendees of the two faculty forums held last October and November, developed the mission statement, vision, values, and strategic orientations. The fifty or so forum attendees were ESPUM teaching and administrative staff, students, and graduates.

Between the first and second forums, five workshops were held with teaching and administrative staff and students to define the objectives and projects for each of the five strategic orientations identified. These objectives and projects were then discussed and expanded upon during the second faculty forum.

Faculty Council was consulted and contributed to each step of the process before reviewing a preliminary plan and adopting the final strategic plan.



## Thanks

The ESPUM management team sincerely thanks the following people, without whom the strategic planning process would not have been possible:

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Université   
de Montréal  
**et du monde.**