

REVIEW FOR ACCREDITATION
OF THE
SCHOOL OF PUBLIC HEALTH
AT THE
UNIVERSITY OF MARYLAND, COLLEGE PARK

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

October 31 – November 2, 2022

SITE VISIT TEAM:

Cindy Prins, PhD, MPH, CIC, CPH – Chair

Mary Gallant, PhD, MPH

Laura Biesiadecki, MSPH

SITE VISIT COORDINATOR:

Galvin Jack, MPH

CRITERIA:

Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended August 2021

Table of Contents

| | |
|---|----|
| INTRODUCTION..... | 1 |
| A1. ORGANIZATION & ADMINISTRATIVE PROCESSES | 3 |
| A2. MULTI-PARTNER SCHOOLS & PROGRAMS | 7 |
| A3. STUDENT ENGAGEMENT | 7 |
| A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH | 8 |
| A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH | 9 |
| B1. GUIDING STATEMENTS | 9 |
| B2. EVALUATION AND QUALITY IMPROVEMENT | 11 |
| B3. GRADUATION RATES..... | 15 |
| B4. POST-GRADUATION OUTCOMES..... | 16 |
| B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS..... | 17 |
| C1. FISCAL RESOURCES | 19 |
| C2. FACULTY RESOURCES | 21 |
| C3. STAFF AND OTHER PERSONNEL RESOURCES..... | 23 |
| C4. PHYSICAL RESOURCES..... | 24 |
| C5. INFORMATION AND TECHNOLOGY RESOURCES | 25 |
| D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE..... | 27 |
| D2. MPH FOUNDATIONAL COMPETENCIES | 28 |
| D3. DRPH FOUNDATIONAL COMPETENCIES | 31 |
| D4. MPH & DRPH CONCENTRATION COMPETENCIES | 31 |
| D5. MPH APPLIED PRACTICE EXPERIENCES | 36 |
| D6. DRPH APPLIED PRACTICE EXPERIENCE..... | 38 |
| D7. MPH INTEGRATIVE LEARNING EXPERIENCE..... | 39 |
| D8. DRPH INTEGRATIVE LEARNING EXPERIENCE | 41 |
| D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS..... | 41 |
| D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES | 42 |
| D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES | 44 |
| D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES | 46 |
| D13. MPH PROGRAM LENGTH | 48 |
| D14. DRPH PROGRAM LENGTH | 48 |
| D15. BACHELOR'S DEGREE PROGRAM LENGTH..... | 49 |
| D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES | 49 |
| D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES | 52 |
| D18. ALL REMAINING DEGREES..... | 55 |
| D19. DISTANCE EDUCATION | 57 |

| | |
|--|----|
| E1. FACULTY ALIGNMENT WITH DEGREES OFFERED | 59 |
| E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE | 60 |
| E3. FACULTY INSTRUCTIONAL EFFECTIVENESS | 61 |
| E4. FACULTY SCHOLARSHIP | 64 |
| E5. FACULTY EXTRAMURAL SERVICE | 67 |
| F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT | 70 |
| F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE | 72 |
| F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE | 74 |
| G1. DIVERSITY & CULTURAL COMPETENCE | 75 |
| H1. ACADEMIC ADVISING | 81 |
| H2. CAREER ADVISING | 84 |
| H3. STUDENT COMPLAINT PROCEDURES | 87 |
| H4. STUDENT RECRUITMENT & ADMISSIONS | 89 |
| H5. PUBLICATION OF EDUCATIONAL OFFERINGS..... | 93 |
| AGENDA | 94 |

INTRODUCTION

The University of Maryland College Park (UMD) was founded in 1862 as the Maryland Agricultural College. It is a land-grant institution located in Prince's George's County, Maryland, and is one of the 12 members of the University System of Maryland. The university is also the state flagship Research-I campus.

Degree offerings at UMD are housed within 13 colleges and schools: College of Agriculture and Natural Resources; College of Arts and Humanities; College of Behavioral and Social Sciences; College of Computer, Mathematical & Natural Sciences; College of Education; College of Information Studies; College of Journalism; School of Architecture, Planning & Preservation; School of Engineering; School of Public Health; and School of Public Policy. The university holds institutional accreditation by the Middle States Commission on Higher Education (MSCHE). UMD also has specialized accreditation with other accreditors such as the American Library Association, Accreditation Commission for Education in Nursing, and Association to Advance Collegiate Schools of Business.

UMD offers bachelor's degrees in 102 majors, master's degrees in 115 majors, and 84 doctoral degrees. As of fall 2022, the university enrolls 29,231 undergraduate students and 9,491 graduate students. The university employs 4,351 full- and part-time faculty and 5,608 staff.

The University of Maryland School of Public Health (SPH) was established in 2007. The SPH comprises six academic units: Behavioral and Community Health; Epidemiology and Biostatistics; Family Science; Health Policy and Management; Kinesiology; and Applied Environmental Health. The school offers four undergraduate degrees and 19 graduate degrees. As of fall 2022, the SPH enrolls approximately 2,000 undergraduate students and 500 graduate students. Of the 2,000 undergraduate students, 1,248 are categorized as public health. Of the 500 graduate students, 296 are MPH and MS students, and 116 are public health doctoral students. The school also houses degrees that are not classified as public health such as a bachelor's degree in family science, master's degree in couple and family therapy, and a doctoral degree in family science.

The school was granted initial accreditation in 2010. Since its last review, the school has submitted six interim reports on topics such as coursework mapping and assessment, assessment for foundational knowledge, and concentration competencies; the Council accepted the reports as evidence of compliance.

| Instructional Matrix - Degrees and Concentrations | | | | | | |
|--|------------------------------------|-----------------|---------------------|-------------------------------------|--------------------|-----------------------|
| Bachelor's Degrees | | | | Categorized as public health | Place-based | Distance-based |
| Community Health | | BS | | X | | |
| Family Science | | BS | | | | |
| Kinesiology | | BS | | | | |
| Public Health Science | | BS | | X | | |
| Master's Degrees | | Academic | Professional | | | |
| Behavioral and Community Health | | | MPH | X | MPH | MPH |
| Biostatistics | | | MPH | X | MPH | |
| Epidemiology | | | MPH | X | MPH | |
| Couple and Family Therapy | | MS | | | MS | |
| Environmental Health Sciences | | MS | MPH | X | MPH, MS | |
| Health Administration | | | MHA | | | MHA |
| Health Care Management | | | MPH | X | MPH | |
| Health Equity | | | MPH | X | MPH | |
| Health Policy Analysis and Evaluation | | | MPH | X | MPH | |
| Kinesiology | | MA | | | MA | |
| Physical Activity | | | MPH | X | MPH | |
| Public Health Practice and Policy | | | MPH | X | | MPH |
| Doctoral Degrees | | Academic | Professional | | | |
| Behavioral and Community Health | | PhD | | X | PhD | |
| Epidemiology | | PhD | | X | PhD | |
| Environmental Health Sciences | | PhD | | X | PhD | |
| Family Science | | PhD | | | PhD | |
| Health Services Research | | PhD | | X | PhD | |
| Kinesiology | | PhD | | | PhD | |
| Maternal and Child Health | | PhD | | X | PhD | |
| Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees) | | Academic | Professional | | | |
| 2nd Degree Area | Public Health Concentration | | | | | |
| Accelerated BS-MPH | Any BS with any MPH concentration | | BS-MPH | X | BS, MPH | |
| Accelerated BS-MHA | Any BS with the MHA | BS-MHA | | | BS, MPH | X (MHA) |
| Medicine (Univ. Maryland Baltimore) | MHA | MD-MHA | | | MHA | |
| Master of Community Planning | Any MPH concentration | | MCP-MPH | X | MCP, MPH | |
| Accelerated BS-MS (all MS concentrations, UMD Business) | Any BS | BS-MS | | | | |
| Accelerated BS-MF (UMD Business) | Any BS | BS-MFin | | | | |
| Accelerated BS-MQuantFin (UMD Business) | Any BS | BS-MQuantFin | | | | |

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---------------------------|------------------|
| | Met | | | |
| Designates appropriate committees or individuals for decision making, and implementation | | Information from the self-study and the site visit confirmed that the unit's organizational processes are both effective and sufficient. The unit has designated several administrative and standing committees that address the school's mission and goals. Committee membership is based upon the purpose of the committee, and representation on committees includes faculty, staff, students, and external members, as appropriate. For example, the SPH Cabinet includes a professional-track faculty member, staff members, and student representatives in addition to members of the school's senior leadership team. | Click here to enter text. | |
| Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities | | | | |
| Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program | | <p>Other administrative committees include the Chairs' Forum, Chairs' and More Forum, the Planning and Evaluation Process for Strategic Implementation (PEPSI) Committee, the Student Advisory Committee, and the SPH Senate and Senate Executive Committee.</p> <p>Standing committees include the Appointment, Promotion, and Tenure Committee; Awards Committee; Diversity, Equity, Inclusion, Anti-Racism and Belonging Council; Graduate Programs in Public Health Committee; Programs, Curricula, and Courses Committee; Research Committee; and the Undergraduate Academic Programs Committee.</p> | | |

| | | | | |
|--|--|--|--|--|
| | | <p>Decisions about degree requirements are made initially within the academic program, with faculty adhering to university requirements. Undergraduate and graduate-level degree committees within each department propose and vote on degree requirements; these are approved by the department chair before being reviewed by the unit's Programs, Curricula, and Courses (PCC) Committee. The PCC committee has representatives from all academic units and approves degree requirements through a majority vote. Degree requirements are then reviewed and approved by the dean before being sent to the appropriate university-level committee. The university Senate PCC Committee reviews and approves undergraduate degree proposals, and the Graduate School PCC Committee reviews and approves graduate-level degree proposals. If a change is proposed to an MPH concentration, the proposal is reviewed for CEPH compliance and approved by the Graduate Programs in Public Health Committee before being reviewed by the PCC Committee.</p> <p>University-level policies specify requirements covering academic integrity, class attendance, final exam requirements and scheduling, and course accessibility, among others. Faculty at the unit level make decisions about course assessments. In some cases, faculty receive guidance on assessments that are linked to required student learning outcomes to ensure compliance with accreditation requirements. A Learning Outcomes Assessment is conducted at the university level by the associate provost for academic affairs, and the SPH participates in the process at the undergraduate level. The</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>Graduate School is undertaking a similar process, and the unit will participate in that once implemented.</p> <p>Undergraduate programs in the unit are not limited enrollment or limited access programs. Thus, decisions about undergraduate admissions to the SPH at the College Park campus are made at the university level by the Office of Undergraduate Admissions. Admissions decisions for the Shady Grove campus are made by the Program Director and Admissions and Recruitment Coordinator.</p> <p>Admissions to graduate programs are decided by program faculty and staff and adhere to university-level graduate admissions policies. In the MPH program, all applications are first reviewed for minimum requirements by the school's director of graduate student services before being sent for review by faculty in the concentration of interest.</p> <p>Faculty needs are identified at the academic unit level, which drafts a position description and search strategy that is then approved by the equity officer and the dean. The search process is conducted by the academic unit's search committee and recommended candidates are approved by the academic unit head and by the dean, who is the hiring authority.</p> <p>Promotion and tenure for faculty in the unit are guided by university, school, and unit promotion and tenure processes. Faculty on the tenure track are reviewed for tenure and promotion during their sixth year of employment. This review process begins with the unit-level Advancement, Promotion and Tenure committee followed by approval of the unit head, then moves to the SPH Advancement, Promotion and Tenure committee.</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>After approval by the dean, recommendations proceed to the university level Advancement, Promotion and Tenure committee, followed by approval of the provost and then the president.</p> <p>Faculty on the professional track are typically initially reviewed for promotion between years three and five of employment. The promotion process also begins in the academic unit and follows similar steps to those for tenure-track faculty.</p> <p>Expectations for research and scholarly activity are outlined in the faculty member's contract as well as in the tenure and promotion guidelines. The college has a standing Research Committee that works to enhance faculty collaboration in key research areas, respond to campus research policies, and enhance research in the school.</p> <p>The school provided several examples of how faculty contribute to decision-making activities at the campus level. Faculty in the school serve on the Campus Advancement, Promotion, and Tenure Committee, the Graduate Council, the Presidential Taskforce on Community Policing, the Learning Outcomes Assessment College Coordinator Committee, and the Institutional Review Board, among others.</p> <p>Full time and part-time faculty interact at the academic unit level as well as at the school level. At the unit level, all faculty attend unit-specific faculty meetings, and both part-time and full-time faculty are invited to unit-specific socials and events. At the school level, faculty interact across ranks and categories on school-level committees,</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | through the SPH Assembly, and at the Public Health Research @ Maryland day event, among other activities. Interaction of full time and part time faculty was validated through committee and event rosters provided in the ERF. | | |
|--|--|---|--|--|

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

A3. STUDENT ENGAGEMENT

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---------------------------|------------------|
| | Met | | | |
| Students have formal methods to participate in policy making & decision making | | Students serve on committees and councils that provide them with opportunities to participate in the policy and decision-making process. The Student Advisory Committee includes student representatives from each of the academic units in the school. The committee makes recommendations to the Dean regarding needs, concerns, and plans for the school. The Graduate Student Advisory Committee has representatives from graduate programs in the school and makes recommendations for improving the graduate student experience to the associate dean and to the director of graduate student services. Two of the Graduate Student Advisory Committee members are selected to also serve on the Graduate Programs in Public Health Committee. | Click here to enter text. | |
| Students engaged as members on decision-making bodies, where appropriate | | | | |

| | | | | |
|--|--|--|--|--|
| | | <p>The Undergraduate Student Advisory Committee comprises undergraduates from all undergraduate degrees in the school and makes recommendations on undergraduate student issues and concerns to the dean. One member of the Undergraduate Student Advisory Committee is appointed to also serve on the SPH Cabinet. Students serve as voting members on several other committees, including the Planning and Evaluation Process for Strategic Implementation (PEPSI) Committee, the SPH Senate Executive Committee, the Research Committee, and the Diversity, Equity, Inclusion, Anti-Racism and Belonging Council. During the site visit, students expressed that they have opportunities to serve on committees and they feel that they are engaged in decision-making and the school is responsive to their feedback. Students and alumni also shared that the dean and the associate dean for academic affairs connect with students and are responsive to their needs.</p> | | |
|--|--|--|--|--|

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|--|--|-------------------------|
| | Met | | | |
| Operates at highest level of organizational status & independence | | <p>The SPH operates with a level of autonomy comparable to other professional schools at the College Park campus such as the School of Journalism and the School of Architecture, Planning, and Preservation. UMD College Park does not include the other professional schools of the University System of Maryland, such as the School of Nursing and the School of Medicine.</p> | <p>Click here to enter text.</p> | |

| | | | | |
|--|--|--|--|--|
| | | The dean reports directly to the senior vice president and provost along with other deans of colleges and schools. | | |
|--|--|--|--|--|

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Offers professional public health master’s degree in at least three distinct concentrations | | The school offers an MPH degree in nine concentrations and a PhD degree in five concentrations, which meets required offerings for eligibility in the school of public health category of accreditation. The instructional matrix in this report’s introduction includes the complete list of the school’s degrees and concentrations. | Click here to enter text. | |
| Offers public health doctoral degree programs in at least two distinct concentrations | | | | |

