

REVIEW FOR ACCREDITATION
OF THE
SCHOOL OF PUBLIC HEALTH
AT THE
UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

September 18-20, 2023

SITE VISIT TEAM:

Susan Klitzman, DrPH, MPH – Chair

Kari Brisolara, ScD, MSPH, QEP

Larry Warner, DrPH, MPH

SITE VISIT COORDINATOR:

Emily Albers, MPH, CPH

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	8
A3. STUDENT ENGAGEMENT	8
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH	9
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH.....	10
B1. GUIDING STATEMENTS	10
B2. EVALUATION AND QUALITY IMPROVEMENT	13
B3. GRADUATION RATES.....	15
B4. POST-GRADUATION OUTCOMES.....	17
B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS.....	18
C1. FISCAL RESOURCES	20
C2. FACULTY RESOURCES	22
C3. STAFF AND OTHER PERSONNEL RESOURCES.....	24
C4. PHYSICAL RESOURCES.....	25
C5. INFORMATION AND TECHNOLOGY RESOURCES	26
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE.....	28
D2. MPH FOUNDATIONAL COMPETENCIES	30
D3. DRPH FOUNDATIONAL COMPETENCIES	32
D4. MPH & DRPH CONCENTRATION COMPETENCIES	32
D5. MPH APPLIED PRACTICE EXPERIENCES	35
D6. DRPH APPLIED PRACTICE EXPERIENCE.....	37
D7. MPH INTEGRATIVE LEARNING EXPERIENCE.....	38
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE	40
D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS.....	41
D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES	41
D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES	41
D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES	41
D13. MPH PROGRAM LENGTH	42
D14. DRPH PROGRAM LENGTH	43
D15. BACHELOR'S DEGREE PROGRAM LENGTH.....	43
D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES	43
D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES	46
D18. ALL REMAINING DEGREES.....	51
D19. DISTANCE EDUCATION	52

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED	54
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE	55
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS	56
E4. FACULTY SCHOLARSHIP	61
E5. FACULTY EXTRAMURAL SERVICE	63
F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT	65
F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE	68
F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE	70
G1. DIVERSITY & CULTURAL COMPETENCE	72
H1. ACADEMIC ADVISING	77
H2. CAREER ADVISING	78
H3. STUDENT COMPLAINT PROCEDURES	80
H4. STUDENT RECRUITMENT & ADMISSIONS	82
H5. PUBLICATION OF EDUCATIONAL OFFERINGS	85
AGENDA	86

INTRODUCTION

The University of North Texas Health Science Center (UNTHSC) originated in 1966, first as the Texas College of Osteopathic Medicine and then as a state-supported medical school. In 1993, the college was officially re-designated and expanded as UNTHSC. The institution is located in Fort Worth, TX and is the academic health science center of the University of North Texas System.

The university holds institutional accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and responds to 12 specialized accreditors, including the Accreditation Council for Pharmacy Education; the Commission on Accreditation of Healthcare Management Education; and the Accreditation Council for Continuing Medical Education. As of fall 2022, UNTHSC employed 304 faculty and 1,145 staff and enrolled approximately 2,340 students.

A notable feature of the institution is its emphasis on interprofessional education taught through a system of centralized and decentralized learning activities. UNTHSC teaches collaborative practice across the array of academic and professional degrees offered by its five schools and colleges, including the Texas College of Osteopathic Medicine; School of Health Professions; School of Biomedical Sciences; School of Public Health; and UNT System College of Pharmacy. Following the self-study submission, the university announced that a new College of Nursing is in the formative stages.

The university's MPH degree program was approved in 1995 and offered out of the Department of Public Health and Preventive Medicine within the Texas College of Osteopathic Medicine, and the School of Public Health (SPH) was founded in 1999. At the time of the site visit, the school had recently reorganized its academic offerings into the following two departments: 1) Population and Community Health and 2) Health Administration and Health Policy. The school offers the MPH in four disciplines: biostatistics and data science; epidemiology; maternal and child health; and public health leadership. Qualified students can pursue the MPH in public health leadership as one of the following four dual degrees with other UNTHSC schools and colleges: MPH-MS in applied anthropology (offered with UNT in Denton, TX); MPH-MPAS (physician assistant); MPH-PharmD; and MPH-DO. The MPH in public health leadership is the only MPH concentration that is offered in a fully online format in addition to the place-based format. Additionally, this concentration is offered in a standard 48-credit hour curriculum as well as a 42-credit hour curriculum. The 42-hour option substitutes six didactic credits (i.e., the six additional credits taken by students in the 48-credit hour pathway) with six credits for work experience and is only available to dual-degree students, students who already have an advanced degree (e.g., MD, PhD, JD), or students with three or more years of substantive, professional experience in a health field.

The SPH also offers an MS in epidemiology and an MS in health behavior research, as well as a PhD in public health sciences in two concentrations: epidemiology and health behavior research. It established its Master of Health Administration (MHA) program in 2008, which is offered in both a place-based and fully online format. The school offered a DrPH degree from 2001 until discontinuing it in 2018. In AY 22-23, the school enrolled approximately 200 MPH students (47 of whom are dual degree students), three MS students, 12 PhD students, and 45 MHA students.

UNTHSC has held CEPH accreditation since 1999 and was last reaccredited in 2015. Since its last review, the school has submitted five interim reports, three addressing the MPH curriculum and two addressing DrPH and PhD graduation rates. Reports were accepted by the Council as evidence of compliance in all identified areas. Since 2018, the school has submitted 28 substantive changes, one of which related to revising the MPH foundational curriculum and the rest related to either adding, renaming, or discontinuing a degree offering.

Instructional Matrix – Degrees and Concentrations						
Master’s Degrees		Academic	Professional	Categorized as public health	Place based	Distance based
Health Behavior Research		MS		X	X	
Epidemiology		MS	MPH	X	X	
Biostatistics and Data Science			MPH	X	X	
Maternal and Child Health			MPH	X	X	
Public Health Leadership			MPH	X	X	X
Health Administration			MHA		X	X
Doctoral Degrees		Academic	Professional			
Health Behavior Research		PhD		X	X	
Epidemiology		PhD		X	X	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional			
2nd Degree Area	Public Health Concentration					
Applied Anthropology (UNT in Denton)	Public Health Leadership		MPH-MS	X	X	X
Master of Physician Assistant Studies	Public Health Leadership		MPH-MPAS	X		X
Doctor of Pharmacy	Public Health Leadership		MPH-PharmD	X		X
Doctor of Osteopathic Medicine	Public Health Leadership		MPH-DO	X		X

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		The School of Public Health (SPH) has a well-defined organizational structure and administrative processes. The school is led by a dean, and its academic offerings are housed within the Department of Population and Community Health and the Department of Health Administration and Health Policy, both of which are led by department chairs. This department re-organization was recent at the time of the site visit and, thus, did not align fully with faculty titles or descriptions in the self-study.	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 		Faculty provide input in a variety of areas, including degree requirements, curricula, student assessment policies and procedures, admissions, faculty recruitment and retention, and research and service through the school’s nine standing committees.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>The dean chairs the SPH Executive Council, which serves to facilitate communication between school leaders and SPH faculty and staff. The council meets bi-weekly, and membership includes all associate deans, department chairs, and faculty senators.</p> <p>The Program Directors Committee is chaired by the associate dean for academic affairs and includes all academic program directors, the associate dean of high impact educational practices and student services, and a current student. This committee meets monthly to review and make decisions about degree requirements and</p>		

		<p>curricular updates, including course modifications, additions, or deletions. When changes are needed, department faculty or an ad hoc committee first works collectively on the change and then the respective program director presents to the full committee for consideration and a vote, with forms routed through to the associate dean for academic affairs and the dean.</p> <p>The associate dean of high impact educational practices and student services reviews student assessment policies and procedures annually and brings changes to the Executive Council and Program Directors Committee for discussion and approval. The school's Office of Academic Services staff reviews all student transcripts and completes a final degree audit before approving degree conferral.</p> <p>The Master's Admissions Committee (MAC) and MS/PhD Programs Committee set admissions criteria and policies, review applications, and make admissions decisions. The MAC handles all MPH and MHA applications and is chaired by the associate dean for administration and finance and includes faculty representatives from each degree concentration. The committee receives applications from the UNTHSC Office of Admissions and Recruitment once they are complete and ready for review and meets regularly to review and approve/deny applications by vote. The MS/PhD Programs Committee meets as needed, on a cycle aligned with recruitment for the MS/PhD programs, to review and approve/deny applications and review the curricula. The committee is chaired by the MS/PhD program director and includes the associate dean for administration and finance, the associate dean for academic affairs, and faculty members who have research responsibilities and serve as faculty advisors for MS and PhD students.</p>		
--	--	--	--	--

		<p>Department chairs evaluate faculty research and service, with guidance and mentorship from the associate dean for research and faculty advancement, the associate dean for community engagement and health equity, and the executive director of research services. The Promotion and Tenure Committee meets as needed and includes faculty representation from both departments, including a committee chair (full professor rank) appointed by the dean. The committee is involved in faculty evaluation and makes recommendations to the dean. Promotion guidelines are reviewed every three years and approved by a vote from the full faculty. Faculty search committees are appointed by the dean, and work with the university human resources recruiter to attract a diverse pool of applicants and recommend finalist candidates.</p> <p>The Scholarship and Awards Committee meets as needed to review and make decisions (i.e., vote) regarding scholarships, awards, and tuition waivers for students and to monitor and nominate faculty for awards. The committee is chaired by the associate dean of high impact educational practices and student services and includes five faculty members representing each of the four degrees offered by the school.</p> <p>The Academic-Community Partnerships Committee is discussed further in Criterion F1, given its position as the primary mechanism for gathering feedback on the curricula and community engagement from external partners. The committee is chaired by the associate dean for community engagement and health equity and includes community members, university and SPH staff and faculty, current students, and SPH alumni.</p>		
--	--	--	--	--

		<p>The Diversity, Equity, and Inclusion Committee meets eight times per year to make decisions that pertain to the creation and maintenance of the SPH as a welcoming environment, including improvements to the faculty search process and programming and community building activities. The committee is chaired by a faculty member and currently includes five other faculty members and the assistant director of the Office of Academic Services. The Interprofessional Education Committee meets on an as needed basis to administer interprofessional education, both within the SPH and UNTHSC-wide activities. The committee is chaired by a faculty member and includes five other SPH faculty members and two senior staff members.</p> <p>The school also recently added two Councils, the Research Advisory Council and the High Impact Educational Practices Council, both of which solicited volunteers for faculty and staff to participate. The councils work with faculty, school committees, and school leadership teams to facilitate the next strategic planning process and continue community stakeholder engagement.</p> <p>During the site visit, school leaders and faculty said that decision-making is a collaborative process. For example, the dean sought recommendations on spending priorities from the Research and High Impact Educational Practices Advisory Council. Their recommendations included increasing seed funding for research and travel funds for faculty.</p> <p>In addition to these school functions, SPH faculty also contribute to decision-making in the broader university setting through their active participation on the University</p>		
--	--	---	--	--

