Dalla Lana School of Public Health
Strategic Planning Exercise
Towards 2021 and Beyond

Performance Measures and Benchmarks Sub-Committee Report

Members: Lisa Foreman, Cam Mustard, Raisa Deber, Peter Coyte, Andreas Sass-Kortsak, Nicole Bodner, Sergio Acuna, Anamm Khan,

Co-chairs: James Scott, Lee Fairclough

Terms of Reference

Building off of routinely available information (rankings, reports), current University of Toronto practices, and emerging best practices at other schools of Public Health and Medicine:

(1) to *identify important conventional and novel indicators* for the educational, scholarly, policy, practical, institutional and work place environmental impact of the Dalla Lana School of Public Health

(2) to decompose and provide insight into *how DLSPH may increase* its performance against rankings, if appropriate given (1)

(3) to *propose aspirational benchmarks* for the DLSPH

(4) to provide advice on the value and (if valuable) the appropriate methods of *aligning DLSPH performance measures* to University of Toronto performance measures (university-wide or at cognate faculties such as Medicine or Nursing)

(5) To liaise with the other 4 Sub-Committees so set priorities for metrics

Introduction

The nature of the work of this sub-committee has resulted in recommendations in two main areas:

1) Development of a strategic approach to performance measurement for DLSPH
2) Identification of potential areas for measurement particularly emphasizing some of the more unique features of the DLSPH's work.

Therefore, this report is in two sections to describe the strategic approach and why we think it is important, and secondly, a summary of the areas for measurement aligned with each of the headings of the other committees. *Section 2 is still in development* based on extensive notes and ideas developed by the committee. The list is not designed to be comprehensive knowing that the School will already incorporate many of the standard measures used by the University to assess performance of the program. This list is intended to identify other areas for measurement and possibly benchmarking with other Schools with similar programming.

It should be noted that as the strategic directions from the other sub-committees are finalized for the strategic plan, a more focussed approach to identifying ways to evaluate current performance, and assess progress in these areas will be possible.

Section 1: Strategic Approach to Performance Measurement

Strategic Direction One

A. Provide a clear statement of the first suggested strategic direction.

Develop an approach and strategy to performance measurement that reflects the nature of work in the school, and in particular its influence and impact to improving and informing health system policy and priorities. Its recommended that the overarching approach still include the traditional measures used to assess performance used by the university, but would extend beyond this to include for example impact on policy and public discourse, grey literature, or active engagement in health system reforms. It would identify benchmark schools to compare with that hold a similar role.

With this strategy, it was felt that aspirational goals that position the school as a <u>support</u> to key strategies in the health and social services could be set. Statements below are derived from strategies used by MOHLTC, Public Health Ontario, and Health Quality Ontario as examples:

- To support the development of the best publicly-funded health care system in the world
- To support the development of the best public health system in the world
- To support societal institutions in progress towards a health system that is world-leading in delivering the best outcomes across all six dimensions of quality (safety, efficiency, effectiveness, patient centred, timely/accessible), equity). Our health care system is just, engages patients and families, and is relentlessly committed to improvement.

Given the selection of priorities through the strategic plan, there may also be areas of current emphasis in public health or health system where this could be more specific. For example, current goals in the system emphasize improvement in care in home and primary care settings, and improving integration of care.

A sub-component of a more comprehensive performance measurement strategy are **measures of partnership**. The school currently partners in a variety of ways – within faculty, the university, external to U of T including with hospitals and health organizations, policy makers, and with other universities both within Canada and globally.

B. Provide clear rationale/statements on the following:

1.   What will be the anticipated return / "payoff" / "value" on direction?
        (Measured in different ways likely for various stakeholders)

- This approach would capture the full impacts of a school of public health and health policy.

- Would better capture the role that resonates with policy makers and leaders. The school is recognized for this role, and would provide a way to more tangible way to articulate its impact, and continue to encourage this type of relationship between policy makers and academia.
- One of the rich features of the school is the interdisciplinary nature of the work. This approach should develop methods to measure the benefits of this approach to research. The trends for health research funding has been to encourage interdisciplinary teams, and this approach would provide means to describe, and continue to advance U of T's strengths in this area.

2.   Does this direction align with the strategic plans of the University of Toronto, or any of its other faculties, units or partners *(alignment is not a requirement; refer to documents on Crush site)*? If yes, please specify how.

This approach would align with the University's strategy as would still include the standard approach to performance measurement. It aligns with the more general theme of innovation - this would be innovation in measurement.

3.   Alignment with current themes at the School, or its units (direction does not have to align with any current themes) and list any relevant cross-cutting themes that the strategic direction incorporates.