B1. GUIDING STATEMENTS

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Defines a vision, mission statement, goals, statement of values | | The school’s vision is “physical, mental, and social health and well-being for all people throughout our local and global communities,” and the mission is “to promote and protect the health and well-being of the diverse communities throughout Maryland, the nation, and the world through leadership and collaboration in interdisciplinary education, research, practice, and public policy.” | Click here to enter text. | |
| Taken as a whole, guiding statements address instruction, scholarship, service | | | | |
| Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success | | | | |

| | | | | |
|--|--|--|--|--|
| Guiding statements reflect aspirations & respond to needs of intended service area(s) | | The school identifies a comprehensive set of core values that emphasize commitment to social justice and social responsibility and to equity and inclusion. | | |
| Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes | | <p>The school defines five goals that are consistent with the university's 2022 strategic plan:</p> <ol style="list-style-type: none"> 1. Develop and mentor the next generation of public health leaders. 2. Lead and translate innovative research into real world public health solutions. 3. Create and grow sustainable partnerships that engage communities. 4. Accelerate and transform the school's role as an innovative leader. 5. Foster and invest in a culture of excellence. <p>These goals incorporate instruction, scholarship, and service and reflect the stated mission and values. The goals appear to be sufficiently aspirational to provide opportunity for the school to advance.</p> <p>During the site visit, school leaders affirmed that these goals have guided the school's advancement over the last five years. In addition, school leaders described the strategic planning processes the school is about to embark on, to ensure continued alignment with the university's new strategic plan and to set the course for the future.</p> <p>Together, the vision, mission, values, and goals illustrate how the school plans to advance the field of public health and promote student success. Moreover, they reference diverse communities throughout Maryland and include a national and international scope as well.</p> | | |

| | | | | |
|--|--|---|--|--|
| | | <p>The elaboration of each goal provides sufficient detail to allocate resources and guide decision-making. For example, the self-study states that Goal 4 will be accomplished by “investing in our innovation capacity, improving donor relations, improving our teaching technologies and our secure data management and programming capacity” among other things, which are all relevant for resource allocation.</p> <p>During the site visit, school leaders explained that there is an internal document with more detailed subgoals that provide guidance for resource allocation. The school described the launch of the Office of Public Health Practice and Community Engagement and the current global health initiative as two examples in which goals guided the prioritization of resources. In addition, the articulation of these goals has been helpful for the school to gain resources from the university.</p> | | |
|--|--|---|--|--|

B2. EVALUATION AND QUALITY IMPROVEMENT

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---------------------------|------------------|
| | Met | | | |
| Collects & reviews all measures in Appendix 1 | | The school has a comprehensive evaluation plan with a wide variety of measures that are well aligned with the school’s mission, goals, and unique context. The measures are sufficiently specific to allow the school to track its progress in achieving its stated goals. Each measure has a well-defined data source and clearly defined individuals or groups with review and decision-making responsibility. | Click here to enter text. | |
| Measures mission & goals & addresses unit’s unique context | | | | |
| Reviews & discusses data | | | | |
| Makes data-driven quality improvements | | | | |

| | | | | |
|---|--|---|--|--|
| <p>Consistently implements evaluation plan(s) over time</p> | | <p>For example, one evaluation measure is the percent of internship preceptors who rate their MPH, MHA, or BS interns as well-prepared. The Office of Planning and Evaluation collects this data in the biennial survey of internship preceptors, and multiple groups and individuals have responsibility for review and decision-making, including the PEPSI committee, the associate dean for academic affairs, the assistant dean for undergraduate education, the unit chairs, and the program directors.</p> <p>The evaluation plan indicates that the unit regularly collects, and reviews all required measures in Appendix 1. In addition, the school defines 37 additional unique measures that align with the school’s mission and goals. Each of the school’s five goals has between five and 11 measures associated with it. For example, the percent of recent alumni who state that their program provided them with meaningful skills for their career is a measure that aligns with the goal to “Develop and mentor the next generation of public health leaders,” while the proportion of total budget that is from extramural funding is a measure that aligns with the goal to “Accelerate and transform the school’s role as an innovative leader.” Taken together, these additional measures are meaningful in measuring whether the school is progressing toward its goals and mission.</p> <p>During the site visit, school leaders noted that these measures are very useful for assessing progress toward achieving the school’s goals. Although the evaluation plan includes many measures, during the site visit, the Office of Evaluation and Planning described a robust infrastructure that allows the school to adequately collect and use the</p> | | |
|---|--|---|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>data from all of these measures, and other school leaders affirmed the effectiveness of these data collection efforts. Efforts to automate some data collection and reporting have assisted the school's ability to manage and track such a large number of measures. Staff responsible for evaluation activities also indicated that various stakeholders increasingly value these evaluation efforts as they see the way they can use the data for making improvements in their units.</p> <p>The evaluation plan, as a whole, measures student success and progress in advancing public health. Student success is captured by several measures, including, for example, graduation rates and perceptions of recent alumni about preparation for the workforce. Multiple measures address advancing public health. These include measures that relate to effectively preparing students for the public health workforce as well as measures that relate to research, such as total research funding, and measures that relate to developing partnerships that engage communities.</p> <p>Site visitors verified that the school has a comprehensive and systematic process by which responsible parties review and discuss data on a regular basis. The staff of the Office of Planning and Evaluation regularly collects and compiles data and prepares data summaries and reports. These are then shared and discussed regularly with the PEPSI Committee, the Chairs and More Forum, and other relevant stakeholders. The ERF contains substantial evidence of the regular review of evaluation findings. To illustrate this process, during the site visit, school leaders described the research data report that is regularly shared with the PEPSI Committee, department chairs, and the</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>Research Committee. The data are used internally to manage the workflow of pre- and post-award staff and are used by chairs as the basis of merit review decisions. The data are also used to relay summary information to the university about the school's current funding sources.</p> <p>The self-study includes examples of how the school translates evaluation findings into plans and changes. For example, three measures related to research productivity (number of proposals, proposal dollars submitted, new research award funding) decreased from 2017 to 2019. In response to this, unit chairs are now given research-related reports with actionable data to share with their faculty. In addition, the Dean's Office held proposal workshops, and the Associate Dean for Research works closely with units to facilitate proposal submission. The school observed an increase in measures related to research proposals in 2020 and 2021.</p> <p>Following an examination of quantitative and qualitative findings that showed that both undergraduate and graduate students rated their quantitative skills lower than the school desired, the school made some curriculum improvements. This included revising the core biostatistics course for graduate students, offering a course on statistical programming for undergraduates and a data management course for graduate students, enhancing the statistical software and tutoring resources available to students, and implementing a health data analysis certificate.</p> <p>During the site visit, school leaders noted that some data from students and faculty indicated a desire for more attention to analytics. This was brought to the attention of</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | chairs and deans, and the school is now in the process of reviewing the content of certain courses to determine where changes need to be made to incorporate more analytics-related content. | | |
|--|--|--|--|--|

B3. GRADUATION RATES

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|---|--------------------------------|-------------------------|
| | Met | | | |
| Collects, analyzes & accurately presents graduation rate data for each public health degree offered | | The school presents graduation rates that meet or exceed the established threshold across all its degree offerings. | Click here to enter text. | |
| Achieves graduation rates of at least 70% for bachelor’s & master’s degrees, 60% for doctoral degrees | | <p>Undergraduate students have a maximum of six years to graduate. Eighty-eight percent of the 2016-17 cohort graduated within the maximum time allowed. Though the 2017-18, 2018-19, and 2019-20 cohorts still have not reached their maximum time, they all report graduation rates that exceed the required threshold: 91%, 91%, and 81%, respectively. Data for the 2020-21 and 2021-22 cohort will be available after fall 2022.</p> <p>Students enrolled in the master’s programs have five years to earn their degrees. The school reports the following MPH graduation rates for 2017-18 through 2021-22 cohorts: 94%, 91%, 72%, 30%, and 2%. Although the last two cohorts have not met the threshold, they are on track to being compliant, and students have several years left until the maximum time to graduation. The MS degree achieved 100% graduation rates for 2018-19, 2019-20, and 2020-21 cohorts. There has only been one student enrolled in the MS degree program in the past three years.</p> | | |

| | | | | |
|--|--|--|--|--|
| | | Doctoral students have nine years to complete their degree program. The school reports the following PhD graduation rates for cohorts entering from 2013-14 to 2016-17: 86%, 71%, 62%, and 76%. The remaining cohorts are on track to meet this criterion's threshold. | | |
|--|--|--|--|--|

B4. POST-GRADUATION OUTCOMES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|---|
| | Met | | | |
| Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered | | The school collects and presents positive post-graduation placement information for all degree offerings. | We have confirmed with Galvin Jack, CEPH Accreditation Coordinator, that the site visit team incorrectly calculated the positive graduation placements. The data we submitted in Template B4-1 showed that our BS graduates had a 96% placement for the most recent year. We have included the correspondence with CEPH in the appendix material for B4. | The Council agrees that the school meets this criterion's stated threshold and that the team's report was in error. Therefore, the Council changed the team's finding of met with commentary to a finding of met. |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes | | Undergraduate students and graduate students complete a commencement survey that is administered at the time of graduation and an alumni survey, which is administered 10-12 months post-graduation. The Office of Planning and Evaluation (OPE) also maintains an online Alumni Update Form, which alumni, faculty, and staff can access at any time to provide updates. | | |
| Achieves rates of at least 80% employment or enrollment in further education for each public health degree | | Among BS graduates in 2018-19, 2019-20, and 2020-21, the percentage of individuals either employed or continuing education was 84%, 79%, and 75%. The percentage of unknown outcomes is low with 8%, 16%, and 22%. MPH graduates with known outcomes all report positive placements in the last three years (with known outcomes of 93%, 95%, and 93%). | | |

| | | | | |
|--|--|---|--|--|
| | | <p>There has only been one graduate from the MS program in the last three years. That student found employment after graduation.</p> <p>Doctoral graduates have positive post-graduation placements as well. All PhD graduates were employed by one year after graduation in each of the last three years, with no unknown outcomes.</p> <p>The commentary relates to the most recent two years of BS graduates' results, which fall below this criterion's required threshold of 80%. During the site visit, faculty stated that the increase in unknown outcomes of graduates is a direct result of the university cancelling in-person commencement exercises. The SPH used the in-person commencement to work directly with graduates on contact information and survey responses. The SPH hopes to see improvement once in-person commencements resumes.</p> | | |
|--|--|---|--|--|

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions | | The school collects feedback from the alumni self-assessment which is obtained through the biannual commencement survey and the annual alumni survey. | Click here to enter text. | |
| Documents & regularly examines its methodology & outcomes to ensure useful data | | The surveys include three types of items to collect alumni's self-assessment of their preparation for post-graduation experiences. Survey items asks graduates how meaningful and useful their public health education has been for their | | |
| | | | | |

| | | | | |
|--|--|---|--|--|
| <p>Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation</p> | | <p>employment (if employed). Seventy-eight percent of BS alumni, 95% of MPH alumni, and 89% of PhD alumni agreed that their public health education has been meaningful and useful for employment. The survey also asks alumni to rate their ability to use certain knowledge and skills in their post-graduation placements. Sixty percent of BS, 81% of MPH alumni, and 78% of PhD alumni reported that they were able to use skills learned in the SPH in post-graduation placements. Alumni were asked to rate their preparation to address post-graduation job requirements. Ninety percent of BS alumni, 91% of MPH alumni, and 78% of PhD alumni reported that they felt well prepared to address job requirements post-graduation.</p> <p>Alumni are also asked open-ended questions about which coursework has been most useful for their post-graduation experiences, as well as which skills or competencies necessary for employment were lacking in their education. For undergraduate program alumni, statistics and epidemiology were often cited as most useful, as was cultural competence, program planning and evaluation, and global health. These students expressed a desire for further training in data science, statistical programming, and academic writing. Similar to undergraduate alumni, both master's and doctoral alumni named data-focused skills as most valuable in their post-graduation destination (e.g., epidemiology, biostatistics, data management) but also cited statistics as an area where further preparation would be useful.</p> | | |
|--|--|---|--|--|

C1. FISCAL RESOURCES

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|--|------------------|
| | Met | | | |
| Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings | | <p>The self-study presents budget data and narrative that indicate solid and stable financial resources. The school’s main sources of revenue are state allocations, student tuition and fees, and the return of federally negotiated indirect costs. The self-study notes that as school enrollment has increased, the university increased the base allocation and provided a small return of tuition to supplement instructional costs not covered by the state allocation. For the last five years, funds have greatly exceeded expenditures. Any changes in state allocation based on changes in student enrollment are negotiated between the dean and the provost.</p> | <p>Click here to enter text.</p> | |
| Financial support appears sufficiently stable at time of site visit | | | | |

| | | | | |
|--|--|---|--|--|
| | | <p>There are several ways for the school to seek additional support from the university. First, re-budgeting of state support has led to additional funds used to hire faculty. The school has also written requests to the provost for additional faculty based on increased enrollment and new programs. Finally, the program can create co-curricular programs that support student engagement and professional development. The MPH + Master of Community Planning within the University of Maryland's School of Architecture, Planning and Preservation is one such example. The school submitted a proposal to the university; the proposal's approval resulted in the school being able to add additional faculty positions.</p> <p>The school defines operational costs as expenses not related to salaries, fringe, and student support. Operational costs are funded by state appropriation or school funds. Additional funds can be obtained through summer or winter course offerings, research indirect cost returns, and salary savings.</p> <p>Regarding indirect cost recovery, the university retains 55% of indirect cost to cover facilities and administrative costs, with the Division of Research retaining 16%. The remaining funds are split 60%/40% between the school and academic unit that supported the award. Each unit then provides a fraction of the funds directly to the principal investigator.</p> <p>The self-study lists multiple examples of student support. For example, there are foundation scholarships funded through the University of Maryland College Park Foundation. The school has a dedicated Scholarships</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>Committee that reviews scholarship applications. There is also a Dean’s Fellowship, for which program faculty and graduate directors determine fund distributions. The school has emergency funds set aside for students; these are reviewed by a committee of faculty and staff who make funding decisions in collaboration with the assistant dean for development. Graduate students can earn assistantships that are covered by state appropriations, school funds, or research awards. Finally, the school provides some funding for student travel through research awards and/or foundation funds. The Graduate School also has matching fund programs for graduate student travel that students can apply for.</p> | | |
|--|--|---|--|--|

C2. FACULTY RESOURCES

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|--|------------------|
| | Met | | | |
| School employs at least 21 PIF; or program employs at least 3 PIF | | <p>The school has sufficient faculty resources to support its mission and goals. One hundred and five primary instructional faculty (PIF) and 51 non-PIF comprise the faculty complement. The school correctly presents PIF for each concentration in the self-study, including those with more than one degree level, and does not double-count PIF across concentrations. Site visitors determined that full-time equivalency (FTE) calculations appear appropriate.</p> <p>General advising and career counseling averages vary between undergraduate and graduate students. The undergraduate staff advising average is 231 students for the community health concentration and 313 for the</p> | <p>Click here to enter text.</p> | |
| 3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable | | | | |
| Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable | | | | |
| Ratios for general advising & career counseling are appropriate for degree level & type | | | | |

| | | | | |
|---|--|---|--|--|
| Ratios for MPH ILE are appropriate for degree level & nature of assignment | | <p>public health science concentration. The undergraduate faculty advising average is three students per faculty member. Cumulative experience advising averages for the community health concentration and the public health science concentration are both 20 students per faculty member.</p> <p>Average master's advising load is two students, and average doctoral advising load is three students. The MPH ILE advising average is three students, with a maximum of 15. The advising average for thesis or dissertation supervision is one MS student and two PhD students. No more than four students are advised by faculty in these categories.</p> <p>Overall, students report satisfaction with class size and faculty availability. During AY 2020-21, the school collected student perceptions in these areas. Eighty percent of undergraduates were either satisfied or very satisfied with class size. Ninety-three percent of graduate students were satisfied or very satisfied with class size. In the same academic year, 76% of bachelor's students reported that their instructor was readily available, and 91% of graduate students reported favorable faculty availability.</p> | | |
| Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable | | | | |
| Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable | | | | |
| Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities) | | | | |
| Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities) | | | | |

C3. STAFF AND OTHER PERSONNEL RESOURCES

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Staff & other personnel are currently adequate to fulfill the stated mission & goals | | The school employs approximately 62-65 staff FTEs that cover academic affairs, admissions, alumni relations, career services, development, diversity and inclusion, finance and admin, IT, marketing and communications, other non-instructional staff, research administration (post- and pre-award), research support, and student affairs. Staff FTE ranges from 1.0 FTE for admissions, alumni relations, career services, diversity and inclusion, and research support to 16 FTE for student affairs. | Click here to enter text. | |
| Staff & other personnel resources appear sufficiently stable | | <p>In addition to the core staff support noted above, the university provides support services from admissions and recruitment to human resources, IT, research, and library services. The school reports that although there have been issues ensuring adequate administrative staff with growing enrollment, the school has added capacity with staff support and notes the current staff support is sufficient.</p> <p>Students who met with site visitors reported a high level of satisfaction with the number of support staff available to meet their needs. School leaders who met with site visitors expressed that the number of staff support was sufficient to meet the needs of incoming students.</p> | | |