		<p>Assessment Committee, University Education Committee, Faculty Appeals and Grievance Committee, Faculty Policies and Bylaws Committees, and President’s Research Council, among others. The UNTHSC Faculty Bylaws specify that each school elects four faculty senators to serve on the Faculty Senate; SPH faculty have also served on the senate’s Executive Committee.</p> <p>Despite its small size, school faculty are actively engaged in both school and university academic and operational activities. To help meet the challenge of multiple school and university committee responsibilities, school leaders provide additional support. For example, the associate dean for academic affairs reviews school and university committee membership annually, with the goal of achieving an equitable balance in committee workload.</p> <p>Full-time and part-time faculty, most of whom teach in the MPH in public health leadership, regularly interact with each other at departmental and school meetings. Part-time faculty (i.e., faculty with fractional appointments) often have committee and advising responsibilities as part of their work assignments and regularly attend faculty meetings. Adjunct faculty who may have other full-time employment and are hired to teach a specific course are not generally expected to participate in faculty committees or advise students. The school provides opportunities for full-time and part-time faculty to interact at academic fora, instructor trainings, and other events throughout the year. Site visitors verified that part-time faculty are engaged through a review of the department meeting minutes provided in the electronic resource file.</p>		
--	--	--	--	--

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		<p>Students are actively involved in policy and decision-making within the school and are engaged as members on SPH committees including the Program Directors Committee; Diversity, Equity, and Inclusion Committee; Interprofessional Education (IPE) Committee; and the Academic-Community Partnerships Advisory Committee. Additionally, six students were involved in the self-study process.</p> <p>During the site visit, current and former student officers provided examples of their roles and accomplishments. For example, students serving on the IPE Committee effectively advocated for improvements to the university-wide IPE experience, including integrating more public health examples into the IPE curriculum and an icebreaker and debrief session to foster more opportunities for interdisciplinary discussion and connection.</p> <p>Students are also active members of the Public Health Student Government (PHSGA), Public Health Minority Association, and the Health Administration Student</p>	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

		<p>Association. The PHSGA serves to identify and represent student interests, facilitate student to student communication, promote the general welfare of the student body, and promote student participation in the overall decision-making processes of the university. The association comprises the four-person executive cabinet and one representative from each degree program.</p> <p>The PHSGA recently advocated and successfully overturned a policy change that prohibited full-time students from working off-campus, thus alleviating some of the financial burdens of attending school. As another example, PhD students successfully advocated with school leaders for updates to the shared study and lounge spaces and for an increase to doctoral student stipends. One student present at the site visit shared her experience as a student representative in the PHSGA and said that school leaders are receptive to the association's recommendations.</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		The SPH has an appropriate level of independence and status. The school's dean, and all deans within the university, report to the provost. The provost reports to the president.	Click here to enter text.	

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 the MPH degree in four concentrations and a PhD in public health sciences in two areas of study.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations		The instructional matrix in the introduction of this report presents the school's entire list of degrees and 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		<p>The school's mission is to <i>"prepare leaders needed to evolve public health practice, public health research, and healthcare administration in a changing world. Through education, research and service, the school seeks to promote health equity in communities that have been disadvantaged and marginalized."</i></p> <p>The school's vision is <i>"to be the leading public health and healthcare administration resource in North Texas dedicated to building solutions for healthy and equitable communities and to serve as the destination of choice for students seeking a high quality, affordable graduate education."</i></p>	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)				
Guiding statements sufficiently specific to rationally allocate				

resources & guide evaluation of outcomes		<p>The school's values include respect; diversity; inclusion; social justice and health; health in all public policies; student success; research innovation through collaboration; sustainable environmental practices; and integrity and accountability.</p> <p>Distinctive aspects of the school's guiding statements include a focus on addressing health equity, community engagement, and responding to contemporary public health conditions, especially as they affect North Texas.</p> <p>The school defines three goals to advance its mission, each of which includes three or four objectives. Taken together, the guiding statements address instruction, scholarship, and service. The three goals, and associated objectives, are as follows:</p> <ol style="list-style-type: none"> 1. Preparing the future public health workforce by 1) attracting and retaining a more diverse student and faculty body; 2) securing university funding to support six doctoral students; and 3) providing faculty with feedback on their teaching from the anonymous peer review. 2. Evolving public health research by 1) exceeding \$3 million annually in externally funded research; 2) setting an expectation that all tenure track faculty will cover 30% of their salaries by the end of their third year of service; and 3) expecting that all faculty with research responsibilities will publish six or more peer-reviewed publications annually. 3. Building solutions for healthy and equitable communities by 1) increasing faculty and staff involvement in academic-community partnerships; 2) hosting at least four events annually serving the 		
--	--	--	--	--

		<p>community; and 3) providing at least two continuing education activities for the public health workforce.</p> <p>During the site visit, school leaders discussed the strategic planning process that is currently underway for the period 2024-2030. The school's dean said that he has been engaged in a listening process, seeking input from all sectors of the community (i.e., students, faculty, staff, school and university leaders, alumni, employers, and community partners), with the goal of updating the school's guiding statements and strategic plan to better meet the challenges of the current and future public health workforce.</p> <p>As a result of this process, the guiding statements will be updated to better reflect an emphasis on high-impact education, community-centeredness, strengthening the connections between creating new knowledge and community public health impact and on evidence-based policy. The school is currently in the process of implementing a new leadership and organizational structure and curriculum to operationalize this new emphasis. For example, a new assistant dean position for data reporting and analytics has been created and filled and will be responsible for data monitoring and reporting as it relates to accreditation, strategic planning, and continuous quality improvement.</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		<p>The school implements an evaluation plan that defines measures, data sources, and parties responsible for review and decision-making for its educational, research, and service goals and objectives. The school collects and reviews all required measures and defines additional school-specific measures.</p> <p>In the self-study document and during the site visit, school faculty and staff provided sufficient evidence that they engage in review of and strategic discussions about evaluation findings and have established processes for translating evaluation findings into programmatic plans and changes.</p> <p>For example, as part of its goal to prepare the future public health workforce, the school requires that all faculty receive feedback on their teaching through an anonymous peer review process. After researching best practices in faculty evaluation of teaching from around the country, the associate dean for academic affairs implemented a FERPA-compliant virtual “sandbox” that allows the peer reviewer to view course syllabi, teaching materials, and graded student assignments and provide non-punitive, constructive feedback to the faculty member. The annual self-evaluation process prompts faculty to report on the feedback received and changes they have made that were informed by the feedback. During the site visit, one faculty member told reviewers that she used feedback to clarify</p>	<p>Click here to enter text.</p>	
Measures mission & goals & addresses unit’s unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		<p>her assignments and improve the constructive feedback provided to students. Another faculty member noted that serving as a peer reviewer was very helpful, allowed them insight into what is working for other instructors, and provided positive examples of giving feedback on student assignments.</p> <p>In the area of research, the school established an objective to exceed \$3 million annually in externally funded research (or 30% salary coverage for tenure-track faculty). Data for 2020-2023 show that targets set for proposals, grants and contracts awarded, and the number of peer-reviewed publications have been greatly exceeded. During the site visit, school leaders, faculty, and community partners provided numerous examples of research partnerships and high-impact research projects.</p> <p>Under the third goal of promoting faculty and staff involvement in community-academic partnerships, the school established objectives around promoting and expanding the number of partnerships, community-serving events annually, and continuing education events for the public health workforce. Based on an observed lack of consistent student, faculty, and staff engagement in, and data collection on, community engagement activities, the school created an SPH service expectations document and introduced a two-hour service expectation that all students, faculty, and staff are required to fulfill each month. Following this change, faculty and staff hours increased from 608 in 2017-18 to, on average, 2,062 in the past three years.</p> <p>The school also received feedback from practice experience preceptors and students that the practice</p>		
--	--	---	--	--

		<p>experience did not provide enough time to produce meaningful deliverables. Based on this feedback, the school expanded the practice experience from a single semester to a full year.</p> <p>During the site visit, practice experience preceptors provided several examples of mentoring students. They said that students' contributions to the organizations were so valuable that they were hired into full-time positions upon graduation. Faculty and community partners provided examples of their bi-directional and mutually beneficial relationships. For example, faculty have provided expertise to organizations in areas such as program evaluation and motivational interviewing; the organizations, in turn, served as field placement for sites for students and research sites for faculty.</p>		
--	--	--	--	--

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 reports graduation rates for each degree offered. MPH and MS students have six years to complete the degree, and the school presents graduation rates for both degree programs beginning with the 2017-18 cohort.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		The first two cohorts of MPH students have surpassed this criterion's 70% threshold, and subsequent cohorts have between 11 and 50 students still enrolled making it possible for each to meet the threshold.		

		<p>The school reports a 50% graduation rate for the 2017-18 cohort of MS students, reflecting a starting cohort of two students, one of whom withdrew. All students in the next four cohorts (2018-19 through 2021-22) have either withdrawn or graduated, resulting in graduation rates of 100%, 86%, 67%, and 100%. No students enrolled in an MS degree in 2022-23.</p> <p>PhD students have seven years to complete the degree, and the school presents graduation rates beginning with the 2016-17 cohort. All students have either withdrawn or graduated from the first three cohorts, resulting in graduation rates of 50%, 100%, and 83%. No students entered in 2019-20, and there has not yet been a graduate from the 2020-21 through 2022-23 cohorts.</p> <p>Most of the graduation rates presented meet, or are on target to meet, the CEPH-defined thresholds, except the 2017-18 and 2020-21 MS cohorts and the 2016-17 PhD cohort. Reviewers noted that the graduation rate for each cohort reflects groups of two to six students and, therefore, the number of students who have withdrawn is small (one to two students per cohort). Although these cohorts will not reach the established threshold, it was clear to reviewers that students who want to complete the degree have the advising and mentoring support to do so.</p>		
--	--	---	--	--