Measuring performance has surfaced as a cross cutting theme. The strategy proposed would consider application to all themes of the final strategic plan.

4.   Outline the implementation resources you imagine would be important/ helpful.
(Implementation does not need to be the focus)
   - A first step would be to develop the strategy and identify a series of measures to test. Establish a goal to complete a more comprehensive approach to performance measurement within 6 months of finalizing the strategic plan.
   - Recommend establishing a performance measurement committee that would help to steer and shape this work.
   - Leverage any existing information collected about performance measurement. Resources may be required to gather further information.
   - Interact with schools identified as potential benchmarks to determine their approach to measuring impact.

5.   Comment on the risk of the suggested strategic direction
   - Measurement and attribution to larger policy and system is challenging. The nature and methods to measure performance will need to factor this in. Good examples were cited at the sub-committee about ways subgroups within the school. For example, surveying policy and system organizations in the past to understand impact of their work.

- This approach may not apply equally across all aspects of the DPHLS programs. In some situations, the more traditional measurement of academic performance may be most appropriate. The overall approach needs to include both.

Strategic Direction Two

A. Provide a clear statement of the third suggested strategic direction.

Establish a data development strategy to augment the data sources currently available to measure performance. Data collected could be used for multiple purposes, and would support the strategy proposed in strategic direction one.

One example of this was the ability to gather information on alumni of the program, and their careers after graduating from the programs. Development of a survey for alumni at different time points, might provide additional qualitative information about the impact of programs. Sub-committee members highlighted that many alumni have gone on to faculty and chair roles or hold leadership positions in the health system.

The second example was measurement and use of student experience/engagement data on a more regular basis.

B. Provide clear rationale/statements on the following:

1.   What will be the anticipated return / "payoff" / "value" on direction?
         (Measured in different ways likely for various stakeholders)

Collecting this data would provide ability to:

- Measure the impact of education programs to prepare students for careers. Benefits are often recognized 5-10 years post-graduation.
- Use the data to maintain connections with the alumni, increase partnership activity and drive other forms of impacts for the school
- Data could also be used to support fundraising or profiling of the schools efforts

Alumni societies of the school were seen as a key strength to build from.

2.   Does this direction align with the strategic plans of the University of Toronto, or any of its other faculties, units or partners *(alignment is not a requirement; refer to documents on Crush site)*?
         If yes, please specify how.

3.   Alignment with current themes at the School, or its units (direction does not have to align with any current themes) and list any relevant cross-cutting themes that the strategic direction incorporates.

Would be relevant across all themes, particularly the innovation in education and partnerships themes.

4.   Outline the implementation resources you imagine would be important/ helpful.
        (Implementation does not need to be the focus)

- Some activity in this area already exists, both centrally at U of T, and within the school. Focus efforts within these areas to support the data development strategy.
- Leverage some of the existing relationships with the Society of Grads, and DLSPH alumni groups

5.   Comment on the risk of the suggested strategic direction
- Low. This is seen as essential to understanding the impacts of our programs, and could offer great value to the school to develop new partnerships, and continue to augment its role to influence and support policy direction beyond the school.

Strategic Direction Three

    A. Provide a clear statement of the third suggested strategic direction.

An approach to benchmarking should be established to provide regular information, at both the school and program level, on how the school is progressing relative to other comparator schools. Selection of benchmarks should also help to drive towards the vision for the school.

The subcommittee had some recommendations for how this could be done:

- benchmarking against other schools needs to be at the programmatic and school level
- push the envelope and develop a couple of important benchmarks that may not have comparators but that drive vision
- consult with students to get input to why they selected U of T and who else they considered
- one challenge with the benchmarking will be attribution, particularly given cross appointments with other organizations and institutions.

B. Provide clear rationale/statements on the following:

1.   What will be the anticipated return / "payoff" / "value" on direction?
(Measured in different ways likely for various stakeholders)

This is a best practice with performance measurement.

2.   Does this direction align with the strategic plans of the University of Toronto, or any of its other faculties, units or partners *(alignment is not a requirement; refer to documents on Crush site)*?
If yes, please specify how.

Yes, benchmarking is already a standard part of the performance measurement strategy for the school.

3.   Alignment with current themes at the School, or its units (direction does not have to align with any current themes) and list any relevant cross-cutting themes that the strategic direction incorporates.

Has been included in discussions of measuring performance across all streams.

4.   Outline the implementation resources you imagine would be important/ helpful.
(Implementation does not need to be the focus)

- Should be included as part of the work of strategic priority #1

5.   Comment on the risk of the suggested strategic direction

- Ensure the benchmarks selected are relevant to faculty, staff and student to be meaningful and useful.