C4. PHYSICAL RESOURCES

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|------------------|
| | Met | | | |
| Physical resources adequate to fulfill mission & goals & support degree programs | | <p>The school has adequate physical resources to support its mission and instructional programs. The school’s main physical location is the School of Public Health (SPH) building on the College Park campus. There is additional space available in the Atlantic Building on the College Park campus, which houses the Department of Epidemiology and Biostatistics. The public health sciences BS program at the Universities at Shady Grove has three additional offices, as well as access to classrooms and other physical spaces to support instruction and student services.</p> | <p>Click here to enter text.</p> | |
| Physical resources appear sufficiently stable | | <p>All tenured/tenure-track faculty have dedicated offices while professional-track faculty are assigned offices that accommodate one to two people per office. All faculty offices have administrative and technology support, which includes internet access and Wi-Fi, telephone, printing/copying, and general office supplies. Staff are assigned office space depending on their roles. For example, all professional advisors have individual offices, while other staff may have a shared office with another staff member. Graduate assistants are assigned a cubicle space in one of several office suites.</p> <p>The university assigns classrooms within the SPH building, depending on the size of the class and nature of instruction. The SPH building has several dedicated teaching laboratories, in addition to numerous conference rooms.</p> | | |

| | | | | |
|--|--|---|--|--|
| | | <p>Regarding shared student space, there is a concourse area on the ground level of the SPH building, in addition to smaller shared student spaces throughout the SPH building. There is also a space called “the Collaboratorium” that provides group workspace with a smartboard.</p> <p>The self-study notes that the university has been supportive of the school’s physical space requests. In 2018, the university covered a major renovation of the SPH, the third major building renovation since 2007. The latest renovation added six new research laboratories, 20 faculty offices, and six state-of-the-art learning studios.</p> <p>During the site visit, students reported that during the pandemic the number of classrooms, meeting rooms and open square footage available for students to meet was limited. As a result, students had classes in other buildings. Faculty confirmed that, due to the pandemic, classroom refurbishments were done to improve safety and airflow. Additional refurbishments are underway that will allow for additional meeting space for students.</p> | | |
|--|--|---|--|--|

C5. INFORMATION AND TECHNOLOGY RESOURCES

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|---------------------------|------------------|
| | Met | | | |
| Adequate library resources, including personnel, for students & faculty | | The university manages six libraries on the College Park campus, with an additional off-site storage facility just outside campus and an additional library at the Shady | Click here to enter text. | |

| | | | | |
|---|--|---|--|--|
| Adequate IT resources, including tech assistance for students & faculty | | <p>Grove campus. The university libraries offer nearly four million titles and access to over 100 million titles online through the Big Ten partnership. In addition, there is a dedicated subject librarian who serves the School of Public Health.</p> | | |
| Library & IT resources appear sufficiently stable | | <p>All students have access to the university library computer labs with standard business, research, and instructional software. Additionally, all students have free access to the university's virtual desktop environment where they can access additional software, such as SAS, Stata, SPSS, R, ArcGIS, MatLab, Zotero, and many more. All students receive access to Microsoft Office365 and GSuite applications and upon request can access the school's large data storage resources and virtual machines for larger-scale research projects.</p> <p>All faculty are given a laptop or desktop computer and also have access to the virtual desktop environment, Microsoft Office365, and GSuite applications. Faculty receive a free download of NVIVO software and can download additional software for their own machines or for their labs at little to no cost.</p> <p>Regarding IT support, there is a dedicated School of Public Health Information Technology group as well as the university division of information technology for the entire campus. The IT support services assist faculty, staff, and students on a range of technology issues from troubleshooting to server configuration to laptop and iPad loans to UMD credentials and general-purpose classroom technology.</p> | | |

| | | | | |
|--|--|---|--|--|
| | | Students who met with site visitors reported a high level of satisfaction with library resources mentioning the benefits of having a librarian assigned to online students and tutorials for online students. | | |
|--|--|---|--|--|

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---------------------------|------------------|
| | Met | | | |
| Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail) | | <p>MPH students are grounded in each of the foundational public health knowledge areas through SPHL 601: Core Concepts in Public Health, SPHL 602: Foundations of Epidemiology and Biostatistics, and SPHL 610: Program and Policy Planning, Implementation, and Evaluation.</p> <p>The curriculum provides grounding through a combination of lectures, readings, written assignments, and projects.</p> <p>Reviewers' findings are summarized in the D1 worksheet.</p> | Click here to enter text. | |

D1 Worksheet

| Foundational Knowledge | Yes/CNV |
|--|---------|
| 1. Explain public health history, philosophy & values | Yes |
| 2. Identify the core functions of public health & the 10 Essential Services | Yes |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health | Yes |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program | Yes |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. | Yes |
| 6. Explain the critical importance of evidence in advancing public health knowledge | Yes |
| 7. Explain effects of environmental factors on a population's health | Yes |
| 8. Explain biological & genetic factors that affect a population's health | Yes |
| 9. Explain behavioral & psychological factors that affect a population's health | Yes |

| | |
|--|-----|
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities | Yes |
| 11. Explain how globalization affects global burdens of disease | Yes |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) | Yes |

D2. MPH FOUNDATIONAL COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|---|--|
| | Met | | | |
| Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail) | | <p>The school provides appropriate didactic preparation and assessment opportunities for 19 of the 22 foundational competencies. The competencies are mapped to six courses that all students take, including the three listed in Criterion D1 and additional courses in Public Health Ethics, Leadership, Teams, and Coalitions, and Public Health Data Laboratory.</p> <p>Students receive didactic preparation through lectures and readings. The assessment opportunities are varied and include case studies and evaluation papers, as well as discussion posts, quizzes, exams, and final papers. For example, to assess foundational competency 10, students develop a budget plan and intervention management plan as part of their case study final project.</p> <p>The concern relates to reviewers' inability to validate the assessment of three competencies, specifically, competencies 2, 4, and 7. Although the program provided documentation, reviewers were unable to validate that students are adequately assessed on every facet of each competency.</p> | <p>Recognizing the inadequacies in our original approaches to these three competencies, the school has sought to remedy each through updated assessment approaches. Referenced documentation is provided in the appendix files for D2.</p> <p>For Competency 2, in addition to the group assignment for qualitative data methods, students in SPHL610 will now complete an individual quiz that will allow for clear individual assessment on student ability to select qualitative data collection methods. The syllabus and quiz are included in the Appendix for D2, SPHL610. Additional readings have also been added as shown in the "supplemental readings" file.</p> | The Council reviewed the school's response, including attachments, and concluded that the school identified appropriate assessments for the competencies noted in the team's report. Therefore, the Council acted to change the team's finding of partially met to a finding of met. |

| | | | | |
|--|--|--|--|--|
| | | <p>For competency 2, reviewers were unable to validate how students are individually assessed on their ability to select qualitative data collection methods for given public health context, since the assignment is completed in groups. For competency 4, students analyze data, but the assignment does not require students to then apply the findings of their analysis. For competency 7, students answer a set of questions, but questions do not address how to assess a population's needs, assets, and capacities.</p> <p>Reviewers' findings are summarized in the D2 worksheet.</p> | <p>For Competency 4, students complete a series of assignments (Assignments 3-7, 9-10) and a Final Project in SPHL603 in which they interpret and apply the findings from data analysis. For the Final Project, students perform data analysis and then provide a written description of their interpretation and application of their findings for several elements of a large dataset. An overview sheet in Appendix D2 for SPHL603 provides a spreadsheet of all of the assessment questions and a folder contains the actual assignments.</p> <p>For Competency 7, in SPHL610 students will now be asked to complete an individual community health assessment assignment in which students will assess population needs, assets, and capacities using a key informant approach within a community. The updated syllabus and assignment details are included in the Appendix for D2, SPHL610. Additional readings have also been added as shown in the "supplemental readings" file.</p> | |
|--|--|--|--|--|

D2 Worksheet

| MPH Foundational Competencies | Yes/CNV |
|--|----------------|
| 1. Apply epidemiological methods to settings & situations in public health practice | Yes |
| 2. Select quantitative & qualitative data collection methods appropriate for a given public health context | Yes |
| 3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate | Yes |
| 4. Interpret results of data analysis for public health research, policy, or practice | Yes |
| 5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings | Yes |
| 6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels | Yes |
| 7. Assess population needs, assets & capacities that affect communities' health | Yes |
| 8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs | Yes |
| 9. Design a population-based policy, program, project or intervention | Yes |
| 10. Explain basic principles & tools of budget & resource management | Yes |
| 11. Select methods to evaluate public health programs | Yes |
| 12. Discuss the policy-making process, including the roles of ethics & evidence | Yes |
| 13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes | Yes |
| 14. Advocate for political, social or economic policies & programs that will improve health in diverse populations | Yes |
| 15. Evaluate policies for their impact on public health & health equity | Yes |
| 16. Apply leadership and/or management principles to address a relevant issue | Yes |
| 17. Apply negotiation & mediation skills to address organizational or community challenges | Yes |
| 18. Select communication strategies for different audiences & sectors | Yes |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation | Yes |
| 20. Describe the importance of cultural competence in communicating public health content | Yes |
| 21. Integrate perspectives from other sectors and/or professions to promote & advance population health | Yes |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative | Yes |

D3. DRPH FOUNDATIONAL COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D4. MPH & DRPH CONCENTRATION COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|---------------------------|------------------|
| | Met | | | |
| Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies | | <p>The school defines six competencies for its MPH offerings in Behavioral and Community Health and Public Health Practice and Policy; seven for its MPH offerings in Biostatistics and Epidemiology; eight for its MPH in Environmental Health Sciences; and five for its MPH offerings in Health Care Management, Health Equity, Health Policy Analysis and Evaluation, and Physical Activity.</p> <p>Each set of concentration competencies articulates an appropriate depth or enhancement beyond foundational knowledge. Reviewers validated that all MPH concentration competencies are adequately taught and assessed. Each MPH offering requires between four and seven concentration courses to provide instruction and assessment.</p> <p>Students are didactically prepared through a combination of lectures, readings, and class discussions. The assessments for each concentration are distinct from one another and include assignments such as a case study</p> | Click here to enter text. | |
| Assesses all students at least once on their ability to demonstrate each concentration competency | | | | |
| If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES) | | | | |

| | | | | |
|--|--|---|--|--|
| | | blogs and analyses, a policy analysis, research papers, discussion boards, and quizzes and exams. Reviewers' findings are summarized in the D4 worksheet. | | |
|--|--|---|--|--|

D4 Worksheet

| MPH Behavioral and Community Health Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Apply major social, behavioral, and public health theories to use with the design and evaluation of interventions that aim to address health inequities. | Yes | Yes |
| 2. Design a range of qualitative research methods studies. | Yes | Yes |
| 3. Identify and use mobile/computer apps to gather information or collect data for use in the evaluation of research | Yes | Yes |
| 4. Manage traditional and new media to communicate health information (e.g., statistics, reports) effectively | Yes | Yes |
| 5. Explain the basic concepts of study design, measurement, data collection and sampling related to community health. | Yes | Yes |
| 6. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions. | Yes | Yes |

| MPH Biostatistics Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Describe and apply concepts of probability, random variables, and commonly used statistical probability distributions. | Yes | Yes |
| 2. Select appropriate statistical methods to answer research questions relevant to public health research. | Yes | Yes |
| 3. Conduct descriptive and inferential statistical analyses that are appropriate to different study designs used in public health research. | Yes | Yes |
| 4. Perform appropriate sample size and power calculations to ensure that the study is sufficiently powered to achieve the scientific aims. | Yes | Yes |
| 5. Use statistical analytical software to perform advanced statistical procedures and summarize the results. | Yes | Yes |
| 6. Manage public health data. | Yes | Yes |
| 7. Communicate results of statistical analyses to lay and professional audiences | Yes | Yes |

| MPH Environmental Health Sciences Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Assess environmental and occupational hazards that pose a risk to human health and safety. | Yes | Yes |
| 2. Identify components of racism and environmental injustice that influence differential burdens of environmental exposures. | Yes | Yes |
| 3. Identify tools for exposure assessment to environmental hazards. | Yes | Yes |
| 4. Identify vulnerable populations and develop and apply risk management and risk communication approaches that address issues of environmental justice and equity. | Yes | Yes |
| 5. Apply concepts of physiological susceptibility and behavioral vulnerability to evaluate hazards | Yes | Yes |
| 6. Critique and apply current environmental risk assessment methods. | Yes | Yes |

| MPH Epidemiology Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Investigate public health problems using epidemiological methods. | Yes | Yes |
| 2. Calculate epidemiology measures of disease frequency and measures of association between risk factors and disease. | Yes | Yes |
| 3. Design sound epidemiologic studies to collect unbiased data. | Yes | Yes |
| 4. Perform causal analyses of epidemiologic data. | Yes | Yes |
| 5. Identify, assess, and reduce threats to validity in epidemiologic studies. | Yes | Yes |
| 6. Manage public health data. | Yes | Yes |
| 7. Report findings of epidemiologic studies. | Yes | Yes |

| MPH Health Care Management Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|--|---|--|
| 1. Apply systems thinking and organizational theory to address public health and health care management issues. | Yes | Yes |
| 2. Examine emerging issues in the delivery of healthcare in the US and their impact on population health. | Yes | Yes |
| 3. Apply the principles of strategic planning, development, marketing, budgeting, management, and evaluation in organizational and community initiatives. | Yes | Yes |
| 4. Analyze health management problems and recommend potential solutions. | Yes | Yes |
| 5. Apply leadership and management skills for building partnership through collaborative efforts and communication of health policy and management issues. | Yes | Yes |
| 6. Apply systems thinking and organizational theory to address public health and health care management issues. | Yes | Yes |

| MPH Health Equity Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Identify and devise community-engaged practice and policy solutions to advance health equity across multiple stakeholders. | Yes | Yes |
| 2. Critically assess the role of class, race, and implicit bias in health care delivery, outcomes, and systems. | Yes | Yes |
| 3. Define root causes of health inequities and their relevance and relationship to public health practice. | Yes | Yes |
| 4. Collaborate with public health professionals at local and/or federal levels to promote health equity research, practice, and policy. | Yes | Yes |
| 5. Examine health equity and the importance of social determinants of health in addressing barriers and eliminating health disparities. | Yes | Yes |

| MPH Health Policy Analysis and Evaluation Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Recommend solutions to policy problems, using literature, evidence, and data. | Yes | Yes |
| 2. Critique and analyze the impact of multiple payers on health care delivery, financing, and health outcomes. | Yes | Yes |
| 3. Develop and assess evaluative measures linked to program or policy goals and objectives. | Yes | Yes |
| 4. Evaluate the main components of the organization and delivery of health care and their impact on population health. | Yes | Yes |
| 5. Analyze the role of power, influence, and evidence in the political and policy process at the federal, state, and local level. | Yes | Yes |

| MPH Physical Activity Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Critically assess and analyze the influence of structural racism on historical housing practices and policies within the context of physical activity and health inequities. | Yes | Yes |
| 2. Explain how physical activity integrates with one of the Essential Public Health Services, also analyzing the benefits to, and challenges of, integration. See https://spark.adobe.com/page/Qy1veOhGWyeu5/ | Yes | Yes |
| 3. Appraise and assess built and social environmental determinants of physical activity in two different communities in relation to health outcomes in those communities. | Yes | Yes |
| 4. Apply and evaluate different physical activity assessment instruments. | Yes | Yes |
| 5. Conduct impact and/or process evaluations for community-based physical activity interventions. | Yes | Yes |

| MPH Public Health Practice and Policy Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|--|---|--|
| 1. Evaluate health systems performance and quality across national and international settings. | Yes | Yes |
| 2. Apply economics principles and methods to analyze efficiency of private and public health policy and management issues. | Yes | Yes |
| 3. Evaluate stakeholder needs and apply management approaches to improve organizational performance and address public health issues. | Yes | Yes |
| 4. Evaluate empirical literature relevant to public health research and practice to identify solutions and best practices. | Yes | Yes |
| 5. Apply knowledge, values, and leadership skills, including envisioning, teamwork, collaboration, and communication to address public health challenges | Yes | Yes |
| 6. Describe legal and ethical bases for public health, health care management, and health services. | Yes | Yes |