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		<p>The school collects post-graduation placement information for each of its public health degree offerings. The Office of Academic Services collects and analyzes student responses on both the graduating student survey, which is completed by all students as part of the degree completion process, and the alumni survey. The office updates employment information based on interactions with students and alumni on LinkedIn and via email.</p>	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes		<p>The self-study presents outcome data on graduates from AY 2019-20 through spring 2023. One hundred percent of known MPH graduates in the 2019-20, 2020-21, and 2021-22 cohorts report being employed, enrolled in further education, or not seeking employment by choice (known outcomes of 99%, 89%, and 87%). The school reports known outcomes for 100% of its 2022-23 graduates, 39% of whom (27 students) reported actively seeking employment or enrollment in further education. Reviewers note that while this cohort has not reached this criterion’s 80% threshold, the school has until spring 2024 (i.e., one-year post-graduation) to continue to collect these data.</p> <p>The school reports known outcomes for 100% of its MS and PhD graduates, 100% of whom reported being employed or enrolled in further education.</p>		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
Met with Commentary				
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The school assesses alumni perceptions of the curriculum and preparation for post-graduation placements using an alumni survey and interviews. The school distributes the alumni survey to graduates from all degrees and, at the time of the site visit, had also conducted alumni interviews with MPH and MHA graduates.</p> <p>The school distributes the survey to alumni at one, three, five, and 10-years post-graduation, and school leaders review the survey questions annually to ensure that the content remains relevant. The survey uses the same Likert-type scale questions for MPH, MS, and PhD students. Respondents are asked to rate, on a scale of 1 (“excellent”) and 5 (“poor”), the extent to which their degree program prepared them to achieve degree competencies; the extent to which they were able to apply competencies to their work in the field; and their level of mastery of the program competencies. Students are also asked to rate, on a scale of 1 (“very dissatisfied”) to 5 (“very satisfied”), their level of satisfaction with the educational quality overall.</p> <p>Four MS/PhD students and 12 MPH students responded to the 2022 alumni survey. The school notes that this reflects a decline in MPH responses compared to years past (40-60 responses per year) and speculates that it was because the MPH alumni interviews had just been completed. Overall, alumni indicated that they felt their</p>	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
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>courses prepared them well in the degree competencies and for their careers.</p> <p>The school conducted its first alumni interviews during the 2021-22 academic year. The results reflect feedback from 25 MPH and MHA alumni in eight areas including how they have applied the degree competencies in their job; additional skills that would have made their training stronger; the value of their degree based on their career interests and goals; and areas that were and were not helpful about the career planning activities they attended.</p> <p>Site visitors reviewed the interview summary provided in the electronic resource file. Nearly all alumni indicated that additional skills in Microsoft Excel would have been useful. After a review of the results by the Executive Council, the school added additional Excel sessions to course content and professional development sessions on Excel. Alumni said that skills in cultural competency, program management, survey design, and organizational management were especially helpful in their careers. All alumni said that their courses prepared them “well” or “very well” in the degree competencies.</p> <p>The commentary relates to the opportunity for the school to continue to refine its methods for collecting and documenting graduates’ perceptions of curricular effectiveness to ensure maximal response rates and feedback that is representative of the overall student body in all public health degrees. At the time of the site visit, the school had only conducted qualitative interviews with MPH students. These interviews appear to allow the school to gather useful information to inform programmatic improvements, such as adding more</p>		
--	--	---	--	--

		<p>content in Excel and clarifying the student procedures manual.</p> <p>During the site visit, faculty explained that there are plans to conduct alumni interviews with MS and PhD graduates in the future, with plans for these efforts expected to be in place next summer or fall to capture imminent graduates. Faculty said that MS and PhD alumni serve on the school's advisory board and provide feedback on the curriculum and skills needed in the workforce when appropriate.</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		The school has a clear budget process and sufficient fiscal resources to fulfill its mission and sustain degree offerings. The institution operates on a centralized approach to budgeting using an incremental budget model. Under this model, the school can rely on consistent, and sometimes incremental, increases each year.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		The school's allocated funding from the university is not determined by the generated tuition and fees and is, instead, based on a historical budget model. Thus, the school can reasonably expect to maintain the same annual allocation from year to year, regardless of student enrollment. The self-study notes that the school's allocation has been relatively fixed for the last seven years, which the school notes does provide stability and allows for a selective admissions process but does not support growth.		

		<p>Though the school does not retain tuition and student fees, the school does retain course fees, the amount of which is set by the school as a flat fee per course. These fees can be expensed for items that directly support the delivery of a course and up to 10% of the balance can be carried forward to the next fiscal year. Of the indirect costs collected by the university, 10% are returned to the principal investigator, 5% to the department, and 5% to the school (Dean's Office).</p> <p>The dean has full autonomy over funds and resources once approved by the institution. Faculty salaries are partially supported by an annual allocation from the institution and offset by external grant and contract funding. Tenured and tenure-track faculty are expected to cover at least 30% of their salary through extramural research. With the support of the provost, the school can make budget requests for additional faculty and staff positions each April. After the initial budget allocation process, requests for additional faculty or staff operational expenses are made at an annual budget hearing. University leaders make the final decision regarding supplemental budget increases using a rubric-based scoring and voting process.</p> <p>Operational costs, known as maintenance and operations, are allocated as part of the annual budgeting process and controlled and monitored by the school. These costs include professional fees and services, travel, materials and supplies, communications and utilities, repairs and maintenance, rentals/leases, printing, and other operating expenses. Scholarships are also part of the school's maintenance and operations expenses. Other student support expenses, including conference travel and student</p>		
--	--	---	--	--

		<p>activities, are funded by a combination of school, department, and PHSGA budgets.</p> <p>The school supports faculty development expenses in multiple ways. It provides all full-time faculty with an annual professional development account (\$2,100 in FY 23). These funds may be supplemented by the school upon faculty request to their department chair. During the site visit, tenured and tenure-track faculty said that they also have access to discretionary and indirect cost return funds from sponsored research.</p> <p>The school notes that budgets and the budget request process has become more transparent under the direction of the current dean, with increased communication among school leaders and faculty. At the time of the site visit, funding allocations for the previous four years have exceeded expenditures by a consistent margin.</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, and all concentrations meet the minimum primary instructional faculty (PIF) requirements. As of fall 2023, there were 22 PIF and 11 non-PIF.</p> <p>All PIF are allocated to the school at 1.0 FTE. Non-PIF are allotted 0.125 FTE effort for each course taught during an academic year. In rare cases, further effort may be given for non-instructional duties.</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		<p>Academic and career advising ratios appear adequate based on degree and student need. As discussed in Criterion H1, MPH concentration program directors provide academic advising to MPH students, and faculty advisors are assigned to MS and PhD students based on research area of interest. Program directors provide general advising and career counseling to, on average, 25 MPH students with a minimum of nine students and a maximum of 54 students. Faculty provide advising in the MPH integrative learning experience to, on average, 11 students with a minimum of six students and a maximum of 14 students.</p> <p>Faculty provide general advising, mentoring/primary advising in the dissertation, and career counseling to one (minimum) to two (maximum) doctoral students, and MS students are advised on a 1:1 basis.</p> <p>The self-study presents data on student perceptions of whether both class size and faculty availability are conducive to their learning, reflecting four MS/PhD and 60 MPH respondents. All four MS/PhD respondents said that class sizes and faculty availability are conducive to their learning. Of the MPH respondents, 91% reported that class sizes are conducive to their learning and 83% said that faculty are available to an extent that is conducive to their learning.</p> <p>The school conducted a focus group with 46 current MPH, MS, and PhD students to gather information about their student experience, including perceptions on class size and ability to interact with faculty. Students reported that neither class size nor faculty availability were of concern.</p>		
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
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)				

		<p>Some MPH students indicated that some concentration courses had fewer than five students, which made it difficult to break into groups, but this was not a concern overall.</p> <p>During the site visit, students said that the size of the student body and faculty complement are beneficial to their student experience. Students said that faculty are approachable and responsive, particularly when students express a need for help or guidance. One student who is enrolled in the online MPH program said that faculty responsiveness is a program strength, adding that he has never had an issue getting in contact with his instructors.</p>		
--	--	--	--	--

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 has a complement of full-time staff and other personnel, such as graduate teaching assistants and graduate research assistants, to support its academic and administrative functions. The school's staff are centrally housed to support the entire school, which the school highlights as allowing for successful cross-training and collaboration.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		Aside from research support, all staff provide support exclusively to the school. Staff are allocated in the following areas: admissions (1.0 FTE), data reporting and analytics (1.0 FTE), student affairs (2.0 FTE), research administration pre-award (1.0 FTE) and post-award (1.0 FTE). Staff provide 8.85 FTE of research support, and,		

		<p>except for the executive director of research support, all research staff are funded by various grants and contracts. Additionally, instructional designers employed by the university's Division of Academic Innovation provide technology and support to faculty on a regular basis.</p> <p>Other non-instructional staff provide 4.0 FTE of support to the school in various areas. Doctoral students can serve as graduate teaching assistants once per year in support of instructional faculty. Doctoral students also conduct 20 hours of research as part of their funding stipend, helping to develop students' research expertise and support the school's research activities. During the site visit, current doctoral students and alumni spoke favorably of these experiences.</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		The school occupies space on two floors in the HSC Education and Administration (EAD) building on the UNTHSC campus. Full-time faculty are assigned private office space and part-time faculty can access shared spaces when needed. Staff occupy private or shared offices and cubicle space, depending on need and availability.	Click here to enter text.	
Physical resources appear sufficiently stable		The Office of Faculty Affairs allocates classroom space, and the SPH is the primary user of three large classrooms on EAD's seventh floor, each of which is of sufficient size and		

		<p>equipped with appropriate technology for presentations and learning.</p> <p>The school recently remodeled parts of its space occupied on the sixth floor, guided by input from an ad hoc Space Committee. Site visitors noted that the changes resulted in a sleek, modern, and naturally lit space that is welcoming and conducive to collaborative work and quiet study.</p> <p>Doctoral students have access to offices and lab space, some of which the school recently improved in response to student feedback. While master's students do not have office spaces, they do have access to the mix of shared spaces, including a seating area on the sixth floor and lounge and break areas equipped with kitchen appliances on both floors. Students interviewed during the site visit shared that they find the physical space adequate and supportive of their educational needs.</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 Gibson D. Lewis Health Science Library supports the information needs of UNTHSC students, faculty, and staff, and the SPH is further supported by a dedicated subject librarian.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The library provides a full complement of services, including in-person and remote access to over 77,000 electronic journals, nearly 140 searchable databases, and print and electronic books and textbooks, as well as instruction in the use of		
Library & IT resources appear sufficiently stable				

		<p>information resources and professionally trained librarians for reference and research assistance. It also participates in TexShare, a cooperative library program that maintains a robust interlibrary loan system. The library, through TexShare, provides student and faculty access to and borrowing privileges from public and private libraries and institutions of higher education across Texas.</p> <p>In further support of faculty and student endeavors, the library collaborates with faculty and staff on the annual Research Appreciation Day, a campus-wide program which promotes the research efforts and activities of students and faculty across the university. The event hosts national speakers and provides a forum for over 250 poster presentations involving students' engagement in research projects.</p> <p>The university's Division of Academic Innovation provides information and technology resources for school faculty, including training in advance of teaching online courses. Eight instructional designers assist faculty in the development of engaging, high-quality face-to-face, online, and hybrid courses.</p> <p>The university's IT Services provides computer technology support for faculty, staff, and students. Students noted that they have access to desktop computers in the PhD office spaces, as well as the ability to rent laptops from the school. During the site visit, students described the support provided by IT Services and the Help Desk as very helpful. They explained that IT Services hosts a Technology Day to assist students with setting up hardware and software. Students have access to standard statistical analysis software such as SPSS, SAS, and Stata.</p>		
--	--	--	--	--

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>Reviewers validated that MPH students are grounded in foundational public health knowledge through the following five courses that all students take: Introduction to Health Management and Policy; Theoretical Foundations of Individual and Community; Principles of Biostatistics; Principles of Epidemiology; and Environmental Determinants of Health. Students receive grounding through lectures, case studies, and assignments.</p> <p>During the site visit, faculty clarified how students are grounded in the ways in which globalization affects burden of disease in the Environmental Determinants of Health course. The concept is covered in lectures on the impact of climate change on disease burdens, how traveling impacts the spread of zoonotic diseases, and the impacts of a global recycling policy on the health and stability of developing countries.</p> <p>The D1 worksheet summarizes reviewers' findings.</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 adequately assesses all MPH students, including dual-degree students, on their ability to demonstrate 21 of the 22 foundational competencies. All students, regardless of concentration, take the same five courses listed in Criterion D1. Students also complete a series of interprofessional education modules and participate in an interprofessional team activity, both of which are mapped to foundational competency 21.</p> <p>The site visit team validated the teaching and assessment of most competencies through a review of course syllabi and other supporting materials, such as assignment instructions and rubrics. Students are assessed through assignments such as a community intervention project; policy memo and presentation; negotiation plan; case study analysis; and other project-based activities.</p> <p>During the site visit, students said that the foundational courses gave them an appreciation for how broad public health is. One current PhD student who is an MPH alumnus said that the MPH courses helped him identify a passion for biostatistics. Many students said that they felt that the curriculum provides skills that will be useful in their future careers.</p> <p>The concern relates to the apparent lack of alignment between the intent of foundational competency 19 and the aspect of the assignment that assesses students' ability to communicate audience appropriate public health information in writing. The mapped assignment is a PowerPoint slide deck used to guide</p>	<p>The Associate Dean of Academic Services and course instructor conducted a review of foundational competency 19, along with the related assignment instructions and rubric. The syllabus (Attachment A) and assignment instructions (Attachment B) have been revised to reflect that two pieces will be submitted by students to allow them to demonstrate the ability to communicate audience-appropriate public health content in both written and oral formats. Students will now present the results of public health related data analysis in 1) an oral presentation and 2) a written narrative suitable for non-academic audiences. This revision has been updated on the course syllabus and communicated to course instructors. Please see the attached revised syllabus (Attachment A) and instructions (Attachment B) for Spring 2024.</p>	<p>The Council reviewed the school's response to the site visit team's report and concluded that the program has addressed the concerns related to foundational competency 19. Therefore, the Council changed the partially met finding to a finding of met.</p>

		the oral presentation component and the assignment is not, in and of itself, designed to allow students to communicate using words that are effective, accessible, and understandable for the target audience.		
--	--	--	--	--

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		The school defines five appropriate competencies for each of its four MPH concentrations. The biostatistics and data science concentration maps the competencies to four three-credit courses, and the epidemiology, maternal and child health, and public health leadership concentrations map the competencies to three three-credit courses. In addition to the mapped courses, students take an additional 12-15 credits of concentration-specific required coursework, depending on the concentration.	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)	N/A			
		As discussed in this report’s introduction, students can pursue the public health leadership concentration as part of four dual-degrees and complete a 42- or 48-credit hour plan of study. Additionally, the concentration is offered in both a place-based (i.e., “cohort”) and online format. As such, the school presents four unique plans of study (i.e., 42-credit online; 42-credit cohort; 48-credit online; and 48-credit cohort). Regardless of the plan of study, all students in this concentration earn the same five competencies through the same three courses. The number of additional required concentration credit hours		

		<p>varies from six to 15. All dual-degree students take the 42-credit hour version, which requires six additional concentration credits and nine credits of electives chosen from a pre-approved list.</p> <p>Site visitors were able to validate the teaching and assessment of most competencies by reviewing syllabi and other supporting materials provided with the self-study. The assessments for each MPH concentration are distinct and include assignments such as an intervention and policy critique in the maternal and child health concentration; a leadership assessment in the public health leadership concentration; a surveillance report in the epidemiology concentration; and complex data analyses in the biostatistics concentration.</p> <p>The team validated other competencies through discussions with faculty during the site visit. For example, the instructor for the chronic disease epidemiology course clarified how epidemiology concentration competency 4 and its mapped assignment is distinct from foundational competency 4. While the assignment requires that students interpret the results of data analysis, its focus is on how to interpret and communicate data to gather community support and ensuring that a proposed study design is reflective of stakeholder needs.</p> <p>Reviewers' findings are summarized in the D4 worksheet.</p>		
--	--	--	--	--

D4 Worksheet

MPH in Maternal and Child Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify the unique life course, biological, sociocultural, and behavioral assets and challenges of public health practice with women, children and families.	Yes	Yes
2. Critique existing public health interventions or policies for their appropriateness and implications for women, children and families.	Yes	Yes
3. Describe historical landmark maternal and child health policies and implications of the policy implementation in current advocacy and policy activities.	Yes	Yes
4. Develop an advocacy plan that engages a community in improving maternal and child health outcomes.	Yes	Yes
5. Describe a maternal and child issue in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity.	Yes	Yes

MPH in Public Health Leadership Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critique and integrate theories of leadership into personal philosophy of leadership	Yes	Yes
2. Integrate principles of diversity and inclusivity into organizations.	Yes	Yes
3. Make policy recommendations at the organizational, local, state, or federal-level to improve population and community health.	Yes	Yes
4. Demonstrate leadership's role in identifying sources of risk in the implementation of a public health plan.	Yes	Yes
5. Apply leadership concepts to address organizational practices.	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe public health issues in terms of person, place, and time from social, environmental, population, and individual perspectives.	Yes	Yes
2. Identify and use sources of epidemiologic information and knowledge as a basis for sound research, decision-making, and data-driven public health practice.	Yes	Yes
3. Develop a study design and acknowledge the strengths and limitations for application.	Yes	Yes
4. Interpret and communicate the results of analysis to ensure the effective application of epidemiologic methods.	Yes	Yes
5. Always demonstrate strong ethics in the collection, maintenance, use, and dissemination of data used for public health practice.	Yes	Yes

MPH in Biostatistics and Data Science Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Translate mathematical and statistical foundations to biostatistics.	Yes	Yes
2. Design and critically evaluate study protocols in the health sciences.	Yes	Yes
3. Design and apply comprehensive data management strategies for health-related studies.	Yes	Yes
4. Identify and apply suitable statistical methods for data analyses.	Yes	Yes
5. Communicate statistical methods and results in applied terms for public health practice and research.	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, including those in dual-degree programs, complete a 600-hour applied practice experience (APE) over one year, with the opportunity to waive up to 300 hours based on verified prior or current public health experience.	Click here to enter text.	
Qualified individuals assess each work product & determine whether				

it demonstrates attainment of competencies		Students enroll in three consecutive semesters of a one-credit hour course (PHED 5297: Practice Experience).		
All students demonstrate at least five competencies, at least three of which are foundational		<p>Students must complete all foundational coursework to be eligible to begin the experience, though the environmental health course can be taken concurrently with the first semester of the practice experience. The practice course is taught by an SPH faculty member, called a faculty course coordinator in this context, who assists students to develop a work plan, provides support throughout the experience, and grades the final deliverables. Faculty hold expertise in public health practice and are well-grounded in MPH foundational and concentration-specific competencies.</p> <p>Site visitors reviewed the practice experience guide in which all aspects of the experience are outlined. Not only is the guide user-friendly and visually appealing, it also contains a great deal of useful information, including all required assignments and forms, expected planning process, a reminder of the SPH values and professionalism, and a description of each party's role (i.e., student, faculty, site supervisor) as well as a check list of key tasks for each party with deadlines.</p> <p>Students complete the experience under the direction of a practice site supervisor. The school provides supervisors with the practice experience guide and asks supervisors to complete an orientation module. Students who work in the field can conduct their practice experience at their workplace but must identify a site supervisor who is not their employment supervisor.</p> <p>The work and project portfolio plan, developed by the student, faculty course coordinator, and site supervisor,</p>		

		<p>outlines the activities and tasks associated with the experience, including the three foundational and two concentration-specific competencies the student will apply. The project portfolio plan identifies at least two specific deliverables students will complete and how they map to the selected competencies. The deliverables must be beneficial to the practice site; examples provided for review include screening tools, policy briefs, data reports, systematic literature reviews, and program evaluations. The work products demonstrate the application of public health competencies and exemplify products that are useful to inform public health work and policy.</p> <p>During the site visit, site supervisors said that student interns have contributed significantly to their operations, capacity, and impact. One supervisor said that a student helped complete a needs assessment at over 30 community sites, increasing the survey response rate from a target of 2000 to 6000 actual respondents. Another said that students were instrumental in completing an IRB application, a grant application, and conducting needs assessment interviews for a local hospital system.</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 with Commentary			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		All MPH students must complete two components to satisfy the integrative learning experience (ILE) requirements: 1) a policy analysis and brief assigned as part of the practice experience course and 2) pass the CPH examination.	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product		Students work with their faculty course coordinator to identify a policy or issue that is related to their practice experience site or population of interest with help from the course director. The policy chosen can be from any level (local, state, federal). Students may also choose a single policy or a combination of policies. Alternatively, students may advocate for the enactment of a particular policy that is not currently in place.		
Faculty reviews student project & validates demonstration & synthesis of specific competencies		<p>The experience is designed to allow for the synthesis of degree competencies, including three prescribed foundational competencies (FC 15, 18, and 22) and at least one concentration-specific competency. For example, students in the epidemiology concentration must include concentration competency 4 (Interpret and communicate the results of analysis to ensure the effective application of epidemiologic methods). Additional competencies may be added based upon discussions with the faculty course coordinator and site supervisor.</p> <p>The final deliverables include a policy analysis and a policy brief. The policy analysis is described as “a strong, well-</p>		

		<p>cited, evidence-informed analysis of the policy and its impacts on the practice setting or population served by the practice site” and the policy brief as “a user-friendly policy brief that promotes community awareness and engagement in the policy matter impacting the organization and/or the population(s) impacted by the issue.” Though these are created as part of the practice experience course, they are separate and in addition to the deliverables required for the APE.</p> <p>The policy briefs and analyses included a wide variety of topics across the concentrations. For example, epidemiology students have created deliverables titled “Medicaid Non-Expansion,” “Diabetes Care and Management in Dallas County,” and “Homelessness in Tarrant County.” Titles in the maternal and child health concentration include “Intimate Partner Strangulation in Texas” and “The IRCA: What is Stopping Undocumented Individuals from Finding Stable and Safe Employment?”</p> <p>Community partners expressed significant appreciation for the policy analyses and briefs. In particular, one partner discussed a brief focused on SNAP and food insecurity that the organization shared with its advocacy team and used to communicate with the state legislature. In addition, an alumnus shared her appreciation for the skillset provided by the ILE and how it has prepared her in her current role developing briefs and advocating for policies at the state level.</p> <p>Faculty use a rubric to assess student performance in the deliverables and the use of the three foundational competencies and selected concentration competency. Students are also assessed on their analysis,</p>		
--	--	---	--	--

		<p>understanding of the topic, and the logic of their recommendations.</p> <p>The commentary relates to the inconsistent use of the rubric among the different faculty course coordinators. Reviewers noted distinct variations in quality of products provided in the electronic resource file but noted that the rubrics, as completed by faculty, did not capture that variation in quality. Reviewers noted in one instance a faculty member rated students' performance in competencies not associated with the student's concentration.</p> <p>Discussions with faculty indicated that they recognize the observation with consistency in quality. They noted that the rubric has been recently revised to ensure that students are adequately incorporating data into the policy briefs. Faculty also discussed previous revisions made to the core curriculum to increase students' exposure to policy analysis due to initial student feedback related to lack of preparation. For example, the Introduction to Health Management and Policy added additional material to reinforce this area. Students also now take a CDC training on policy analysis at the beginning of the practice experience course as a refresher.</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
	Not Applicable			