D5. MPH APPLIED PRACTICE EXPERIENCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|--|--------------------------------|-------------------------|
| | Met | | | |
| All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings | | All MPH students complete a four-credit internship course as the applied practice experience (APE). The internship requires approximately 180-200 hours at an outside agency under the supervision of a site preceptor. | Click here to enter text. | |
| Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies | | Each concentration works with its students to identify appropriate internship sites that align with student career goals and interests. The individual responsible for coordinating the internships varies by concentration, and each concentration maintains its own list of sites, regularly vetted, from which students can select an internship opportunity. After a site is identified, the graduate director or internship coordinator works with the site preceptor to ensure that the experience lends itself to the APE | | |
| All students demonstrate at least five competencies, at least three of which are foundational | | | | |

| | | | | |
|--|--|---|--|--|
| | | <p>requirements, particularly the creation of at least two deliverables.</p> <p>Students use the APE Competency Form to select at least five competencies and describe how each competency maps to the work products to be created. Site visitors reviewed the form and validated that students must select at least three foundational competencies and at least two concentration competencies.</p> <p>Although there is some variation in the approach that each concentration takes to preparing students for the APE, each program provides students with an orientation to the requirements at least one semester prior to the experience. Each concentration has a handbook designed to prepare students for the internship that includes a timeline and requirements for competencies, presentation, and deliverables. There are often required “check-in” meetings to ensure that students are on track and any changes to the experience are addressed and approved.</p> <p>Students present their internship experiences as part of open sessions with other faculty and students at the end of each semester. The final portfolio, which includes the competency form and final work products, is graded by the internship coordinator or faculty committee. The completion of the required competencies, quality of the presentation and work products, and preceptor feedback are all considered as part of the final grade. To assess attainment of competencies across APEs, all students are required to use a project template that tracks project goals and assesses attainment of competencies. The template allows for some flexibility for students to change project</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>activities as their internships progress, and some concentrations have developed additional measures to assess attainment of competencies.</p> <p>Review of sample student work indicates a diverse array of both internship sites and products that vary across concentrations. For example, one behavioral and community health student created a presentation and a questionnaire with accompanying fact sheet related to alcohol use and drunk driving for the Maryland Highway Safety Office. An epidemiology student interned with the Injury and Violence Prevention Program at the American Public Health Association and created a literature review and webinar presentation on gun violence. A student in the health equity concentration created three policy memos and a publicly distributed blog post for the BUILD Health Challenge at the de Beaumont Foundation. Other recent internship sites include Luminis Health; the Society for Public Health Education; the Cancer Support Community; and the Howard County Health Department.</p> <p>During the site visit, students and alumni expressed a high level of satisfaction with their internship experience. A preceptor representing a substance abuse and mental health organization indicated that their experience was so positive that they would like to add additional opportunities for UMD students.</p> | | |
|--|--|---|--|--|

D6. DRPH APPLIED PRACTICE EXPERIENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|--|--|
| | Met | | | |
| Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies | | The MPH integrative learning experience is carried out as a three-credit capstone paper that is completed at or near the end of the student’s degree program. Details of how the ILE is carried out differ slightly across concentrations, but all students are expected to demonstrate synthesis of at least two foundational and two concentration competencies in the capstone paper. Students are required to identify at least two foundational and two concentration competencies on the Integrated Learning Experience Requirement Form. In the behavioral and community health concentration and in the biostatistics and epidemiology concentrations, the student is required to present and defend the capstone proposal to an examining committee, while other concentrations require approval of the project by the faculty advisor. In all concentrations, the student writes the capstone paper and defends the capstone project at the end of the semester. | We acknowledge the inconsistencies in ensuring assessment of the demonstration and synthesis of the competencies identified for the ILE capstone paper. In response, the school has developed an evaluation rubric that is now being used by all MPH concentrations in the school (included in the Appendix for D7). | The Council appreciates the school’s response and improvements in this area. Based on information in the school’s response, the Council concluded that the school meets this criterion. The Council acted to change the team’s finding of partially met to a finding of met. |
| Project occurs at or near end of program of study | | | We are piloting this rubric in the spring 2023 semester and will apply any revisions to the rubric for future semesters. The use of the rubric will ensure consistent comprehensive review of the ILE competencies for all students in all MPH concentrations. | |
| Students produce a high-quality written product | | | | |
| Faculty reviews student project & validates demonstration & synthesis of specific competencies | | Students produce high-quality written products during the capstone course that provide valuable results and recommendations for public health agencies. Examples provided in the ERF included “The Impact of Hypermasculinity on Undergraduate Men’s Perceptions of Sexual Assault and Consent,” “Climate Change and Health Recommendations for Frederick, Maryland: Findings from the Health, Extreme Weather Adaptation, and Resilience (HWR) Sub-group”, “Stigma and HIV-Related Risk Behaviors of Black Transgender Women in the United | | |

| | | | | |
|--|--|---|--|--|
| | | <p>States and Their Access to Care Post Approval of PrEP: A Systematic Review”, and “Promoting Physical Activity in the Hispanic Community Through the Use of Infographics”. The high quality of the written products was evident across all concentrations.</p> <p>Recent MPH alumni shared that the capstone project was a positive experience, that they felt supported during the process, and that it was valuable in helping them determine next steps in their career.</p> <p>The concern relates to the need for greater consistency in assessing competency demonstration and synthesis. Site visitors were able to confirm that a qualified faculty member reviews and grades the final capstone paper. However, the method of grading varies across the concentrations, and the grading rubrics provided in the ERF did not all embed an assessment of the demonstration and synthesis of competencies. For example, the biostatistics, epidemiology, health policy management, and health equity competencies use a capstone project evaluation form that does not assess how students synthesize the competencies in their final products. During the site visit, some faculty indicated that assessment of demonstration and synthesis of competencies is taken into consideration in the final grading of the capstone paper, but faculty also acknowledged during the site visit that this was not being done consistently in all concentrations.</p> | | |
|--|--|---|--|--|

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|---------------------------|------------------|
| | Met | | | |
| Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail) | | The school offers a Bachelor of Science in Community Health and a Bachelor of Science in Public Health Sciences. Both degrees require 120 credit hours. Students are introduced to this criterion's domains through a combination of general education and public health course requirements. All students must take SPHL 100: Foundations of Public Health. Major specific classes include HLTH 420: Effective Strategies for Public Health and HLTH 490: Professional Preparation in Community Health for Community Health Students. Major specific courses for Public Health Science students include PHSC 415: Essentials of Public Health Biology and MIEH 400: Intro to Global Health. | Click here to enter text. | |
| If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility | | The school covers the domains in various courses such as Foundations of Public Health, Health Behavior, Epidemiology, Research in Community Health, and Biostatistics. Reviewers' findings are summarized in the D9 worksheet. | | |

D9 Worksheet

| Public Health Domains | Yes/CNV |
|--|---------|
| 1. Concepts and applications of basic statistics | Yes |
| 2. Foundations of biological and life sciences | Yes |
| 3. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society | Yes |
| 4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice | Yes |
| 5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations | Yes |
| 6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course | Yes |
| 7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities | Yes |
| 8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation | Yes |
| 9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries | Yes |
| 10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government | Yes |
| 11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology | Yes |

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---|------------------|
| | Met | | | |
| Students demonstrate & are assessed on each competency & all its elements: | | Bachelor's students have opportunities to develop competence in public health communication and information literacy. | Click here to enter text. | |
| 1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences | | Students develop skills in oral communication through a grant proposal presentation, mock interview, and internship interview in HLTH 490: Professional Preparation in Community Health. Students develop written communication skills through multiple assignments. In HLTH 490: Professional Preparation in Community Health, students write a paper on public health policy and its | | |
| 2. ability to locate, use, evaluate & synthesize public health information | | | | |

| | | | | |
|--|--|---|--|--|
| | | <p>effect on structural bias. Another opportunity is in HLTH 490 when students write a grant proposal, resume, and cover letter.</p> <p>Students practice communicating with diverse audiences through HLTH 364: Social Media and Digital Tools for Community and Public Health, in which students plan and implement a social media campaign for public health, and in HLTH 420: Effective Strategies for Public Health Practice, in which students develop a unit plan.</p> <p>Students learn to locate information in HLTH 124: Intro to Behavioral and Community Health when they complete a module on library resources and search tools. Students use information in HLTH 200: Intro to Research in Community Health when completing their survey research project, and in HLTH 391: Making Difference, Applying Community Health when students complete a community assessment. Students evaluate information in HLTH 391 when completing their community health assessment. Students learn to synthesize information in HLTH 306: Macro Level Influences on Community Health and HLTH 490 in which students compile literature for their health policy paper and grant proposal. Reviewers' findings are summarized in the D10 worksheet.</p> | | |
|--|--|---|--|--|

D10 Worksheet

| Competency Elements | Yes/CNV |
|--------------------------------------|---------|
| Public Health Communication | |
| Oral communication | Yes |
| Written communication | Yes |
| Communicate with diverse audiences | Yes |
| Communicate through variety of media | Yes |

| Information Literacy | |
|------------------------|-----|
| Locate information | Yes |
| Use information | Yes |
| Evaluation information | Yes |
| Synthesize information | Yes |

D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---|--|
| | Met | | | |
| Students complete cumulative & experiential activities | | Students in the community health major complete a required Community Health Internship in their final semester as the capstone experience. It is completed after all other requirements, and the final deliverable is an essay that describes how each program competency was addressed through the program coursework and internship experience. Examples of internship sites include Greenbelt Assistance in Living Program, a Maryland General Assembly senator's office, and the Alliance of Community Health Plans. | This conversation was very helpful, and the site visit team pointed out an important weakness in our preparation of students for this element of the Community Health program. In response, the faculty have revised the final program essay instructions to explicitly instruct students to integrate, synthesize, and apply program competencies in their internship activities, and then reflect on these experiences within the final essay. A competency table, also now revised, clearly shows students where they are accomplishing different competencies as part of their coursework, which helps them prepare for the integration and synthesis of competencies in the full-time internship, which is the | The Council appreciates the school's response and improvements in this area. Based on information in the school's response, the Council concluded that the school meets this criterion. The Council acted to change the team's finding of met with commentary to a finding of met. |
| Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies | | In addition to the Community Health Internship, which is an experiential activity that exposes students to professionals and agencies engaged in public health practice, students in the Community Health major complete HLTH 391: Making a Difference: Applying Community Health, which involves working with a community-based partner on a specific public health problem throughout the semester. | | |

| | | | | |
|--|--|---|--|--|
| | | <p>Students in the public health sciences major complete PHSC 497: Public Health Science Capstone. In this course, students write a thesis paper that integrates five core public health disciplines into a literature review that analyzes a public health topic and supports a solution. The site visitors found the student samples to be of high quality. In addition to this capstone experience, students in this major complete real-world experiential project on air quality monitoring and water quality monitoring in their required MIEH 300: Environmental Health class.</p> <p>In the public health sciences major, students are also exposed to public health professionals in their courses. SPHL 100 includes several “coffee and chat with the experts” sessions, which feature experts from the field; students must attend at least one of these sessions. The EPIB301 course includes a career panel every semester. In addition, several elective courses are taught by practitioners, and students have the option to complete an internship.</p> <p>In both majors, there are additional optional opportunities to gain exposure to public health practice, such as through UMD’s Federal Fellows Program and Global Fellows Program.</p> <p>The commentary relates to the limited evidence of integration, synthesis, and application of knowledge by students in the community health major. While students integrate, synthesize, and apply knowledge learned in their program while carrying out the internship itself, the student examples of the final internship essay illustrated that students were identifying, one-by-one, where each program competency was addressed in a course or</p> | <p>program’s culminating experience. The competency table and final program essay instructions are included in Appendix D11.</p> | |
|--|--|---|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>sometimes in the internship experience, but not reflecting on how the internship allowed them to integrate and apply their knowledge.</p> <p>During the site visit, students were very positive about their opportunities for experiential learning and exposure to public health professionals.</p> | | |
|--|--|---|--|--|

D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|------------------|
| | Met | | | |
| Program ensures opportunities available in all cross-cutting areas | | <p>The undergraduate curriculum exposes students to all 12 cross-cutting concepts and experiences necessary for success in the workplace, further education, and lifelong learning. Students are exposed to the concepts within required courses through readings, assignments, guest lectures from public health professionals, group projects, and internships.</p> <p>The school presents separate tables for its BS in community health and BS in public health science, both of which detail specific instances in which students are exposed to each concept. Reviewers' findings are detailed in the D12 worksheet.</p> <p>For example, students in the BS in community health are exposed to systems thinking in the HLTH 490 course. Students apply intervention mapping and the PRECEDE-PROCEDE model to develop a community health intervention. Students in the BS in public health science are exposed to systems thinking in HLTH 366 through a</p> | <p>Click here to enter text.</p> | |

| | | | | |
|--|--|---|--|--|
| | | <p>public health intervention project where they identify and address multi-level risk factors of a public health issue.</p> <p>Students in the BS in community health are exposed to organizational dynamics in the 12-credit, full-time internship, as well as in two courses through an assignment that examines public health organizations and a public health intervention project.</p> <p>During the site visit, reviewers asked questions about how students in the BS in public health science were exposed to cultural contexts in which public health professionals work. Discussions with faculty clarified that guest speakers are invited to the PHSC 300 course, including individuals who work in Federal agencies, private sector, and NGOs.</p> | | |
|--|--|---|--|--|

D12 Worksheet

| Cross-cutting Concepts & Experiences | Yes/CNV |
|--|----------------|
| 1. Advocacy for protection & promotion of the public's health at all levels of society | Yes |
| 2. Community dynamics | Yes |
| 3. Critical thinking & creativity | Yes |
| 4. Cultural contexts in which public health professionals work | Yes |
| 5. Ethical decision making as related to self & society | Yes |
| 6. Independent work & a personal work ethic | Yes |
| 7. Networking | Yes |
| 8. Organizational dynamics | Yes |
| 9. Professionalism | Yes |
| 10. Research methods | Yes |
| 11. Systems thinking | Yes |
| 12. Teamwork & leadership | Yes |

D13. MPH PROGRAM LENGTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|---|------------------|
| | Met | | | |
| MPH requires at least 42 semester credits or equivalent | | MPH students successfully complete a minimum of 42 credit hours to earn the degree. The unit defines a credit hour as a unit of measure that represents a) a minimum of 15 hours (50 minutes each) of actual class time; b) a minimum of 30 hours (50 minutes each) of supervised laboratory or studio time; c) a minimum of 45 hours (50 minutes each) of instructional situations such as practice, internships, and cooperative educational placements; and d) instruction delivered by instructional television (ITV) or other electronic media based on the equivalent outcomes in student learning of (a) above, and may include a combination of tele lessons, classroom instruction, student consultation with instructors, and readings. | Click here to enter text. | |

D14. DRPH PROGRAM LENGTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D15. BACHELOR'S DEGREE PROGRAM LENGTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Required credit hours commensurate with other similar degrees in institution | | Bachelor's students must successfully complete at least 120 credit hours, including all university general education requirements and major requirements. The definition of the credit hour is described in Criterion D13. | Click here to enter text. | |
| Clear, public policies on coursework taken elsewhere, including at community colleges | | <p>Program policies on course work taken elsewhere align with the university's policies and procedures. Students must complete at least 60 transferable semester credit hours of college coursework to meet the qualifications to be transferred into the BSPH program.</p> <p>The BS degree has the same 120-credit-hour requirement as other bachelor's programs offered by the university.</p> | | |