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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
	Not Applicable			

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
	Not Applicable			

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		<p>Students in the MPH in maternal and child health; epidemiology; and biostatistics and data science concentrations must take 48 credit hours to earn the degree.</p> <p>Students in the public health leadership concentration can earn the degree in either 42- or 48-credit hours. The 42-credit hour plan of study is only offered to individuals meeting one of the following criteria: dual-degree students currently enrolled in a master’s or doctoral program other than an MPH; holders of an advanced degree (e.g., PhD, DO, MD, JD, MSN, MBA, PA); or persons with three or more years of substantive, professional experience in a health field.</p> <p>Reviewers validated that students enrolled in dual-degree programs complete 42-credits of MPH coursework, nine credits of which are electives selected from a prescribed list of public health courses.</p> <p>The school adheres to the Texas Higher Education Coordinating Board’s formula of 15 contact hours for each semester credit hour.</p>	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
	Not Applicable			

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 a Master of Science (MS) degree in two concentrations: epidemiology and health behavior research. All MS students receive grounding in the 12 public health learning objectives through the three-credit hour PHED 5330: Foundations of Public Health course. Students are assessed in the learning objectives through exams, a multi-part public health project, and graded discussion posts. The D16 worksheet summarizes reviewers' findings. All MS students receive over 18 credit hours of research-related methods courses, including nine credit hours of statistical-related required coursework and additional	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge				

Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course		concentration-specific research methods courses that address the approaches to discovery and translation of public health knowledge. The school defines three concentration-specific competencies for each degree and maps each competency to appropriate coursework. For example, students in the epidemiology concentration take categorical data analysis, applied data analysis in epidemiology, and survey research and questionnaire design. Students in the health behavior research concentration take community assessment and program planning, qualitative research methods, and health behavior research methods I.		
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				
Students have opportunities to engage in research at level appropriate to program's objectives		<p>The final discovery-based paper is developed in three phases associated with three sequential discovery-based paper courses. In the first course, students, in consultation with their faculty advisor, identify a topic, conduct a comprehensive literature review, and develop a brief research proposal for their discovery-based paper. The research proposal will briefly summarize the literature, identify a research question and/or hypothesis, describe research methods and data analyses, and review journals that may be possible outlets for their paper.</p> <p>In the second course, students analyze data to address their research question and complete the first drafts of the methods and results sections. Students complete the project in the third course, which culminates in a robust paper that can be submitted to a peer-reviewed journal. Upon completion of this three-course sequence, students continue to revise the final written product, based on individualized feedback from faculty co-authors with expertise in the area of research, in preparation for submission for publication. In addition, advisors continue</p>		

		<p>to assist students on an as-needed basis with critical thinking skill development and any program-specific expertise needed beyond the skills developed in the three-course sequence.</p> <p>During the site visit, faculty attested to the success of the multi-step approach to the development of a final paper, including the high success rate of last year's cohort in publishing in their first-choice journals. The electronic resource file includes samples of papers completed by students, which exhibit the rigor expected of an MS candidate. For example, students addressed topics including the associations between cannabis use and oral health; knowledge, attitudes, and practices of physicians regarding the diagnosis and treatment of dengue fever in dengue-endemic regions; and the prevalence of latent Tuberculosis infection among foreign-born individuals in the US.</p> <p>Though reviewers did not speak with any MS students during the visit, students in other degree programs confirmed that both volunteer and paid research opportunities are available for students at the master's level.</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 school offers a PhD in public health sciences with concentrations in health behavior research and epidemiology. The degree requires 39 credit hours of post-master's level didactic coursework (78 post-baccalaureate graduate didactic credit hours) and 12 credit hours of dissertation research. Students either must complete master's level prerequisites prior to matriculation or during their first two years of the program. Students who complete the requirements prior to matriculation enter the PhD program with advanced standing.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				
Curriculum addresses scientific & analytic approaches to discovery &				

translation of public health knowledge		<p>Like MS students, all PhD students take a semester-long three-credit foundations of public health course, which covers the 12 foundational public health learning objectives. As noted in Criterion D16 and in the D17 worksheet, reviewers validated that the course provides appropriate didactic preparation and assessment in all 12 objectives. Students holding a CEPH-accredited MPH degree are exempt from this requirement.</p> <p>The PhD program seeks to train future academic research scientists. Both concentrations are grounded in three appropriate competencies and include an appropriate depth of doctoral coursework. The degree requires several advanced level courses in population-based scientific and analytic approaches. Students in the epidemiology concentration take seven research methods courses, including longitudinal data analysis, practice applications of epidemiology, and advanced methods in epidemiology II. Students in the health behavior research concentration take six research methods courses, including multilevel modeling with health behavior applications, health behavior research methods II, and scale development methods. In addition, all PhD students participate in the school's faculty-led journal club. During the site visit, a PhD student said that the coursework in research methods has been very helpful in informing and guiding his research.</p> <p>Each competency is addressed through multiple courses and assessments. For example, to demonstrate the ability to "formulate study hypotheses based on evidence to generate original research initiatives," epidemiology students critique a survey instrument and develop conceptual frameworks to guide the development of research questions. To demonstrate the ability to "use</p>		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study				

		<p>research methods to develop, test and implement interventions designed to achieve social and behavioral change,” health behavior research students develop a theory-based intervention and propose a plan to implement and evaluate the intervention.</p> <p>Prospective students are matched with potential faculty advisors prior to acceptance into the program and meet with faculty prior to acceptance to assure a good fit. Students are expected to be involved in mentored research, directed by their faculty advisor throughout their program of study. During the site visit, the PhD program directors and faculty said that PhD students receive funding for four years. Initially, students serve as research apprentices (about 20 hours/week). As they progress through the program, they are expected to develop into junior colleagues.</p> <p>The PhD directors are responsible for assuring that student and faculty mentors are meeting at least once a week and that there is an annual collaborative student-advisor assessment to set milestones and goals and to track progress and outcomes. The school is now working to standardize goals and expectations, such as those regarding professional presentations and peer-reviewed manuscripts. When asked about their experience as students, PhD students told site visitors that faculty are attentive and helpful. They said that they meet with their advisors weekly and that students are expected to set the agenda for these meetings to ensure that their needs are met.</p> <p>Students have opportunities to engage in research that is appropriate for the doctoral level, including a dissertation.</p>		
--	--	---	--	--

		<p>Site visitors heard about research opportunities that students complete in addition to, or in preparation for, the dissertation. For example, students often collaborate with individual school faculty, with collaborative research teams, or with one of the school's centers or institutes. In fact, faculty commented that there are often more available research positions than students to fill them, especially in biostatistics and epidemiology. During the site visit, PhD students described how their faculty advisors both integrate them into their existing research and link them with researchers with similar interests.</p> <p>Prior to being admitted into candidacy, students must complete all prerequisite coursework and pass a comprehensive exam. Once advancing to candidacy, candidates must register for at least three dissertation credit hours every semester until the degree is granted. The dissertation committee includes at least four faculty members, two of whom must be in the department supporting the student's concentration. To successfully earn the degree, candidates must successfully complete an oral defense of their dissertation with their dissertation committee.</p> <p>The dissertation samples provided in the electronic resource file are of high quality and of appropriate rigor and complexity for doctoral study. For example, an epidemiology dissertation explored the influence of spatial patterns and dengue serotype on dengue fever severity in Mexico. A health behavior research dissertation investigated state cannabis laws, risk perceptions, and synthetic THC use among young adults.</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 a Master of Health Administration (MHA) degree. All students take the same three-credit hour course as MS and PhD students, which provides appropriate coursework and assessment in the 12 public health learning objectives, as documented in the D18 worksheet.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		During the site visit, faculty discussed the ways in which they assist students who may be unsure about whether the MHA or the MPH in public health leadership is more appropriate for their career goals. Faculty said that they have connected students with appropriate individuals in both areas to discuss degree outcomes. They also screen applicants' statement of purpose and conduct admissions interviews to ensure that the degree is a good fit.		

D18 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

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 offers its MPH in public health leadership in a fully-distance based format. The format was created in response to student feedback expressing interest in a flexible format for some courses, and the school targets this offering primarily toward working adults.	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated		Instructional content is delivered asynchronously via Canvas learning management system, primarily using recorded audio/video lectures captioned for accessibility.		
Curriculum is subject to the same quality control processes as other degree programs in the university		Instructors provide further engagement with content through assigned readings, applied problem-based activities, and discussion posts. The school follows a standard online course template that meets or exceeds Quality Matters Higher Education Standards.		
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners		The school’s Division of Academic Innovation supports faculty to create and modify courses, including adapting in-person courses for online delivery.		
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements		Based on student feedback, online courses appear well-structured and administered. During the site visit, a student in the online program said that faculty are highly engaged and responsive. Students also highlighted the flexibility that the online coursework provides to facilitate degree completion while working full time.		
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		At the same time, students and school leaders spoke to some challenges related to the pace with which content is delivered, condensing a normal 16-week course into an eight-week timeframe. The academic rigor does not		

		<p>appear to be compromised, but some students, such as those who took the required environmental determinants of health course online but are not enrolled in the fully online degree, stated that they would benefit from having the course content spaced out over a greater period. School leaders appeared aware of this mixed feedback and noted that the accelerated pace has been well-received by students with work or other life commitments, who often take one class per semester. Reviewers encourage the school to continue to monitor this feedback and its approaches for potential opportunities for improvement.</p> <p>Faculty, and their courses, are evaluated annually using a peer review process, which supports the sharing of best practices among peers, as well as constructive feedback on content, grading, and other elements of online, as well as in-person, courses. Additionally, the school regularly reviews student course evaluations to assess student perceptions. During the site visit, faculty teaching online courses said that they intentionally structure assignments so that students receive feedback on their performance before the next assignment is due, which they find fosters student success.</p> <p>The school and university use Dropout Detective, a software that aids the school in identifying students struggling, as well as to identify course-related issues such as entire courses that are not being graded in a timely matter. The school employs ID verification as part of the online exam process, with students having to display a photo ID alongside their live likeness before taking an exam.</p>		
--	--	--	--	--

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		The school has a highly qualified faculty complement for its degree programs based on the 22 primary instructional faculty (PIF) and 11 non-PIF. Faculty have appropriate education and experience for their instructional, research, and service duties.	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>All PIF hold doctoral degrees (PhD, DrPH, DSc) in disciplines appropriate to the areas in which they teach, such as health education; epidemiology; statistics; clinical psychology; public health; and sociology. Nearly all PIF also hold relevant master's degrees, including nine faculty with MPH degrees from CEPH-accredited institutions.</p> <p>The non-PIF are primarily affiliated with the MPH in public health leadership concentration, except for one who is affiliated with the MPH in maternal and child health. All but one individual holds a doctoral degree (PhD, JD, DrPH) in disciplines relevant to their instructional responsibilities, such as public administration; public health sciences; public policy; law; health management and policy; and community health. The instructor who does not possess a doctoral degree holds an MHA. Five instructors also hold MPH degrees, three of which are from UNTHSC.</p> <p>During the site visit, students shared positive perceptions of faculty expertise and experience. One student commented that the MPH program helped them understand how diverse the field of public health really is.</p>		

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 faculty with a wide range of professional experiences that address the social determinants of health. Faculty at all ranks and tenure status bring current and prior practice experiences to student learning, including experience in community health needs assessments, housing and homeless services, policy and advocacy, infectious disease prevention, substance use, global health, data use and management, and healthcare management.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		Specifically, one primary faculty member worked as an infectious disease epidemiologist at the local and state level. She integrates her experiences into the infectious disease epidemiology and public health surveillance courses, such as through two outbreak case studies based on her experience working in the field. An adjunct instructor brings the perspectives she has gained in over 30 years of experience in healthcare management to her courses in organizational leadership and health insurance and managed care. Faculty use community partners in courses that include service learning to demonstrate practice skills. For example, students in a required MPH core course apply theoretical constructs to current community-based programming through a community intervention report.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		Faculty maintain ongoing practice links with public health agencies and community organizations through extramural service, professional development, and funded research. When possible, faculty include students in their practice initiatives, including involvement in community health needs assessment studies and analyzing community indicator data. Additionally, faculty mentor students who are working on their applied practice experience, school-funded assistantships, and course-based service learning, further maintaining a connection to public health practice.		
--	--	---	--	--

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 has systems in place for evaluating faculty instructional effectiveness, including student course evaluations and faculty peer reviews of teaching for each course. At the program and/or department level, program directors and chairs hold group meetings to discuss teaching effectiveness with students. Course evaluations comprise questions standardized by the university and supplemental questions added by the school, which differ slightly depending on the course delivery model (e.g., additional support for technical issues in online courses). Students are invited to evaluate every course each term if the course includes five or more students.	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				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>Each course also undergoes a peer review each term using a standard school-wide rubric of both Likert scale and open-ended questions related to the assignments and assessment measures employed. The associate dean for academic affairs leads the peer review process and works closely with the Division of Academic Innovation to accomplish the task each term.</p> <p>Once per term, program directors and department chairs meet with students to discuss effectiveness at the concentration and/or degree level. Direct student complaints about particular faculty are not accepted in these sessions, rather discussions about structural-level effectiveness and opportunities for improvement, such as course sequencing and competency assessment, are encouraged.</p> <p>Faculty are evaluated during an annual review process each year. The school tracks outcomes on 18 behavioral metrics that are incorporated into the faculty annual review process via a faculty self-evaluation supplemented with data and examples of faculty progress throughout the year. During the site visit, a faculty member commended the use of mixed methods (i.e., course evaluations, peer review, and faculty self-evaluations) for evaluating and measuring instructional effectiveness, as they allow for expansion beyond traditional course evaluations with their known limitations and biases.</p> <p>In addition to the annual review process, instructional effectiveness is one of the three main pillars of the promotion and tenure process. This process also incorporates faculty performance in the 18 behavioral metrics and student course evaluations. The SPH Council's</p>		
--	--	---	--	--

		<p>High Impact Educational Practices Group recently advocated for consistency in teaching standards across all faculty with any teaching responsibilities, regardless of level or title. These are incorporated into the recent revisions to the promotion and tenure guidelines.</p> <p>There is clear support provided for faculty instructional effectiveness, with numerous faculty highlighting to reviewers the usefulness of the university's Division of Academic Innovation (DAI). The DAI provides rigorous review of competency alignment between in-person and online courses, course mapping for online courses, and materials/technology, all of which are assessed through the Quality Matters lens. All faculty, regardless of course load and status/rank, are encouraged to use the DAI to deliver quality academic courses.</p> <p>During the site visit, faculty shared numerous examples of the ways in which DAI has helped them improve their courses. One faculty shared an example of DAI assisting with the development and implementation of QR codes for surveying students in real-time during class and how to display responses as word clouds, both of which increase student engagement with the course material. Another faculty member said that the DAI helped them develop interactive games to engage and informally assess student learning in the classroom. Another shared examples of the myriad ways in which DAI can help make course material more accessible, including adding captions to video lectures, transcribing video lectures for students who prefer to read the material, and guidance on best practices for presenting material in ways that are easier to process for persons with colorblindness.</p>		
--	--	---	--	--

		<p>Primary faculty can use their professional development funds to attend discipline-specific conferences to stay up to date, such as APHA and its various sections. Other faculty use funds to pay to advance skills that further their teaching expertise. For example, a biostatistics faculty member recently took additional courses in survival analysis and structural equation modeling to enhance the courses he teaches.</p> <p>In addition to the efforts described in the self-study, faculty present at the site visit cited additional resources provided to improve faculty instructional effectiveness. For example, faculty attended focused workshops on the use of affirmative language in rubrics and techniques to develop rubrics using a variety of scoring levels. Another example includes a session on how to simultaneously teach a course with students both in-person and online, including expectations and best management practices. Faculty also discussed the culture of support the school has developed and encouraged related to transferring courses between faculty and how best to work with faculty during the transition.</p> <p>Reviewers noted that the school did not select from the list of CEPH-defined measures to demonstrate their approach and progress in relevant areas of instructional effectiveness. Instead, the school identified the following three elements from the student satisfaction survey upon which to improve: faculty effectiveness, including timely feedback on assignments; communicating learning goals; and listening to student concerns. Plans to address these issues include a review of all syllabi by the department chair and associate dean for academic affairs, adding measures on faculty communication, timeliness, and</p>		
--	--	--	--	--

		<p>respectful conduct to the promotion and tenure guidelines and peer review process.</p> <p>Student satisfaction regarding faculty instructional effectiveness, as measured by its student satisfaction survey, appears to be trending down, although the majority of students do express satisfaction. For example, in 2019, 71% of campus-based and 93% of online MPH students agreed that faculty provide performance feedback early and throughout the semester compared to 62% of campus-based and 70% of online students in 2022. The school states that these areas are of high priority and monitoring and improvements will be ongoing. Program directors collect qualitative information from students during advising sessions and these data are aggregated and shared with the department chair and in department meetings for discussion and decision-making.</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		<p>Most faculty in the school have research responsibilities as part of their requirements for progress and promotion and tenure consideration. Expectations differ based on rank and track, but all faculty are strongly encouraged to participate in scholarly activities. Tenured and tenure-track faculty are expected to cover a minimum of 30% of their salary through external funds and produce and publish high-quality peer-reviewed manuscripts.</p> <p>The associate dean for research and faculty advancement oversees the SPH Office of Research Services. The office provides individual support to faculty for the lifecycle of the research projects and training on new requirements from funding agencies. The office also sponsors sessions for faculty to share updates on papers and proposals; for example, an upcoming topic is on program development (e.g., training staff, organizing notations, files, moving labs, transitions).</p> <p>During the site visit, faculty provided examples of the ways in which they infuse their research into the courses they teach. For example, the faculty member teaching the preventative interventions course uses examples of how a prevention matrix is used in practice and shares examples of proposals to demonstrate effective and ineffective approaches. Another faculty member applies categorical data to binary outcomes in hospital stays using actual data from his research into class examples. This faculty member is also</p>	Click here to enter text.	
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>working on a grant to share downloadable de-identified data with students for use during in-class lab sessions to evaluate the success of alcohol-related interventions.</p> <p>Faculty and students shared examples of various research activities MPH students have participated in, all of which were paid positions, including participant recruitment, IRB applications, developing flyers and advertising materials for programs, and using artificial intelligence to synthesize retreat notes. Students said that these opportunities are advertised through class announcements and that they are also free to approach faculty directly to inquire about opportunities.</p> <p>There are multiple on-campus opportunities for students to present their research engagement, including the university-wide Research Appreciation Day and the Institute for Health Disparities Annual Conference. The Maternal and Child Health Coalition also hosts an annual summit locally and students are encouraged to attend through funding support from the Dean's Office. The Public Health Student Government Association allocates funds for student travel, and student technology fees can be used for student memberships to organizations, such as the American Evaluation Association.</p> <p>The school tracks its progress on three outcomes, including number of proposals submitted (target: 32), grants and contracts awarded (target: 8), and peer-reviewed publications (target: 64). The school has far exceeded the targets set for all three indicators. For example, faculty submitted 43 proposals with 16 awarded. In that same year, faculty published 92 peer-reviewed articles.</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>The school defines clear expectations for faculty extramural service in the tenure and promotion guidelines as well as in a specific service expectations document developed for faculty, staff, and students. Faculty are expected to complete a minimum of two hours of extramural service per month and submit reports every four months documenting the minimum of eight hours of service. The school evaluates service as one of the three criteria considered in the promotion and tenure process.</p> <p>Unlike other schools at the university, the SPH heavily emphasizes faculty extramural service in non-academic settings, involving partnerships with regional and community service organizations, and recognizing the importance of meaningful engagement based on trust. The school has extensive and ongoing partnerships established with the county health department, local health systems, school districts, and the United Way of Tarrant County.</p> <p>Faculty typically align service activities with their teaching and research interests, leveraging their areas of expertise. For example, faculty regularly provide expertise to community organizations in areas including the analysis of service utilization or outcome data, developing evaluation tools, designing pilot studies, developing logic models, and facilitating focus or discussion groups.</p> <p>The school encourages faculty to incorporate synergistic activities that combine teaching, research, and service, such as student service-learning assignments and conducting needs assessments in partnership with community groups or organizations. For example,</p>	<p>Click here to enter text.</p>	

		<p>students in two courses worked on a community health needs assessment for a children’s health system, including a systematic review of data for eight counties in the region. Students also assisted a faculty member with the planning, implementation, and evaluation of evidence-based community trainings and educational resources regarding HPV vaccines.</p> <p>While the number of faculty and staff reporting community service hours has remained stable, the school has experienced a significant increase in the number of hours of extramural service performed by faculty over the past five years, increasing from 1330 hours in AY 2019-20 to over 2500 hours in AY 2021-22. The school has also nearly doubled the number of organizations with which faculty and staff partner from 65 in AY 2019-20 to 108 in AY 2022-23.</p> <p>Faculty are permitted to engage in extramural service during their usual business hours. While this is helpful in addressing a potential barrier to service, faculty noted during the site visit that their own time constraints and alignment with community partner availability (i.e., after usual business hours) are potential barriers to service. Where helpful, the Office of Research Services provides funding in support of faculty projects as part of their extramural service.</p> <p>During the site visit, school leaders discussed the school’s plans around service, including a new professor of practice track (i.e., non-tenure-track) faculty pathway. Additionally, the school expects newly implemented data tracking tools (e.g., Salesforce, 1220), will allow for improved and more consistent data collection and monitoring.</p>		
--	--	--	--	--

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 Academic Community Partnerships (ACP) Advisory Committee is the formal structure through which the SPH engages with and collects feedback from relevant external constituents. The 2022-23 roster included 58 members, including partners from a wide array of organizations that address public health and the social determinants of health, as well as alumni, current SPH students, faculty, staff, and representatives from other UNTHSC units and divisions (e.g., the director of the Office of Research Services and a project manager from the UNTHSC Center for Geriatrics).	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 ACP meets quarterly and includes time for information sharing, feedback, and dialogue. Reviewers validated that opportunities to provide feedback exist using the meeting minutes provided in the electronic resource file. For example, the minutes from the March 2023 meeting demonstrate that the committee provided advisement on the community demand or interest for a DrPH program. The discussion addressed considerations such as appropriate delivery format, concentration areas, benefits of practice experiences, and application requirements.		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		Advisory committee members who met with site visitors said that the school seeks their input on trends in the workforce and suggestions on how to educate students to meet the needs they identify. All ACP members said that they feel that the school is receptive to and values their feedback.		