D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|--|
| | Met | | | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) | | The school offers an MS in environmental health sciences. A single course, SPHL 600: Foundation of Public Health, is intended to introduce and assess all 12 foundational public health learning objectives to students enrolled in the academic public health degree. This course is the equivalent to a three-credit courses and is included in the overall hours required for the degree. This course assesses | In response to the concern related to foundational knowledge area 1, SPHL600 content and assessments have been revised to ensure didactic preparation and assessment of all highly specialized public health master's students for public health | The Council appreciates the school's response and improvements in this area. Based on information in the school's response, the Council concluded that the school has addressed the team's concern. The Council acted to change the team's |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course | | | | |

| | | | | |
|---|--|---|--|---|
| Ensures curriculum is grounded in appropriate competencies | | attainment of knowledge through weekly reaction papers and through a final paper. | philosophy and values, as shown in Appendix D16-D17 for SPHL600. | finding of partially met to a finding of met. |
| Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge | | The concern relates to the assessment of one of the foundational public health knowledge areas. Regarding foundational knowledge area 1, there is clear evidence that the history of public health is taught and assessed but not public health philosophy or values. Reviewers' findings are summarized in the D16 worksheet. | | |
| Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course | | | | |
| Students produce an appropriately rigorous discovery-based paper or project at or near end of program | | The MS degree has two concentration competencies, and both competencies appear to be written and appropriately addressed through the curriculum. | | |
| Students have opportunities to engage in research at level appropriate to program's objectives | | MS students receive preparation in scientific and analytic approaches to discovery and translation of public health knowledge in the context of a population health framework through required courses such as MIEH 740: Environmental Health Risk Assessment, MIEH 771: Exposure Assessment of Environmental Hazards, SPHL 602: Foundations of Epidemiology and Biostatistics, and MIEH 609: Methods in Environmental Health. All MS degree students are required to complete either a non-thesis project or a research-based thesis. When selecting the non-thesis option, students complete a research paper that must be proposed, approved, and defended as described below for the thesis process. The research paper does not require direct research activities and represents three credits of work, with students required to take an additional three credits to complete the degree requirements. The thesis requires direct research activity that culminates in a final thesis paper and represents six credits of work. | | |

| | | | | |
|--|--|---|--|--|
| | | <p>The thesis is performed under the supervision of a faculty advisor and three-member thesis committee, at least two of whom must be environmental health faculty. Students need to initiate a specific hypothesis-driven research topic that may be either distinct from ongoing activity or linked into an activity as part of a larger ongoing initiative. A formal thesis proposal must be approved by the thesis committee. Once the proposal is approved, human subjects and other research approvals must be obtained, and the student progresses with the work to the culmination of the project with the assistance of the advisor and committee members. Once the research is completed, the student is required to prepare a written report to cover all aspects of the project, which is reviewed and approved by the full committee. Students also complete an oral defense of the project. The committee may vote to approve, reject, or approve with conditions the final thesis.</p> | | |
|--|--|---|--|--|

D16 Worksheet

| Foundational Knowledge | Yes/CNV |
|--|----------------|
| 1. Explain public health history, philosophy & values | Yes |
| 2. Identify the core functions of public health & the 10 Essential Services | Yes |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health | Yes |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program | Yes |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. | Yes |
| 6. Explain the critical importance of evidence in advancing public health knowledge | Yes |
| 7. Explain effects of environmental factors on a population's health | Yes |
| 8. Explain biological & genetic factors that affect a population's health | Yes |
| 9. Explain behavioral & psychological factors that affect a population's health | Yes |

| | |
|--|-----|
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities | Yes |
| 11. Explain how globalization affects global burdens of disease | Yes |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) | Yes |

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---|--|
| | Met | | | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) | | The unit offers doctoral degrees in behavioral and community health, environmental health sciences, epidemiology, health services research, and maternal and child health. | In response to the concern related to foundational knowledge area 1, SPHL600 content and assessments have been revised to ensure didactic preparation and assessment of all public health doctoral students for public health philosophy and values, as shown in Appendix D16-17 for SPHL600. | The Council appreciates the school's response and improvements in this area. Based on information in the school's response, the Council concluded that the school has addressed the team's concern. The Council acted to change the team's finding of partially met to a finding of met. |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course | | All students in academic doctoral programs in the school receive coverage and demonstrate the 12 foundational public health learning objectives by taking the same three-credit course mentioned in Criterion D16, SPHL 600: Foundations in Public Health. | | |
| Ensures curriculum is grounded in appropriate competencies | | | | |
| Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge | | As in Criterion D16, the concern relates to the assessment of one of the foundational public health knowledge areas. | | |
| Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course | | Regarding foundational knowledge area 1, there is clear evidence that the history of public health is taught and assessed but not public health philosophy or values. Reviewers' findings are summarized in the D17 worksheet. | | |
| Students produce an appropriately advanced research project at or near end of program | | The doctoral program competencies are all written at levels that are appropriate for students studying advanced research topics. Each doctoral program has identified at least four competencies that are addressed through | | |
| Students have opportunities to engage in research at appropriate level | | | | |

| | | | | |
|---|--|--|--|--|
| <p>Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study</p> | | <p>program coursework as well as in major program requirements such as the doctoral dissertation. Competencies include the development of novel research questions, design and conduct of research studies, and application of public health theories in designing and evaluating interventions.</p> <p>Each doctoral program curriculum includes multiple program-specific three-credit courses that provide instruction in scientific and analytic approaches. For example, students in the PhD in behavioral and community health program take six credits of Quantitative Research Methods in Public Health, three credits of Advanced Research Methods in Health, and three credits of Applied Research Methods in Behavioral and Community Health. Students in the PhD in environmental health sciences take Advanced Environmental Health along with other methods courses. Students in the epidemiology program take Advanced Methods in Epidemiology, among other methods courses, and students in health services research take Advanced Methods in Health Services Research along with other methods courses. Students in the PhD in maternal and child health take research methods coursework including Study Design in Maternal Child Health Epidemiology and Qualitative Methods in Family and Health Research in addition to other research courses.</p> <p>All doctoral program curricula require formal coursework beyond the master's degree and also require 12 credits of doctoral dissertation research. The PhD in behavioral and community health curriculum includes five formal courses that are solely intended for doctoral students; the PhD in environmental health sciences curriculum includes two</p> | | |
|---|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>courses that are solely intended for doctoral students; the PhD in epidemiology program and the PhD in health services research program each have three courses that are solely intended for doctoral students; and in the PhD in maternal and child health program, all courses are intended for doctoral students, as there is no comparable master's level degree program. In addition to these doctoral-level classes, all programs of study require doctoral students to complete additional didactic credits beyond what would be required for a master's degree in the field.</p> <p>All doctoral degrees in the unit require a dissertation proposal followed by a written dissertation that must be orally defended and then approved by the dissertation committee. Policies and procedures related to the dissertation are governed by the Graduate School and supplemented where permitted by the academic unit offering the degree. Dissertation samples showed that students are conducting original research and producing high quality dissertations.</p> <p>The school's Student Research Opportunities website highlights existing programs that students may join for research opportunities. These opportunities include the Aging, Diversity, and Professional Development Program (ADAPT) for undergraduate students and the UMD Global Stewards Graduate Training Program. Faculty also support students on their research grant funding. Students shared that they were able to connect with faculty for research opportunities, including with faculty outside of their program of study.</p> | | |
|--|--|---|--|--|

D17 Worksheet

| Foundational Knowledge | Yes/CNV |
|--|----------------|
| 1. Explain public health history, philosophy & values | Yes |
| 2. Identify the core functions of public health & the 10 Essential Services | Yes |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health | Yes |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program | Yes |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. | Yes |
| 6. Explain the critical importance of evidence in advancing public health knowledge | Yes |
| 7. Explain effects of environmental factors on a population's health | Yes |
| 8. Explain biological & genetic factors that affect a population's health | Yes |
| 9. Explain behavioral & psychological factors that affect a population's health | Yes |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities | Yes |
| 11. Explain how globalization affects global burdens of disease | Yes |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) | Yes |

D18. ALL REMAINING DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|---------------------------|--|--|--|
| | Met | | | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) | | The school offers BS degrees in family science and in kinesiology, an MA in kinesiology, an MS in couple and family therapy, a Master of Health Administration (MHA), and PhD degrees in family science and in kinesiology. | In response to the first concern related to the assessment for foundational learning objective 2, SPHL100 content and assessments have been revised to ensure didactic preparation and assessment of the 10 Essential Services for all students in the bachelor's degrees across the school, as shown in Appendix D18 for SPHL100. | The Council appreciates the school's response and improvements in this area. Based on information in the school's response, the Council concluded that the school has addressed both of the team's concerns. Therefore, the Council acted to change the team's finding of partially met to a finding of met. |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course | | BS students in both family science and kinesiology take SPHL 100: Foundations of Public Health, a three-credit course designed to cover the 12 foundational learning objectives. Reviewers validated that the course provides appropriate didactic preparation for all objectives and appropriate assessment activities for all but one of the objectives. | | |

| | | | | |
|--|--|--|---|--|
| | | <p>The first concern relates to the assessment opportunity for foundational learning objective 2 in SPHL 100. There are quiz questions that relate to the core functions of public health, but no assessment activity in which students are specifically asked to identify any of the 10 Essential Services.</p> <p>Students in the graduate programs of study listed above take SPHL 600: Foundations of Public Health, the three-credit course discussed in Criteria D16 and D17.</p> <p>The other concern, also addressed in Criteria D16 and D17, relates to the assessment for part of objective 1. As in Criteria D16 and D17, reviewers were unable to verify that the course explicitly provided assessment opportunities in which students explain public health philosophy and values. Reviewers' findings are summarized in the D18 worksheets.</p> | <p>As described in D16 and D17, in response to the second concern related to foundational knowledge area 1, SPHL600 content and assessments have been revised to ensure didactic preparation and assessment of all remaining graduate programs in the school for public health philosophy and values, as shown in Appendix D18 for SPHL600.</p> | |
|--|--|--|---|--|

D18 Worksheet, BS in Family Science and Kinesiology

| Foundational Knowledge | Yes/CNV |
|--|----------------|
| 1. Explain public health history, philosophy & values | Yes |
| 2. Identify the core functions of public health & the 10 Essential Services | Yes |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health | Yes |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program | Yes |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. | Yes |
| 6. Explain the critical importance of evidence in advancing public health knowledge | Yes |
| 7. Explain effects of environmental factors on a population's health | Yes |
| 8. Explain biological & genetic factors that affect a population's health | Yes |
| 9. Explain behavioral & psychological factors that affect a population's health | Yes |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities | Yes |
| 11. Explain how globalization affects global burdens of disease | Yes |

| | |
|--|-----|
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) | Yes |
|--|-----|

D18 Worksheet, PhD in Family Science and Kinesiology; MA in Kinesiology; MHA; MS in Couple and Family Therapy

| Foundational Knowledge | Yes/CNV |
|--|----------------|
| 1. Explain public health history, philosophy & values | Yes |
| 2. Identify the core functions of public health & the 10 Essential Services | Yes |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health | Yes |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program | Yes |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. | Yes |
| 6. Explain the critical importance of evidence in advancing public health knowledge | Yes |
| 7. Explain effects of environmental factors on a population's health | Yes |
| 8. Explain biological & genetic factors that affect a population's health | Yes |
| 9. Explain behavioral & psychological factors that affect a population's health | Yes |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities | Yes |
| 11. Explain how globalization affects global burdens of disease | Yes |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) | Yes |

D19. DISTANCE EDUCATION

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|---|--------------------------------|-------------------------|
| | Met | | | |
| Instructional methods support regular & substantive interaction between & among students & the instructor | | The school's online programs, identified in the instructional matrix in the Introduction of this report, include the same or parallel curricular requirements as the in-person offerings. | Click here to enter text. | |
| Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated | | The APE, for example, is centralized for in-person and online programs, and all students have the same | | |

| | | | | |
|--|--|---|--|--|
| Curriculum is subject to the same quality control processes as other degree programs in the university | | requirements, follow the same procedures, and adhere to the same policies. | | |
| Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners | | The MPH in behavioral and community health is offered on-campus and online, while the MPH in public health practice and policy is offered only online. The DC region has many working professionals who wish to pursue academic degree programs full- or part-time while maintaining their outside employment. While some of those students enroll in the in-person programs, the school received strong feedback from potential students that online programs would be beneficial. The school's goal is to use the online program model to provide broader access to a quality graduate education in public health to support regional workforce needs. | | |
| Provides necessary administrative, information technology & student/faculty support services | | | | |
| Ongoing effort to evaluate academic effectiveness & make program improvements | | | | |
| Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification | | <p>In terms of rigor, MPH core courses are equivalent between in-person and online formats, and in-person instructors develop the online versions of the courses. All deliverables are the same, and instructors across formats work together. The online courses are subject to the same level of review as in-person courses.</p> <p>The self-study indicates that online students have access to the same services and supports as in-person students. Faculty and staff reported that all students have full access to all student services.</p> <p>Information technology support is provided by the university, and all students have 24/7 access to services. Advising and mentoring is supported by the campus use of U. Achieve software, allowing the student and program director to meet and easily monitor progress toward degree requirements and milestones.</p> | | |

| | | | | |
|--|--|--|--|--|
| | | The University of Maryland uses the same identification and registration systems and processes for all programs, in-person, hybrid, and online, to assure student identity in admissions and throughout enrollment. The campus relies on multi-factor authentication sign-in, requiring anyone logging into a campus system to confirm their identity using a second previously enrolled device, thus requiring two levels of identity security. | | |
|--|--|--|--|--|

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience | | Faculty have earned graduate degrees in disciplines that are appropriate for the concentrations in which they teach and supervise students. For example, there are faculty with degrees in physical education and kinesiology who teach in the Physical Activity concentration, faculty with economic and public health policy training who teach in the health policy analysis and evaluation concentration, and faculty with training in youth and family studies who teach in the maternal and child health concentration. | Click here to enter text. | |
| Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice) | | <p>In the self-study, the unit lists 90 primary instructional faculty, of whom 87 (97%) have a doctoral degree. The majority of faculty (70%) are tenure-track or tenured, and 24 of those faculty (38%) are at the rank of full professor.</p> <p>Among the 47 non-PIF listed in the self-study, 30 have a doctoral degree, 12 have a master's-level degree as their highest graduate degree, and five have an undergraduate</p> | | |

| | | | | |
|--|--|---|--|--|
| | | degree. Most of the non-PIF faculty with a bachelor's degree are employed as lecturers on the professional track; one teaches in the maternal and child health concentration, one teaches in the public health sciences concentration, and three teach in the physical activity concentration. A review of CVs provided in the supporting materials indicates that non-PIF faculty have education and experience that is well-aligned with the program level and concentration in which they teach. | | |
|--|--|---|--|--|

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|--|--------------------------------|-------------------------|
| | Met | | | |
| Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice | | The school employs full-time and adjunct faculty with professional experience in settings outside of academia. Existing faculty are also engaged in the practice community and with public health practitioners. | Click here to enter text. | |
| Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels | | The self-study lists the types of practice experience that faculty possess. For example, faculty have served as an epidemiologist at the FDA, a health officer at a county health department, and a vice president and chief health equity officer of a large medical system. Many have served as executives or managers at local and state non-profit organizations, and others were former officers or directors in offices of the federal government. | | |
| Regularly involves practitioners in instruction through variety of methods & types of affiliation | | According to results from a SPH-wide survey conducted in 2021, one-third of faculty respondents indicated they taught a course that provided public health practice experience for their students. Faculty members cited | | |

| | | | | |
|--|--|--|--|--|
| | | <p>many ways in which they incorporate practice into their coursework, including having a series of “coffee chats” for students with practice professionals. In addition, adjunct faculty representing the practice community have been identified through faculty connections.</p> <p>The school’s newly established Office for Public Health Practice and Community Engagement facilitates service-related partnerships between faculty and students and the community. For example, the center recently developed a memorandum of understanding with a local community to support practice initiatives.</p> <p>During the site visit, faculty discussed the ways in which they are encouraged to maintain links with public health agencies. For example, one faculty member previously worked with the assistant secretary of health at the Department of Health and Human Services and maintains that relationship.</p> | | |
|--|--|--|--|--|