		<p>As part of the SPH 2030 strategic planning process that will continue through the end of 2023, the school is hosting various meetings to solicit feedback on its current operations and opportunities to strengthen community partnerships and community involvement in the curriculum. During the June 2023 meeting, the meeting minutes illustrate that several ACP members volunteered to serve on the planning task force on the development of an initiative to define and plan roles for including public health practitioners in educational activities (e.g., co-teaching, guest lecturers, service learning). The committee also reviewed and discussed the draft SPH 2030 strategic plan during this meeting. During the site visit, an ACP member spoke about her involvement during this meeting, sharing that it was a working session where they not only provided feedback but made real-time adjustments to the strategic plan.</p> <p>The ACP reviewed the school's guiding statements and participated in a feedback session with the newly appointed SPH dean in September 2022. Additionally, the school hosted a community-facing event that included a panel discussion with local health department leaders and the non-profit sector. Nealy 130 individuals attended the event, and the school elicited feedback from the panel and attendees on how to best prepare students for the future of the public health workforce.</p> <p>The school regularly engages with practice experience site supervisors and invites supervisors to a virtual meeting each fall about the practice experience to offer feedback and answer questions. During the site visit, a site supervisor said that her relationship with the school provides a bi-directional benefit, adding that not only do the interns working with her organization provide valuable deliverables but, through her contact with the school, her organization has provided input</p>		
--	--	---	--	--

		<p>into the courses and skills that are useful to her organization from future interns and graduates.</p> <p>The school collects feedback from employers of graduates using a survey of employers and practice site supervisors. It received 23 responses to its spring 2022 survey, reflecting community non-profit organizations, health systems, public health departments, and others. Areas of strength included demonstration of cultural humility, the ability to work in interprofessional teams, and familiarity with evidence-based interventions. Opportunities for improvement include more tangible skills in grant writing and program evaluation as well as tailoring health messages for social media. During the site visit, faculty said that the original intention was to conduct this survey every two years; however, given a staff members' recent promotion to assistant dean of data reporting and analytics, there is the capacity to expand the regularity with which they collect these data, in addition to other data collection efforts.</p> <p>The school presented the results of the employer survey to the ACP and asked members to reflect on the findings and elaborate on the most important skills for public health graduates entering the workforce. Knowledge translation and communication, computer skills, interpersonal skills, and the ability to relate to culturally diverse groups were among the skills members said were important. Members recommended guest speakers, micro-credentials, lunch and learns with community partners, and case studies as practices the school could use to infuse and reinforce important skills.</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 first introduced to community service at fall orientation, which includes a session on the school's vision, mission, and values (including service) and culminates with a school-wide community service project. To reinforce ongoing community service, the SPH requires that all students complete six community service hours each semester.	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 professional advancement of the field		<p>The school supports student organization-led community service projects during the year and provides a variety of opportunities for students, faculty, and staff to complete community service together with community partners. During the site visit, students said that service opportunities are shared on Canvas. The self-study provides data indicating that 232 SPH students volunteered over 3,300 hours during AY 2021-22. Students volunteer with organizations including Habitat for Humanity, the county food bank distribution center, and a county mobile market. Students also volunteer their time for several community health fairs offered by various UNTHSC clinics in collaboration with local health departments and organizations, including the African American Health Expo and the Hispanic Wellness Fair.</p> <p>The PHSGA coordinates several activities during National Public Health Week. Past activities have included guest lectures from area public health professionals, community-</p>		

		<p>wide field days and service projects, and alumni panel discussions.</p> <p>During the site visit, faculty discussed the ways in which the school promotes involvement in professional service. For example, doctoral students are eligible for travel funds to present at professional conferences and individual faculty can provide additional funds above and beyond what is provided by the school. The PHSGA also allocates funds for student attendance at professional conferences. In the past, students have attended and presented at a Texas Public Health Association meeting. Faculty also described opportunities to present practice-based research abstracts at a university-wide annual research appreciation day and another internal conference, both of which are well-attended by MPH students.</p>		
--	--	---	--	--

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 school maintains direct connections to the front-line workforce and, thus, ongoing workforce development needs through several partnerships, including the Texas Department of State Health Services (DSHS) and the Community Engaged Alliance. It maintains relationships with local community health workers and the DFW Community Health Worker Association, and community health workers also serve on the school’s ACP.</p> <p>As part of the Community Engaged Alliance against COVID-19 disparities (CEAL) initiative and the UNTHSC’s Institute for Health Disparities, the school was instrumental in establishing UNTHSC as a state-certified community health worker training center. An affiliated faculty member leads the training center, and a primary faculty member is one of the center’s certified instructors. The center provides access to numerous online training courses that provide continuing education credits for community health workers, including training on health literacy, COVID-19 vaccination, maternal mortality, and clinical trials. In partnership with the National Network of Libraries of Medicine SW region, these two faculty members helped develop three modules on structural inequities, implicit bias, and empowering disinvested communities.</p> <p>Prior to the pandemic, the school partnered with DSHS and three other Texas schools of public health to develop basic public health training for employees of public health departments who have professional training in a non-public health discipline. The first module was created by two SPH faculty and delivered by</p>	Click here to enter text.	

		<p>another faculty member in 2019. Although these efforts were placed on hold during the pandemic and DSHS's workforce development structure was re-organized in 2022, the SPH is in the process of establishing an MOU to promote renewed collaboration regarding workforce development, in addition to student internships, needs assessment, and research. During the site visit, faculty said that the MOU is currently being circulated for signatures and that the school meets with DSHS every month to discuss opportunities for research collaboration, workforce development, and professional development opportunities for students.</p> <p>Individual faculty also address workforce needs in their areas of expertise. For example, one faculty member is a nationally certified trainer on motivational interviewing and routinely provides training to local, regional, and national entities, such as the Tarrant County Homeless Coalition and Cancer Care Services. According to the self-study, more than 180 local human service providers have attended these sessions.</p> <p>During the site visit, the university president praised the school's workforce development efforts, particularly those related to training of community health workers. She added that faculty and school leaders play an instrumental role in helping the workforce identify innovative solutions to public health challenges, including ways to cultivate the existing public health workforce and deliver trainings that foster a pathway for career development and advancement.</p>		
--	--	---	--	--

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines appropriate priority population(s)		<p>The school defines the following priority under-represented student and faculty populations: 1) Hispanic students and faculty and 2) African American/Black faculty. These populations were defined based upon the school's desire to reflect the communities it serves and informed by a review of various inputs including demographic data, recruitment strategies, faculty research areas, practice experience sites, and publicly available reports on diversity and inclusion in higher education.</p> <p>The school's goal to advance diversity and cultural competence is to "establish a culture of equity, diversity and inclusion that supports the recruitment and retention of African American/Black faculty and Hispanic students and faculty." Specifically, it seeks to increase the proportions of these under-represented faculty and student populations and increase engagement with these populations through research, community building, and recruiting.</p> <p>To advance its goal, the school has included community stakeholders and students on its standing DEI committee, reviewed best practices for diversity and inclusion for higher education, developed a diversity statement and corresponding set of strategies, and created a logic model that links to the goal, its strategies, and anticipated outcomes.</p>	<p>We appreciate the valuable insights provided by the site reviewers and recognize the importance of addressing the identified concerns in advancing diversity and cultural competence.</p> <p>Moving forward, while ensuring compliance with Senate Bill 17 (SB17), we are developing focus groups and surveys to gather perspectives from students, faculty, staff, and our academic-community partnership advisory group on how best to advance diversity and cultural competence to promote health equity and address health disparities in our diverse communities. The information collected will inform a data-driven approach to collaboratively recruit and prepare individuals with broad lived experiences and the cultural competence to support diverse populations. Additionally, we will integrate diversity and cultural competence items into our graduating student survey to assess</p>	<p>The Council appreciates the school's response and looks forward to reviewing evidence that demonstrates compliance with this criterion.</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				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>For example, in support of its goal to increase the proportion of Hispanic students, the school participates in recruitment activities aimed at Hispanic Serving Institutions as well as first-generation and historically under-represented student groups. Faculty serving on admissions committees also undergo training that includes material on implicit bias, the legal landscape of admissions, and strategies to promote diverse recruitment. During the site visit, one faculty member said she regularly attends admitted student days and highlights her personal experiences as a first-generation student and Hispanic woman and educator, as a way to empower and connect with prospective students.</p> <p>The school provides orientation and team building activities for students, faculty, and staff, including specialized programming for first-generation and international students. Students also have mentoring support through all four student organizations. To increase engagement with underrepresented scholars, alumni and prospective students and faculty, the school sponsored five symposiums or presentations in fall 2021, one in fall 2022, and one in spring 2023. The two most recent were titled “Building a Program for Research on Black Men’s Health” and “Immigration Enforcement, Policing, and Health.” The school is leading the university in setting specific diversity, equity, and inclusion goals. For example, the school instituted the first school-wide DEI committee and now the university has RISE, a university-wide DEI committee with representation across all schools and colleges.</p> <p>During the site visit, faculty stated a desire to increase the diversity of its student body in various areas. Reviewers noted a high percentage of international applicants (44% in</p>	<p>their capacity to support diverse populations. These efforts will also guide the development of tailored initiatives and programs to ensure that students, staff, and faculty receive the necessary training and support in diversity and cultural competence.</p> <p>In response to the finding of little or no progress toward our self-defined actions, we would like to note that we have considered this feedback when crafting our new strategic plan – Impact 2030: Commitment to Community, which prioritizes health equity with evidence-based, community-centered academic practices. We are actively working to strengthen diversity and cultural competence through strategic initiatives in collaboration with community and health sector partners to ensure broad contribution to our curricula, service, and research activities. These initiatives include a faculty mentoring program, establishment of a Community Corps, and a Professors of Practice track with an emphasis on practical experiences in diverse communities.</p>	
--	--	---	--	--

		<p>2022) indicating success in recruiting students from diverse backgrounds but noted that this is not part of the school's identified priority population.</p> <p>The SPH DEI Committee has the primary responsibility for recommending long-term plans to strengthen efforts in service of the school's diversity and inclusion goal. During the site visit, the faculty provided details on the status of the inclusion initiatives in the self-study. For example, following a recommendation from the DEI Committee, the school implemented gender neutral bathrooms in the EAD building. In the latest revision of the promotion and tenure guidelines, the committee referenced literature on inclusivity to compare and examine promotion and tenure impacts on minority faculty and provided edits that were incorporated in the final versions.</p> <p>During the site visit, students indicated that the school cultivates an environment that is inclusive and offers a well-balanced curriculum that includes courses related to race and ethnicity. The Office of Academic Services delivers a variety of programming each year within its Professional Development series. For example, the DEI Committee chair presented on anti-transgender policies in the US and the impacts of such policies as determinants of health. The office has also hosted sessions on cultural humility and a keynote and panel on implicit bias in medicine.</p> <p>The school administered a climate survey to faculty and students in January 2020; the survey received 126 responses, and the results were subsequently presented to faculty, staff, and students. The self-study notes that the school had planned for repeat annual administrations of the survey; however, in fall 2020,</p>	<p>These commitments align with the School of Public Health and the Health Science Center's dedication to becoming trusted and collaborative community partners to address public health challenges and health disparities.</p>	
--	--	--	---	--