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Systems in place to document that all faculty are current in areas of instructional responsibility | | The school uses student course evaluations and faculty peer evaluations to assess teaching effectiveness. Course evaluations are administered at the end of the semester through the university-wide online evaluation system, CourseEvalUM. The evaluation consists of 17 items and an open-ended response. Course evaluations are reviewed by the heads of the academic units, followed by review by the assistant dean for undergraduate affairs and the | Click here to enter text. | |
| Systems in place to document that all faculty are current in pedagogical methods | | | | |
| Establishes & consistently applies procedures for evaluating faculty | | | | |

| | | | | |
|--|--|---|--|--|
| competence & performance in instruction | | associate dean for academic and faculty affairs. If a concern is noted after review of a course evaluation, then the course instructor is linked to resources that can provide assistance to address the specific concern. | | |
| Supports professional development & advancement in instructional effectiveness for all faculty | | <p>Peer evaluations are required for the promotion and tenure process. The head of the academic unit and the faculty member being evaluated work to identify an appropriate reviewer from inside or outside of the academic unit. Peer reviewers may provide feedback over several semesters to document and guide the teaching effectiveness over time.</p> <p>At the campus level, faculty instructional effectiveness is supported through the Teaching and Learning Transformation Center, which provides workshops that faculty in the unit take. Faculty also have access to the Academic Technologies branch of the Division of Information Technology, which holds workshops and provides a liaison staff member who is in the college twice a week to provide individual consulting for faculty.</p> <p>Examples of participation by faculty in workshops and programs to support instructional effectiveness include the Teaching Innovations Grants program to support innovation in online education, the Teaching and Learning Transformation Center Elevate program, in which faculty are part of a learning community to revise a course to use active learning pedagogies, and the Teaching and Learning Transformation Center's Design Sprint Workshop, which provides faculty with four sessions of training and an individual consultation to develop or revise a course syllabus using backward design.</p> | | |

| | | | | |
|--|--|---|--|--|
| | | <p>The school uses multiple measures as indicators of instructional effectiveness. Faculty currency is measured by the percentage of faculty who complete the annual Faculty Activity Report, which includes teaching evaluations and a brief teaching narrative in addition to reports of research and service activities. The Faculty Activity Report is used to assess the overall productivity of the faculty and ensure alignment of faculty instructional assignments with their research effort and focus. Data provided by the unit show that the percentage of primary faculty who completed the Faculty Activity Report has increased from 85% in 2019 to 91% in 2021. Faculty instructional technique is measured by surveying graduating students. Graduate students are asked whether faculty were well-prepared to teach their courses, whether faculty provided an appropriate theoretical background in their teaching, and whether the courses provided the student with adequate practical knowledge and skills; responses were positive across all three items. Undergraduates are not directly surveyed about faculty instructional technique on the university commencement survey, but data from course evaluations indicates that instructors were well-prepared for class, treated students with respect, and were effective teachers.</p> <p>The unit's third indicator of instructional effectiveness is teaching assistants trained in pedagogical techniques. This indicator is measured through participation of graduate teaching assistants in the Graduate Assistant Teaching Excellence (GATE) program, which began in 2021. This program combines online modules with in-person sessions on topics such as the syllabus, Bloom's taxonomy, and safe learning spaces. The goal for the</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>indicator is 100% of new teaching assistants and 60% of returning teaching assistants will complete the program. In the first year of the program all teaching assistants were new to the program, and 87% overall completed GATE while 100% of the teaching assistants who were new to that role completed GATE.</p> <p>During the site visit, students and alumni expressed that faculty were very accessible to and supportive of them and that they felt well-prepared for their post-graduation career paths.</p> | | |
|--|--|---|--|--|

E4. FACULTY SCHOLARSHIP

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|----------------------------------|------------------|
| | Met | | | |
| Policies & practices in place to support faculty involvement in scholarly activities Faculty are involved in research & scholarly activity, whether funded or unfunded Type & extent of faculty research aligns with mission & types of degrees offered Faculty integrate their own experiences with scholarly activities into instructional activities Students have opportunities for involvement in faculty research & scholarly activities | | <p>In the mission statement and expectations for faculty advancement, the school and the university set expectations for faculty to conduct research and scholarship. Two of the school's goals are directly related to research activities. Goal 2 is to "Lead and translate innovative research into real world public health solutions," and Goal 3 is to "Create and grow sustainable partnerships that engage communities". The University of Maryland Policy on Full-Time Faculty Workload and Responsibilities sets an expectation for faculty to engage in research and scholarly activities for approximately 40% of their effort. Effort for research and scholarship is specified in a faculty member's appointment letter, and a demonstration of achievement in research is expected for advancement of faculty on the tenure-track and for professional track faculty with research assignments.</p> | <p>Click here to enter text.</p> | |

| | | | | |
|--|--|--|--|--|
| | | <p>During the site visit, faculty shared that they have ample opportunities to be involved in research and that both tenure-track and professional track faculty conduct research and scholarly activities, though making time for research can be challenging for professional track faculty who have primary appointments in teaching and administration.</p> <p>At the university level, research and scholarly activities are supported through the Research Compliance Office, which includes the IRB office, Institutional Animal Care and Use Committee, and Responsible Conduct of Research, and the Office of Research Administration, which provides pre-award and post-award administration. At the school level, a research administration team is directed by the assistant dean for finance and administration. Faculty are supported with training on developing research proposals through the School of Public Health Experiential Research Enhancement for Submission (SPHERES) program, which includes offerings that train faculty who are early in the submission process through the Bootcamp offering, and also assists faculty with the resubmission process through SPHERES2. The school also supports faculty research and scholarly activity through enhanced hardware and software support, through research mentorship programs, and by offering seed grants and other funding opportunities.</p> <p>During the site visit, students and alumni stated that they have opportunities to be involved in research projects led by faculty. Examples in the self-study included the Biobehavioral Mechanisms of Breast Cancer Racial Disparities project, which includes both undergraduate</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>and graduate students, and the Encuentros intervention, which supports three doctoral students in data collection, analysis, and dissemination of data to promote community mental health in immigrant communities in Montgomery County, Maryland.</p> <p>In addition to involving students in research projects, faculty incorporate research and scholarly activities into their instruction. One example provided in the self-study was MIEH 309: Environmental Health Research. This is a course that is taught by the Director of the Public Health Aerobiology Laboratory. This undergraduate course allows students to participate in laboratory research activities like sample collection, data entry, and some lab assays. Another example is HLSA 484: Redesigning Health Care: Developing a Clinic to Meet Community Needs, taught by the director of the Maryland Center for Health Equity. In this course, the professor's work with a community-based clinic serves as a basis for student involvement in designing interventions and making recommendations to help the clinic meet the needs of its patients. Classes are held at the clinic as well as at the University of Maryland's Academy for Innovation and Entrepreneurship.</p> <p>The school uses four indicators to measure scholarly activities. These are: 1) percent of primary faculty participating in research activities, 2) number of community-involved research projects, 3) number of grant submissions, and 4) total research funding. The percentage of primary faculty participating in research activities has increased during the three-year reporting cycle, from 64% in FY 2020 to 65% in FY 2022 but remained below the target of 75%. During the site visit</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>faculty clarified that this is the percentage of faculty who have an externally funded research award, rather than the percentage of all faculty who are conducting research.</p> <p>The number of community-involved research projects has shown consistent growth over the three-year reporting cycle, going from 57 (40%) in FY 2020 to 79 (45%) in FY 2022 and is nearing the target of 50%. The number of grant submissions decreased from 248 in FY 2020 to 231 in FY 2021 and 208 in FY 2022, but total research funding has increased from \$16,157,543 in FY 2020 to \$22,162,354 in FY 2022, which is an increase of more than 37% and exceeds the target of a 10% increase per year.</p> | | |
|--|--|--|--|--|

E5. FACULTY EXTRAMURAL SERVICE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|----------------------------------|------------------|
| | Met | | | |
| <p>Defines expectations for faculty extramural service</p> <p>Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means</p> | | <p>All faculty are expected to be engaged in extramural service, although the required faculty effort varies depending on track, as outlined in the University System of Maryland, UMD, and SPH policies. Tenure-track faculty average a 10% effort in extramural service, and service varies for professional-track faculty.</p> <p>School-wide centers, including the Center for Health Equity and the Center for Health Literacy, provide technical assistance to faculty, foster community partnerships, provide training sessions and other events, and offer opportunities to enhance communities in Maryland and beyond. The school's Community Advisory Board also serves as a forum of linkages to community</p> | <p>Click here to enter text.</p> | |

| | | | | |
|--|--|---|--|--|
| | | <p>groups and opportunities for community-focused service. The Office of Public Health and Community Engagement provides support for service-related partnerships, as does the University's Office of Community Engagement. While faculty reported challenges finding time to do research and service, they noted that opportunities were available. One faculty described research service they were doing in Nigeria and Kenya in health communications.</p> <p>Faculty service includes an array of activities at the local, state, national, and global levels and includes both professional and community service. Faculty serve as grant reviewers and peer reviewers and as members of editorial boards for professional journals. Faculty are active members of community, professional, and government advisory committees and serve on boards of relevant public health-related organizations. Faculty also provide testimony and technical assistance to state and federal agencies and legislative bodies. Other examples included students and faculty participating in teaching oral health to elementary students and working with the barber and beautician networks to bring public health interventions into communities. There are also spring service opportunities with hospitals.</p> <p>The self-study lists examples of the ways in which faculty integrate their extramural service into their instruction of students. For example, a faculty member in health policy and management leverages his long-standing connections with local community organizations in his service-learning course for undergraduate students, HLSA 484: Redesigning Health Care: Developing a Clinic to Meet Community Needs. Students partner with a local community-based provider of primary care to develop</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>tools to reshape and redesign the delivery of healthcare. Another faculty member leads the Community Engagement and Environmental Justice and Health research group, which, for over 10 years, has provided technical assistance and support across Washington DC and other parts of the country related to needs assessment, environmental monitoring and mapping, and guidance on policy review, development, and implementation. He incorporates these activities into his undergraduate and graduate courses on environmental justice and the built environment.</p> <p>During the site visit, faculty shared ways in which they include students in their extramural service activities.</p> <p>Faculty service is documented annually by the university's Faculty Activity Report (FAR) and Outside Professional Activities (OPA) Report. Service is included in the promotion criteria for all units in the school for tenure-track faculty and is an expectation for at least half of the school's professional-track faculty. Each department has specific criteria that must be demonstrated as part of promotion review, which includes a demonstrated commitment to participation in service to the department and school, as well as to the profession and community. Service is also a required reporting element for all annual faculty reviews, which contribute to contract renewals, merit considerations, and annual awards.</p> <p>The school selected the following indicators to demonstrate its performance in faculty extramural service over the last three fiscal years: 1) percent of PIF participating in extramural service activities; 2) number of externally funded community-based service activities;</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | and 3) award dollars for externally funded service awards. The majority of PIF participate in service, with between 92-100% of PIF involved in FY 2019, 2020, and 2021. The school has seen a steady increase in the number of externally funded service awards with 34 in FY 2020, 49 in FY 2021, and 51 in FY 2022. The school also saw an increase in the number of award dollars from \$7.1 million in FY 2020 to \$10.9 million in FY 2021. In FY 2022 the amount decreased to \$7.3 million. | | |
|--|--|--|--|--|

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--|---|---------------------------|------------------|
| | Met | | | |
| Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences | | The school regularly engages its external stakeholders to seek input into processes and plans. Formally, there is a Dean’s Council, which provides strategic advice to help the school achieve its mission. Members are from organizations like Onboard Health, the de Beaumont Foundation, Trust for America’s Health, LIFE Bridge Health, and AARP. | Click here to enter text. | |
| Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process | The school’s Community Advisory Board is another formal stakeholder group that provides feedback on key practice and public health priorities for the school and insight into the impact of the school’s research, service, and education activities. Members of the Community Advisory Board include local leaders and practitioners from organizations such as Health Management Associates, Charles County Department of Health, Prince George’s County Department of Health, AARP, and the Maternal and Child Health Bureau. | | | |
| Defines methods designed to provide useful information & regularly examines methods | | | | |
| Regularly reviews findings from constituent feedback | | | | |

| | | | | |
|--|--|--|--|--|
| | | <p>The school has other formal stakeholder groups such as Horowitz Center for Health Literacy Membership, Maryland Center for Health Equity - MD Community Research Advisory Board, Prevention Resource Center (UMD-PRC) - Community Advisory Board, and the SPH Alumni Network.</p> <p>The SPH Community Advisory Board has been closely involved in the development and evaluation of the MPH core curriculum, including discussions around the syllabi, course content, and assessments, ensuring relevance of the course content and activities to employment-related skills. For example, after the complete revision of the MPH curriculum after the revision of the CEPH accreditation criteria in 2016, the instructors of MPH core courses met with Community Advisory Board members in a half-day retreat to discuss approaches to content and assessment within each course.</p> <p>Both the Dean's Council and Community Advisory Board meet multiple times per year and include school leaders, faculty, and students as part of meeting agendas. For example, both groups were engaged multiple times through various means (direct meetings, surveys, document reviews) in the development of the 2018-2023 SPH Strategic Plan document, which provided updates to all aspects of the school's vision, mission, values, and goals. Both groups were similarly engaged multiple times in the development of the 2022 self-study document, including discussion of key elements and document reviews.</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>The SPH Employers Survey and Preceptors Survey, as well as ad hoc input from the Community Advisory Board and Dean’s Council, have provided feedback on graduates’ preparedness for the workforce. In spring 2022, the SPH Employers Survey was sent to 262 employers. Responses were submitted by 41 employers (16% response rate), in which 92% of employers rated graduates as prepared or well-prepared for their job. In spring of 2021, the preceptor survey was sent to 483 preceptors who hosted BS, MPH, or MHA interns between fall 2019 and spring 2021. Preceptors rated undergraduate and graduate students highly on skills such as cultural competence, teamwork, and time management.</p> <p>It was evident to reviewers that the school regularly solicits input from its stakeholders and uses this information to make changes. During the site visit, stakeholders spoke highly of faculty and staff responsiveness to feedback.</p> | | |
|--|--|---|--|--|

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Makes community & professional service opportunities available to all students | | Students are introduced to opportunities through multiple means. The school’s Office of Communications sends to faculty an “SPH this Week” slide that highlights key activities and opportunities, and faculty are strongly encouraged to disperse the information among the students. Students also receive updates and announcements through school listservs, which separately target undergraduate and graduate student | Click here to enter text. | |
| Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to | | | | |

| | | | | |
|--|--|---|--|--|
| <p>professional advancement of the field</p> | | <p>bodies, and each program has its own listserv for communicating more targeted opportunities. General communications, including video monitors in the school's building and events information on the website, provide additional means of sharing opportunities with students.</p> <p>Students are encouraged to participate as members in a variety of campus-wide groups as well as school-specific groups. Students are informed of student organizations in multiple ways, in particular at the university's First Look Fair held every fall semester, where student groups from across the campus have a showcase to recruit members and outline their activities.</p> <p>The school reports numerous examples of community service and professional development opportunities performed by undergraduate and graduate students. In 2019, the school held a Mission of Mercy and Health Equity Festival at which numerous students volunteered. The festival is set to return in fall of 2023. In May of 2020, the UMD SPH entered a public health practice partnership with Prince George's County and their contact tracing efforts. More than 20 students completed over five hours of online training along with additional hours of on-site training. Duties included calling confirmed cases of COVID-19 and their possible contacts and assisting in the county's transition from a paper tracing method to a new, fully online system. Contact tracing calls involved managing important, confidential information, as well as care and empathy in addressing community members' feelings and experiences of loss, fear, anxiety and more. In March of 2020, the school set up an incident command structure in the Office of the Dean to integrate and coordinate responses to the COVID-19 pandemic and</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | related activities. Students are also encouraged to attend professional development workshops such as the Resume Writing Workshop, Career Panels, and Interview Workshops. | | |
|--|--|--|--|--|

F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---------------------------|------------------|
| | Met | | | |
| Provides activities that address professional development needs of the current public health workforce | | <p>The self-study document includes examples of the program’s delivery of professional development opportunities.</p> <p>Using data from a survey, distributed in 2017, the school identified community needs for workforce development activities focusing on emerging and current health issues, community health, health equity, bioinformatics, and health policy. In addition to the survey, the school meets regularly with the SPH Community Advisory Board, which allows the school to solicit feedback from community partners regarding professional development needs.</p> <p>In response to the data from the survey, the school formed a partnership with the Society for Public Health Education (SOPHE) to provide online professional development courses for public health professionals and others across the region and nation. Courses include Emerging Volunteers which provided insight on public health leadership and volunteer opportunities, and Advocacy in Action which provided participants with advocacy skills and knowledge about policy and systems.</p> | Click here to enter text. | |

| | | | | |
|--|--|---|--|--|
| | | In early 2022, the school held an implicit bias training for Maryland healthcare workers as part of a legislative mandate in 2021. The virtual webinar had more than 200 attendees. | | |
|--|--|---|--|--|

G1. DIVERSITY & CULTURAL COMPETENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|--|------------------|
| | Met | | | |
| Defines appropriate priority population(s) | | <p>The school defines its priority, under-represented faculty, staff, and student populations as African American/Black, Hispanic/Latino(x), and LGBTQ+. This is based on both the historical underrepresentation of these groups at the University of Maryland compared to the state's population and because African American/Black and Hispanic/Latino(x) populations experience significant health disparities in the state. These priorities align with the school's strategic plan. They also align with the school's strengths related to health disparities through the work of its Center for Health Equity and strengths related to LGBTQ+ mental health and care challenges through the work of its Prevention Research Center.</p> <p>Although none of the five goals that are part of the school's guiding statements specifically address diversity and cultural competence, the school's Strategic Plan for Diversity and Inclusion includes ten goals specific to diversity and inclusion, categorized into six core areas: leadership, climate, recruitment and retention, education, research and scholarship, and community engagement. These 10 goals relate to all aspects of the school's mission</p> | <p>Click here to enter text.</p> | |
| Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals | | | | |
| Learning environment prepares students with broad competencies regarding diversity & cultural competence | | | | |
| Identifies strategies and actions that create and maintain a culturally competent environment | | | | |
| Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s) | | | | |
| Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s) | | | | |
| Regularly collects & reviews quantitative & qualitative data & | | | | |

| | | | | |
|---|--|---|--|--|
| uses data to inform & adjust strategies | | and are inclusive of both students and faculty. They also align with the university's strategic plan. This plan is currently under revision and will grow to incorporate more inclusion and climate metrics in addition to diversity metrics. | | |
| Perceptions of climate regarding diversity & cultural competence are positive | | <p>During the site visit, the school's diversity officer and evaluation staff explained that although the school's Strategic Plan for Diversity and Inclusion and the school's current strategic plan and overall evaluation plan were developed separately, they are consistent with each other. In the future, as the school revises its Strategic Plan for Diversity and Inclusion and its overall strategic plan, there will be even greater alignment between the two plans and their associated metrics.</p> <p>The school is engaged in numerous strategies to achieve each of the 10 diversity and inclusion goals. These strategies include both students and faculty and are inclusive of all six core areas. The school engages in active efforts to recruit a diverse faculty and staff complement and a diverse student body and in specific efforts to retain and promote faculty of color. The dean has prioritized the recruitment and hiring of faculty and staff of color and has appointed people of color to senior leadership positions and provided leadership training opportunities for new chairs of color. The school regularly assesses perceptions of the school's climate among faculty, staff, and students, and school leaders regularly review the data. The school's strategies to enhance research and scholarship and promote community engagement are well-aligned with the diversity-related goals in these areas.</p> | | |

| | | | | |
|--|--|--|--|--|
| | | <p>During the site visit, faculty and staff shared additional examples of actions the school is taking to reach these goals and embed equity and inclusion into the school's operations and systems. For example, the diversity officer position changed from being an overload assignment to being embedded in the chief of staff's role; members of faculty search committees participate in inclusive hiring training workshops; and faculty serving on promotion and tenure committees participate in training on inclusive review practices.</p> <p>The school's Diversity, Equity, Inclusion, Anti-Racism and Belonging Council (DEIAB), led by the school's diversity officer, oversees the evaluation of the school's diversity and inclusion activities. The self-study describes a well-articulated and comprehensive evaluation process that is linked with the school's overall evaluation activities led by the PEPSI Committee.</p> <p>The self-study provides examples that illustrate that the school is committed to a learning environment that prepares both undergraduate and graduate students with broad competencies regarding diversity and cultural competence, and there is substantial evidence that the school engages in actions and strategies that create and maintain a culturally competent environment. For example, all new faculty, staff, and students participate in the TerrapinSTRONG onboarding course to promote "a shared vision and values," and the school has offered numerous conferences, workshops, trainings, and teach-ins on topics related to diversity, equity, inclusion, anti-racism, and belonging.</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>During the site visit, faculty shared additional examples of the strategies the school employs to promote a culturally competent environment. For example, the Department of Health Policy and Management held a training for faculty on principles of justice, equity, and inclusion and established a department book club to discuss readings on these topics. This department has also worked to incorporate authors of diverse backgrounds into the required readings for courses to ensure that students are being exposed to voices of people with different backgrounds and perspectives.</p> <p>Faculty also shared that at the undergraduate level, DEI is incorporated as much as possible within courses. For example, reflection assignments often require students to reflect on aspects of diversity, equity and inclusion, and assignments incorporate culturally responsive approaches. In addition, students are given opportunities to work together in partnership to create community with each other.</p> <p>At the university level, all undergraduate programs are required to have DEI outcomes at the program level. Faculty expressed that this ensures that DEI is “baked into” the curriculum and all students get exposure.</p> <p>Site visitors learned that when issues related to diversity and inclusion arise, the school attempts to incorporate restorative practices into the response to those issues as appropriate to provide opportunities for learning and healing.</p> <p>Data presented in the self-study show that the school is successful in recruiting, retaining, and graduating students</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>in priority underrepresented groups. Thirty-three percent of undergraduates and 35% of graduate students are Black/African American or Hispanic/Latino(x). The gap in the graduation rate for undergraduate students of color compared to white students decreased from 6% to 3% from 2018 to 2021 and was eliminated at the graduate level during that same period. Many of the school's degree programs have seen an increase in retention rates for students of color over the past five years, and the school has identified gaps where focused attention is needed.</p> <p>Data presented in the self-study indicate that faculty and staff diversity does not represent the diversity of the population of the state of Maryland. The self-study describes several strategies the school is engaging in to increase the diversity of faculty and staff. Data indicate that efforts to promote faculty of color have been successful.</p> <p>The school regularly conducts a climate survey among students, faculty, and staff. Data from the May 2022 administration indicate that overall, undergraduate students, graduate students, and faculty and staff have positive perceptions of the climate, with 92% of undergraduates, 68% of graduate students, and 67% of faculty and staff being satisfied or very satisfied with the climate. Students at both levels have positive perceptions of specific aspects of the environment, indicating high levels of agreement with statements such as "I feel comfortable showing up as who I am to my SPH classes," "I feel that all of my identities are valued by my SPH instructors," and "The school increases my knowledge of diversity issues."</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>During the site visit, students, faculty, alumni, and other stakeholders shared positive perceptions of the school's climate and attention to diversity, equity and inclusion. Faculty shared that the school has a welcoming, inclusive environment that stems from the dean and school leadership. Faculty shared that this welcoming environment related not only to race and gender identity, but also to things like parenting needs, faculty status (professional track vs. tenure-track), and non-public health disciplines that are part of the school.</p> <p>Similarly, students, alumni, and external stakeholders expressed high satisfaction with the school's climate and learning environments. Students across degree levels and programs described how equity is woven into the curriculum and coursework and noted that faculty go beyond the statements about climate and inclusion to "walk the walk." Students related that the school community is very diverse, the school environment provides many opportunities to engage in open dialogue around equity and inclusion issues and that this feels very central to the school. Similarly, alumni and external stakeholders expressed that attention to diversity and inclusion is part of the fabric of the school, DEI efforts are highly visible, and the school has a sincere and authentic commitment to this. To illustrate the responsiveness of the school to these issues, one alumnus shared that when a student who had a newborn pointed out that the school did not have a lactation space, school leaders promptly made this a priority and created such a space.</p> | | |
|--|--|--|--|--|

H1. ACADEMIC ADVISING

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|----------------------------------|------------------|
| | Met | | | |
| Students have ready access to advisors from the time of enrollment | | <p>The school provides an accessible and supportive academic advising system for students, beginning with a robust orientation for undergraduate and graduate students upon enrollment. Both freshman and transfer undergraduate students complete an orientation that provides guidance related to all aspects of the university as well as a component specific to the school and major. Graduate students receive multiple orientation opportunities including a school orientation module that presents an overview of the school and its resources. The live orientation portion is held before classes start and includes an opportunity for students to meet faculty and current students and learn about program expectations. Students also participate in a university-wide orientation sponsored by the Graduate School.</p> <p>Student advising is conducted primarily by each academic unit and degree program. Undergraduates have access to the school's designated professional advisors within their academic unit as well as those in the school's Center for Academic Success and Achievement (CASA). These advisors work with the school, and as part of the larger undergraduate advising community across campus, to serve the specific and unique needs of undergraduate students. Beyond core advising services, CASA advisors provide specialized advising services for specific undergraduate populations with particular advising</p> | <p>Click here to enter text.</p> | |
| Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study | | | | |
| Qualified individuals monitor student progress & identify and support those who may experience difficulty | | | | |
| Orientation, including written guidance, is provided to all entering students | | | | |

| | | | | |
|--|--|--|--|--|
| | | <p>needs, including those experiencing academic difficulty and student athletes.</p> <p>CASA oversees the SPH's implementation of the university's degree completion policy for all undergraduates. CASA staff provide general advising on university and school policies and procedures, reinstatement/re-enrollment, general education requirements, transfer credits, major exploration, graduation, and policy exceptions. These services are meant to supplement the academic unit advising services by encouraging students to seek advising more often for quick questions and/or simple advising issues. Appropriate referrals are made if the student needs to see the undergraduate coordinator in their academic unit for more individual advising. The assistant dean for undergraduate education oversees academic advising across the school and works closely with CASA.</p> <p>Undergraduate advisors are typically required to possess a master's degree and a professional background in higher education or a similar field. Advisors across the school are oriented through training at the school and department level. Each year the campus supports an undergraduate advising conference to support professional development for all advisors and all SPH undergraduate advisors attend.</p> <p>Undergraduate students are sent a satisfaction survey following each appointment with an advisor in the CASA. The self-study presents satisfaction data for 2020 through 2022 that indicates an overall high level of satisfaction with various aspects of the advising provided. For example, across the three years, more than 90% of students agreed that their advisor was prepared for the</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>appointment, was knowledgeable and, overall, was a good source for academic advice. Students also complete a commencement survey that includes questions about the quality of advising. Depending on the year, between 70-82% of graduating students agreed that academic advising was of high quality.</p> <p>Following orientation, graduate students are added to the SPH Graduate Student Handbook, a Canvas-based course space that includes information related to MPH courses, internship planning, career planning, and SPH and UMD resources. All tenured and tenure-track faculty are required to participate in advising and mentoring of graduate students. Most MPH and other master's programs try to match students with faculty advisors that align with their interests, while also ensuring an equitable distribution of advisees. Doctoral students are paired with specific faculty based on their research interests and are assigned during the admissions process. Students are encouraged to meet with their faculty advisors at least once per semester, and other requirements vary based on the academic program.</p> <p>Graduate directors are responsible for ensuring that all faculty are familiar with the program and advising requirements. Faculty are updated on curricular changes at faculty meetings, and many academic units review advising requirements during the faculty retreat in August. The graduate directors meet regularly with the associate dean for academic affairs as part of the Graduate Programs in Public Health Committee, which allows for the sharing of best practices across the school. The Graduate School also provides a variety of mentoring</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>and other professional development opportunities for faculty in their role as advisors and/or mentors.</p> <p>The school collects data on graduate student satisfaction with advising using a commencement survey. The school presents feedback from graduates from 2019 through 2021 that suggest a high degree of satisfaction; between 77-80% of master's respondents and 67-93% of doctoral respondents agreed that academic advising was of high quality. Faculty indicated that COVID-19 has limited response rates of their surveys resulting in fluctuations in their statistics.</p> | | |
|--|--|--|--|--|

H2. CAREER ADVISING

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|---|--|-------------------------|
| | Met | | | |
| Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice | | <p>All students have access to supportive career services provided by the school and the university. UMD provides general career support to all students and alumni through the Career Center. The campus also supports the Reed-Yorke Health Professions Advising Office which provides specific career support around clinical health professions, which aligns with many SPH student career aspirations.</p> <p>The SPH and departments supplement campus-wide services to provide field-specific career advising and workforce professional development opportunities. One of the largest career events sponsored by the school is the SPH Career Expo, which hosts 50-60 area agencies/employers to provide information to students about various careers. The self-study provides data on</p> | <p>Click here to enter text.</p> | |
| Variety of resources & services are available to current students | | | | |
| Variety of resources & services are available to alumni | | | | |

| | | | | |
|--|--|--|--|--|
| | | <p>attendance over the last three years, which shows that the event was well attended by both undergraduate and graduate students and alumni. The school also hosts an SPH Student and Alumni Night of Networking during National Public Health Week each year; over the last three years between 25-30 students and 10-16 alumni participated in the event.</p> <p>There are also over 25 student organizations and honor societies within the school that organize and deliver programming to students in specific areas, including public health practice and career development and planning.</p> <p>The SPH has a dedicated career services staff member within the Career Center who oversees professional development opportunities within and outside the classroom and supports activities such as career workshops, panels, and job fairs. The SPH has also named a Career Development Task Force that includes a faculty and staff representative from each undergraduate department. The task force ensures broad representation from programs across the school to inform the career services staff member about new directions and improvements in career services opportunities for students. Faculty and the assistant dean for undergraduate education ensure that the staff member is oriented to all programs offered and careers in public health.</p> <p>The Alumni Network Student and Alumni Mentor Program connects current undergraduate students with SPH alumni in career paths similar to the students' interests. The SPH Alumni Network supports both the needs of the</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>mentee and alumni mentor to encourage a successful professional relationship that is built and maintained throughout the school year. Between 28-48 students and 22-37 alumni mentors have participated in the program over the last three years.</p> <p>At the graduate level, career services are primarily delivered through individual mentoring between students and faculty. As with academic advising, faculty advisors provide career and professional mentoring. At a minimum, students receive guidance from their advisor during the process of developing a plan of study and in planning an internship and culminating experience. Based on student needs, advisors also provide other services such as referrals through their networks for job opportunities and letters of recommendation.</p> <p>Resources and opportunities related to career and professional development are also distributed broadly through the graduate student listserv. For example, the listserv shares information on career fairs; employment, internship, and post-doctoral fellowship positions; volunteer work; and other networking opportunities. The Graduate School and the SPH Graduate Students in Public Health student organization both provide additional services and activities, including career panels, professional development workshops, and networking events.</p> <p>Data from the Commencement Survey show a moderate degree of satisfaction with career advising from both undergraduates and graduates. For example, over the last three fiscal years, between 83-93% of undergraduate respondents and 66-74% of graduate respondents felt</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>that career advising was available when needed. Between 66-74% of undergraduate respondents and 76-82% of graduate respondents believed the advising they received was of high quality. The school recently hired three additional advisors for undergraduate students and added an additional faculty member in the Office of Graduate Student Services. The school states that a portion of all these individuals' time will be put toward the development and implementation of career-related services for undergraduate and graduate students and alumni.</p> <p>During the site visit, students reported a high level of satisfaction with faculty engagement and career advisement reporting that they felt that the faculty were very supportive and invested in each individual student's success. For example, a faculty member's relationship with the Maryland Department of Health enabled a student to secure an internship with the state environmental health program leading to a number of opportunities for experiential learning.</p> | | |
|--|--|--|--|--|

H3. STUDENT COMPLAINT PROCEDURES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|---------------------------|------------------|
| | Met | | | |
| Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances | | The school follows standard university procedures for responding to student grievances or complaints. The self-study notes that individual complaints or issues are often handled and resolved informally before they escalate to a formal grievance. | Click here to enter text. | |
| Procedures are clearly articulated & communicated to students | | | | |

| | | | | |
|---|--|---|--|--|
| Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel | | The SPH website provides an overview of the complaint processes and a list of key personnel on its Diversity and Inclusion website page. Depending on the nature of the complaint, students have multiple options for reporting concerns. The SPH website provides information related to university policies, including the UMD Non-Discrimination Policy and Procedures; Policy on Threatening and Intimidating Conduct; Policy and Procedures on Sexual Harassment and Other Sexual Misconduct. Each syllabus also includes links to course policies that include information about grievances, complaint procedures, and the university Ombuds Office. | | |
| Designated administrators are charged with reviewing & resolving formal complaints | | | | |
| All complaints are processed & documented | | <p>For complaints related to course grades, the website contains processes for undergraduate and graduate students. The procedures require that the student must first discuss the concern with the course instructor and/or the unit head. If the issue cannot be resolved informally, the student can file a formal grievance, which is reviewed by the academic unit's student grievance committee. If a grievance remains unresolved, students may address grievances with the assistant dean for undergraduate education or the associate dean for academic affairs.</p> <p>The self-study lists two recent formal grievances, one related to an issue involving incomplete credits and the other related to a student's failure to complete required benchmarks. Both complaints were reviewed and resolved according to outlined policies and procedures. Students and faculty were able to delineate a clear understanding of the grievance procedures.</p> | | |

H4. STUDENT RECRUITMENT & ADMISSIONS

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|---|--|
| | Met | | | |
| <p>Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p> | | <p>The school participates in a wide range of activities to recruit, admit, and enroll a qualified and diverse student body at both the undergraduate and graduate levels. At the undergraduate level, the university’s Office of Undergraduate Admissions (OUA) is responsible for recruiting undergraduate students, and school staff participate in recruitment events sponsored by OUA, such as Visit Maryland Day and university-wide open houses for admitted students, during which the school hosts focused presentations about the school and its majors. Undergraduate student ambassadors also participate in these events. School staff also conduct and participate in recruitment activities at the Shady Grove campus, including outreach to local community colleges, classroom visits at community colleges, and open houses. The school and university use scholarship programs to facilitate recruitment of qualified students.</p> | <p>The conversation with the site visit team around admissions was particularly valuable. Our team has reflected on our current practice and we have decided to add the following element to our existing data collection: Percentage of matriculating students with previous health- or public health-related experience. We will collect the data using a custom question in the SOPHAS application. We have set our preliminary target for this metric at 60% based on preliminary data and then will potentially adjust this number as we learn more from future data collection.</p> | <p>The Council appreciates the school’s response and improvements in this area. Based on information in the self-study, team’s report, and response, the Council concluded that the school meets this criterion.</p> |
| <p>Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p> | | <p>At the graduate level, the school aims to recruit a student body that is academically strong and diverse with demonstrated potential to excel at the graduate level and possessing strong motivation and commitment to public health. The school participates in open house events and graduate school fairs coordinated by the university or the Graduate School, regularly hosts booths at professional meetings and conferences, participates in a variety of ASPPH and SOPHAS recruitment fairs, and hosts school-specific open houses and accepted student days. In</p> | | <p>Therefore, the Council acted to change the team’s finding of met with commentary to a finding of met.</p> |

| | | | | |
|--|--|--|--|--|
| | | <p>addition, the school engages prospective students by phone, email, and with in-person or virtual one-on-one meetings.</p> <p>The school uses several strategies to specifically recruit underrepresented minorities, including student meetings at conferences such as the State of Maryland Health Disparities Conference, and by participating in the McNair Scholars Program. The school also disseminates recruitment and marketing materials to participants in continuing education and certificate programs. The school recently developed a Graduate Student Ambassadors program, with representation from a number of graduate programs. Each student ambassador participates in at least three recruitment events during the year.</p> <p>The Office of Undergraduate Admissions is responsible for admitting undergraduate students on the College Park campus, using a combination of quantitative and qualitative factors to make admissions decisions. Students can enter the school's undergraduate programs directly upon admission, directly after transferring from another college or university, or through an internal change of major process. Any student can declare a major in one of the school's undergraduate programs provided they have passed the benchmark courses defined for the major. On the Shady Grove campus, the school's program director and admissions and recruitment coordinator make admissions decisions. Eligible applicants are expected to have completed all program prerequisites, attained at least a 2.5 GPA, met a basic English proficiency requirement, and have submitted transcripts from all previous institutions.</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>At the graduate level, the Graduate School reviews all applications for minimum requirements, then individual academic units and programs review applications and make admissions recommendations to the Graduate School. Within each program, admissions decisions are made by groups of faculties during an admissions review process coordinated by the graduate director.</p> <p>The self-study outlines criteria for admissions into all graduate programs. All applicants are expected to possess a bachelor's degree, a minimum GPA of 3.0, letters of recommendation, a personal statement, other evidence of potential success in graduate school, and evidence of English language proficiency for international students. Standardized test requirements (GRE) exist for some PhD programs. Admissions standards are higher for doctoral degree programs as compared to master's degree programs. The school allows provisional admission in certain circumstances, with the expectation that certain performance goals will be met for continued enrollment.</p> <p>Students in one of the school's four BS programs (including the two non-public health majors) may apply to the BS-MPH program in the spring of their junior year. Eligible applicants are expected to have a minimum GPA of 3.5, must have completed the majority of their undergraduate degree requirements, and have a strong record of performance. Applicants must submit a statement of purpose, two letters of recommendation, a resume, a transcript, and a BS-MPH plan. Admissions decisions are made by a faculty committee in the applicant's MPH concentration.</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>To demonstrate its success in enrolling a qualified student body, the school presents one outcome measure for both undergraduate and graduate students: the percentage of underrepresented students accepting offers of admission. At both degree levels, the percentage of Black/African American and Hispanic/Latino students accepting offers of admission has generally exceeded the percentage for all graduate students for the past three years. At the undergraduate level, the school exceeded its target for all groups in 2020 and 2021, but these percentages dropped sharply in all groups in 2022. The school attributes this to the university's adoption of the Common App, which led to a large increase in the total number of applications. At the graduate level, the school met its target in all groups in 2021, and among Black/African American students in all three years, but across all groups, the percentages declined in 2022.</p> <p>The commentary relates to the use of a single outcome measure to track success in enrolling a qualified student body. During the site visit, school leaders explained that they had recently decided to stop using GRE scores as a second outcome measure at the graduate level because of concerns that the GRE is not an equitable indicator of student success. The remaining outcome measure, percentage of priority underrepresented students accepting offers of admission to public health degree programs, aligns with the diversity aspect of the school's mission and with two of three priority underrepresented groups identified by the school, and is a useful measure by which the school can track progress in recruiting a diverse student body that will contribute to a diverse future public health workforce. Additional outcome measures might</p> | | |
|--|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | provide insight into other indicators of the qualifications of enrolled students. | | |
|--|--|---|--|--|

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|---------------------------|---|--------------------------------|-------------------------|
| | Met | | | |
| Catalogs & bulletins used to describe educational offerings are publicly available | | Site visitors validated that all program offerings are accurate, available, and accessible online. Site visitors reviewed department website links that provided accurate information about admissions policies, grading policies, academic integrity standards, and degree completion requirements. | Click here to enter text. | |
| Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements | | | | |
| Advertising, promotional & recruitment materials contain accurate information | | | | |

AGENDA

Monday, October 31, 2022

9:15 am **Guiding Statements and Evaluation**

| Participants | Topics on which participants are prepared to answer team questions |
|--|--|
| <i>Boris Lushniak, MD – Dean Dushanka Kleinman, DDS – Principal Associate Dean Stephen Roth, PhD – Associate Dean for Academic and Faculty Affairs Erin McClure, BS – Chief of Staff and Diversity Officer Dushanka Kleinman, DDS – Principal Associate Dean Erin McClure, BS – Chief of Staff and Diversity Officer Amelia Arria, PhD – Professor and Director, Office of Planning and Evaluation Brittany Bugbee, MPH – Senior Faculty Specialist Amanda Grimes, MBA – Assistant Dean for Finance and Administration</i> | <i>Guiding statements – process of development and review? (Criterion B1) Evaluation processes – how does school collect and use input/data? (Criteria B5 & B6) Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5) Budget – who develops and makes decisions? (Criterion C1)</i> |
| Total participants: 9 | |

10:30 am **Break**

10:45 am **Curriculum 1**

| Participants | Topics on which participants are prepared to answer team questions |
|--|---|
| <i>Stephen Roth, PhD – Associate Dean for Academic and Faculty Affairs Danielle Catona, PhD – MPH Core Course Lecturer Typhanye Dyer, PhD – Associate Professor Jamie Trevitt, PhD – Assistant Clinical Professor James Butler, DrPH – Associate Professor Kathy Sharp, PhD – Associate Clinical Professor Rianna Murray, PhD – Assistant Research Professor Shannon Jetta, PhD – Associate Professor Xin He, PhD – Associate Professor Melvin Seale, PhD – Assistant Clinical Professor Negin Fouladi, PhD – Associate Clinical Professor</i> | <i>Foundational knowledge (Criterion D1) Foundational competencies – didactic coverage and assessment (Criteria D2 & D3) Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i> |
| Total participants: 11 | |

12:00 pm **Break & Lunch in Executive Session**

12:45 am **Curriculum 2**

| Participants | Topics on which participants are prepared to answer team questions |
|---|--|
| <p><i>Kathy Sharp, PhD – Associate Clinical Professor</i> <i>Rianna Murray, PhD – Assistant Research Professor</i> <i>Shannon Jette, PhD – Associate Professor</i> <i>Xin He, PhD – Associate Professor</i> <i>Melvin Seale, PhD – Assistant Clinical Professor</i> <i>Negin Fouladi, PhD – Associate Clinical Professor</i> <i>Evelyn King-Marshall, PhD – Associate Clinical Professor</i></p> <p><i>Nicole Cousin-Gossett, PhD – Assistant Dean for Undergraduate Education</i> <i>Tracy Zeeger, PhD – Associate Clinical Professor</i> <i>Sylvette La Touche-Howard, PhD – Associate Clinical Professor</i> <i>Jennifer Hodgson, EdD – Associate Clinical Professor</i> <i>Kristin Cipriani, MA – Associate Director</i></p> <p><i>Stephen Roth, PhD – Associate Dean for Academic and Faculty Affairs</i> <i>Dina Borzekowski, EdD – Research Professor</i> <i>Mary Shelley, MA – Director of Information Technology</i></p> | <p><i>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i> <i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integrative learning experiences (Criteria D7 & D8)</i> <i>Public health bachelor’s degrees (Criteria D9-D13)</i> <i>Academic public health degrees (Criteria D17 & D18)</i> <i>Distance education (Criterion D20)</i></p> |
| Total participants: 15 | |

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students via Zoom**

| Participants | Topics on which participants are prepared to answer team questions |
|--|--|
| <p><i>Natalie Crnosija, Environmental Health Sciences--Ph.D.</i> <i>Taylor Palmer, MPH - Behavioral and Community Health</i> <i>Jan-Michael Archer, PhD, Environmental Health Sciences</i> <i>Olivia Massa, MPH, Public Health Practice and Policy (online)</i> <i>Carla Byrnes, MPH- Community and Behavioral Health</i> <i>Rebecca Foss, Family Science PhD</i> <i>Verity White, BS, Public Health Science</i> <i>Katrina Makres, MPH - Health Equity</i></p> | <p><i>Student engagement in school operations (Criterion A3)</i> <i>Curriculum (competencies, APE, ILE, etc.) (Criteria D1-D13; D17-19)</i> <i>Resources (physical, faculty/staff, IT) (Criteria C2-C5)</i> <i>Involvement in scholarship and service (Criteria E2 & E3)</i> <i>Academic and career advising (Criteria H1 & H2)</i> <i>Diversity and cultural competence (Criterion G1)</i> <i>Complaint procedures (Criterion H3)</i></p> |

| | |
|------------------------------|--|
| | |
| Total participants: 8 | |

4:00 pm **Site Visit Team Executive Session 2**

5:00 pm **Adjourn**

Tuesday, November 1, 2022

9:30 am **Curriculum 3**

| Participants | Topics on which participants are prepared to answer team questions |
|--|--|
| <i>Kathy Sharp, PhD – Associate Clinical Professor</i> <i>Rianna Murray, PhD – Assistant Research Professor</i> <i>Shannon Jette, PhD – Associate Professor</i> <i>Xin He, PhD – Associate Professor</i> <i>Melvin Seale, PhD – Assistant Clinical Professor</i> <i>Negin Fouladi, PhD – Associate Clinical Professor</i> <i>Evelyn King-Marshall, PhD – Associate Clinical</i> <i>Nicole Cousin-Gossett, PhD – Assistant Dean for Undergraduate Education</i> <i>Tracy Zeeger, PhD – Associate Clinical Professor</i> <i>Sylvette La Touche-Howard, PhD – Associate Clinical Professor</i> <i>Jennifer Hodgson, EdD – Associate Clinical Professor</i> <i>Kristin Cipriani, MA – Associate Director</i> <i>Tanner Kilpatrick, PhD – Assistant Clinical Professor</i> <i>Polly Schurer, EdD – Undergraduate Director</i> <i>Shannon Jette, PhD – Associate Professor</i> <i>Kendyl Oliver, MBA – Undergraduate Program Manager</i> <i>Mariana Falconer, PhD – Associate Professor</i> <i>Dina Borzekowski, EdD – Research Professor</i> <i>Mary Shelley, MA – Director of Information Technology</i> | <i>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i> <i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integrative learning experiences (Criteria D7 & D8)</i> <i>Public health bachelor’s degrees (Criteria D9- D13)</i> <i>Academic public health degrees (Criteria D17 & D18)</i> <i>Non-public health degrees (Criterion D19)</i> <i>Distance education (Criterion D20)</i> |
| Total participants: 18 | |

10:45 am **Break**

11:00 am **Instructional Effectiveness**

| Participants | Topics on which participants are prepared to answer team questions |
|---|--|
| <i>Nicole Cousin-Gossett, PhD – Assistant Dean for Undergraduate Education</i> <i>Dushanka Kleinman, DDS – Principal Associate Dean</i> <i>Tracy Zeeger, PhD – Associate Clinical Professor</i> <i>Sylvette La Touche-Howard, PhD – Associate Clinical Professor</i> <i>Kelly Kesler, MS – Career Services Program Director</i> | <i>Currency in areas of instruction & pedagogical methods (Criterion E1)</i> <i>Scholarship and integration in instruction (Criteria E3 & E4)</i> <i>Extramural service and integration in instruction (Criterion E5)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Professional development of community (Criteria F1-F4)</i> |
| Total participants: 5 | |

12:00 pm **Break & Lunch in Executive Session**

12:45 pm **Strategies & Operations**

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| <i>Erin McClure, BS – Chief of Staff and Diversity Officer</i> <i>Amelia Arria, PhD – Professor and Director, Office of Planning and Evaluation</i> <i>Stephen Roth, PhD – Associate Dean for Academic and Faculty Affairs</i> <i>Brit Saksvig, PhD – Associate Clinical Professor</i> <i>Nicole Cousin-Gossett, PhD – Assistant Dean for Undergraduate Education</i> <i>Brittany Bugbee, MPH – Senior Faculty Specialist</i> <i>Erin McClure, BS – Chief of Staff and Diversity Officer</i> <i>Amanda Grimes, MBA – Assistant Dean for Finance and Administration</i> | <i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data? (Criterion G1)</i> <i>Recruiting and admissions, including who chose the measures and why did they choose them (Criterion H4)</i> <i>Advising and career counseling, including who collects and reviews the data (Criteria H1 & H2)</i> <i>Staff operations (Criterion C3)</i> <i>Complaint procedures (Criterion H3)</i> |
| Total participants: 8 | |

1:45 pm **Break**

3:00 pm **Stakeholder/ Alumni Feedback & Input via Zoom**

| Participants | Topics on which participants are prepared to answer team questions |
|--|--|
| <i>Francine Baker, Alumni, Public Health Science</i> <i>Richard Remigio, Alumni, MIAEH, PhD</i> <i>Barbara Alving, Member of Dean's Council</i> <i>Uma Ahluwalia, Managing Principal, Health Management Associates; Community Advisory Committee Member</i> <i>Robb Cohen, SPH Parent and Dean's Council</i> <i>Robin Mockenhaupt, Alumni, Dean's Council President</i> <i>Alyssa Todaro Brooks, Alumni, Past President of SPH Alumni Network</i> <i>Meg McHugh, Alumni and parent</i> <i>Zanne Gogan, Alumni, MPH PHPP (online)</i> <i>Dan Marthey, Alumni, Health Policy & Management</i> | <i>Involvement in school evaluation & assessment (Criterion F1)</i> <i>Perceptions of current students & school graduates</i> <i>Perceptions of curricular effectiveness (Criterion B5)</i> <i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integration of practice perspectives (Criteria D7 & D8)</i> <i>School delivery of professional development opportunities (Criterion F3)</i> |
| Total participants: 10 | |

4:00 pm **Break & Executive Session**

5:00 pm **Adjourn**

Wednesday, November 2

8:30 am **University Leaders via Zoom**

| Participants | Topics on which participants are prepared to answer team questions |
|---|--|
| <i>Darryll Pines, PhD – President</i> <i>Jennifer King Rice, PhD – Senior Vice President and Provost</i> | <i>School's position within larger institution (Criterion A1)</i> <i>Provision of school-level resources</i> <i>Institutional priorities</i> |
| Total participants: 2 | |

10:00 am **Site Visit Team Executive Session**

1:00 pm **Exit Briefing**