		<p>following a summer of racial unrest in the US, university leaders implemented a coordinated effort across all schools and colleges, including the administration of a university-wide climate survey of students. At that time, all units were asked to cease administering school-level surveys on diversity and inclusion.</p> <p>The results from the school-level survey and the university-level survey indicate different perspectives of the climate. Respondents to the school survey shared perceptions that the school values diversity (96% agree or strongly agree) and that members of school have taken steps to minimize their own implicit bias (95% agree or strongly agree). However, approximately one-third of respondents indicated witnessing someone making disparaging comments about individuals of a different race/ethnicity (33%), individuals speaking English as a second language (32%), and women (29%). Reviewers also noted data indicating that faculty in particular feel that the school both lacks racial/ethnic diversity among faculty (72% agree or strongly agree) and that many non-Hispanic white people in the SPH community lack an understanding of the problems that people from other racial/ethnic groups face (89% agree or strongly agree).</p> <p>Responses to the fall 2020 university-wide survey indicate that students have had positive experiences with diversity and inclusion on campus. However, respondents indicated a perception that politically conservative students and those affected by learning disabilities were given less respect than other groups around campus. This is in comparison to 80% of respondents felt LGBTQIA+ individuals were given respect around campus and 82% from Christian religions. However, 42% of all student</p>		
--	--	---	--	--

		<p>respondents felt that they had to hide their identity to fit in.</p> <p>The first concern relates to the limited extent to which the school regularly collects and reviews quantitative and qualitative data on student and faculty perceptions of the climate regarding diversity and cultural competence and, thus, the limited opportunity to use data to inform and adjust its strategies. The last data collected on perceptions of the climate took place at both the school and university level in 2020 and, based on discussions with school leaders during the site visit, including those on the DEI committee, there do not appear to be specific plans in place to collect these data in the future. Additionally, faculty could not provide reviewers with details on whether the university will administer a future iteration of its climate survey.</p> <p>The second concern relates to the school's defined actions and strategies related to its self-defined goals focused on increasing the proportion of African American/Black faculty and Hispanic faculty and students. Data presented in the self-study indicate little to no increases toward the school's goal and the school does not appear to have a clear path toward improvement or new approaches beyond those already in place to increase these proportions.</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>Academic advising involves the collaborative efforts of the school's Office of Academic Services and the MPH and MS/PhD program directors. MPH students are advised by their concentration program director, assigned at the time of admission. MS and PhD students are assigned faculty advisors related to their research areas of interest during the recruitment/application process.</p> <p>MPH program directors are assigned the role by the department chair and oriented to their responsibilities by the associate dean for academic affairs and the associate dean of high impact educational practices and student services. Advisors meet with students individually to review curriculum plans and academic progress. In addition, advisors hold group meetings with all students three to four times a semester to address concerns or questions; the school incentivizes attendance by giving students credit toward their required professional development session hours.</p> <p>MS and PhD faculty advisors are provided with a detailed protocol to assist students to acquire a public health identify that is grounded in social justice and assess student academic progress. These faculty are expected to routinely share guidance about academic public health.</p> <p>The Office of Academic Servies is the school's centralized location for all student needs, including general advising, enrollment management, course scheduling and alumni engagement. The office introduces and reviews all advising materials and resources, such as the student handbook, plans of study, and university and school</p>	Click here to enter text.	
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>policies, during orientation. The mandatory orientation process is the same for all residential programs with a three-day on-campus orientation program each fall. The online orientation occurs during the same week in the fall but is delivered via Canvas in a self-paced format. The online program's orientation covers the same content as the in-person session apart from the campus tour and service and team building activities.</p> <p>The school surveys students annually each spring to assess their satisfaction with academic advising. Data from 2022-23 reflect 60 MPH respondents, three MS respondents, and one PhD respondent, most of whom (76-100%) indicated being satisfied or very satisfied with academic advising.</p> <p>During the site visit, students cited faculty and advisor responsiveness as one of the school's primary strengths. For example, one student said that since the school is fairly small, it is easy to reach out and contact faculty. MPH students in the maternal and child health concentration praised their relationship with the program director, adding that they feel comfortable expressing concerns and discussing opportunities. One alumnus had a unique situation with complex transferring of credits, and her advisor helped navigate that process and make sure she was entering into a program that fit her career goals.</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 &		At the university level, the Career Readiness Center provides comprehensive career development resources such as mock	Click here to enter text.	

<p>knowledgeable about the workforce & provide career placement advice</p>		<p>interviews, resume writing, and assistance with job and internship searches through the Handshake job board. The center also hosts annual career fairs and employer networking events, career-readiness workshops, and professional panels.</p>		
<p>Variety of resources & services are available to current students</p>				
<p>Variety of resources & services are available to alumni</p>		<p>At the school level, the Office of Academic Services provides public health-specific content related to resume reviews, alumni panels, and mock interviews. In addition to academic advising, it is also the role of the MPH program director and MS/PhD faculty advisors to provide tailored career advising.</p> <p>In addition to individual advising, all students, including online students, are required to attend a set number of professional development sessions each semester depending upon their degree program. Sessions are delivered synchronously and/or in-person on Wednesday afternoons during a time blocked across the school's course schedule for this purpose. The self-study provides a full list of all sessions and the number of participants from the last three years. Sessions cover topics including resume building; how to search for public health jobs; leveraging LinkedIn for networking; understanding employer benefits; and a two-part session titled Phenomenal Women: Leaders of Color Leveraging the Phenomena Unique to Their Leadership Journey. All materials, including additional asynchronous content, are made available to students on a Canvas site.</p> <p>Data on student satisfaction with career advising mirrors satisfaction with academic advising. Students who met with site visitors shared positive experiences with the school's career advisement resources. For example, one student described her advisor as being open to discussion and eager to help with her CV and resume.</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 electronic Student Complaint Form is on the university’s website and allows for anonymous complaint submission as well as named complainants if desired. The university serves as the gatekeeper for all complaints made through the system and distributes them to the relevant school dean.	In response to the concerns raised by Site Reviewers, the SPH has outlined a procedure (Attachment C – “Procedure No. 00.25 SPH-Complaints”) which covers the process of handling complaints that the SPH receives. This procedure aligns with the university-level complaint process that is required by the Texas Higher Education Coordinating Board (THECB). As per this policy, the UNTHSC is required by the THECB to allow students to make complaints online and anonymously if they choose, and UNTHSC must track the complaints and the institution response. Student Affairs Office has an accessible and confidential reporting mechanism for students to submit complaints both identifiable and anonymously. All complaints are forwarded to the Dean; If the Dean can obtain additional information about an incident and implement a resolution, a summary report is sent to the university Division of Student and Academic Affairs to keep in the official record. All complaints are kept confidential unless the THECB requests the information and responses. Please see the attached policy. HSC also encourages employees and students to report any suspected compliance concerns. HSC’s Trust Line provides a confidential resource for	The Council reviewed the school’s response to the site visit team’s report and concluded that the program has addressed the team’s concern. Therefore, the Council changed the partially met finding to a finding of met.
Procedures are clearly articulated & communicated to students		The university sends monthly email reminders to the student body with information on the procedures to initiate a student complaint. Students who met with site visitors described regularly receiving these emails. The university-wide orientation provides information to students about the Student Code of Conduct and the Student Handbook.		
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		The policies and procedures for student complaints and grievances are clearly defined for grade appeals, as well as handling of Title IX complaints. There is an easily identifiable starting point and “no wrong door” approach to submitting and receiving complaints. Complaints submitted over the past four years have been consistently forwarded by the university to the school for handling, and there is evidence of acknowledgement of the complaints submitted.		
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

		<p>The self-study describes the 15 complaints received since AY 2019-20, many of which relate to faculty competence and/or responsiveness or perceived unfair grading. Complaints were investigated, in most cases, by the department chair. Reviewers noted that the self-study listed some complaints as forwarded to the department chair but did not explain how, or if, the complaint was resolved. In instances involving cheating allegations or microaggressions, the complaints were specified as being referred to the relevant university offices.</p> <p>The concern relates to the lack of available evidence of the process for resolving complaints after they are received by the school. There was neither evidence of clear and consistent handling of complaints, apart from grade appeals, nor evidence that all of the complaints processed by the school have been resolved. The school has documented that complaints are referred to relevant parties, but the process for resolving these complaints was not apparent through the self-study or discussions with faculty during the site visit.</p>	<p>employees and students to report suspected wrongdoing in a manner that preserves anonymity and assures nonretaliation. The HSC Trust Line is operated by a third-party vendor and is available 24 hours a day and 365 days a year. All concerns will be forwarded to the Office of Institutional Integrity and Awareness, which shall determine whether an investigation is appropriate and resolve the report in accordance with legal requirements and the policy requirements of HSC. More information about the HSC Trust Line can be found at https://www.unthsc.edu/administrative/trust-line-faq/</p>	
--	--	--	---	--

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		In 2020, all admissions and recruitment activities were centralized within the UNTHSC Office of Admissions and Recruitment. The office provides support in four functional areas, including recruitment, application processing, events and communications, and information technology.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The SPH works closely with the Office of Admissions and Recruitment to develop and implement a comprehensive recruitment plan. Each summer the office meets with the school’s senior associate dean for administration and student services to tailor the plan for the upcoming cycle. Recruitment strategies include promoting the public health programs at venues throughout the United States, hosting in-person and virtual tours and preview days, and virtual information sessions, including faculty panels and sessions targeted to first generation and underrepresented minority prospective applicants.</p> <p>Within the Office of Admissions and Recruitment, the Office of Application Processing processes all applications to ensure completeness before they are forwarded to the school for a decision. The office records admissions decisions made by the SPH faculty committees and sends the decision letters to applicants. The Office of Events and Communications conducts interviews with applicants, connects accepted applicants with the school, and hosts on-campus events and tours. The associate dean of high</p>		

		<p>impact educational practices and student services meets regularly with the Office of Admissions and Recruitment to ensure coordination. The Office of Information Technology provides support with SOPHAS and the university website.</p> <p>All prospective students apply using SOPHAS and must submit official transcripts, a personal statement, three letters of recommendation, and a resume or curriculum vitae. MPH students must possess a baccalaureate degree. Dual-degree applicants must also complete the admission requirements for the respective non-public health degree programs.</p> <p>MS and PhD applicants are required to have a minimum undergraduate GPA of 3.2 and must submit scores from a standardized graduate exam, such as the GRE, GMAT, MCAT, LSAP, PCAT or DAT. The examination requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States. Faculty reviewers select MS and PhD applicants for interview. Each interview is conducted with at least three school faculty members. Those applicants for whom most faculty reviewers recommend admission are also interviewed by the MS/PhD program director, to assure alignment of interests and career goals and to assure adequate faculty resources. The school is responsible for making final admissions decisions.</p> <p>The school set an admissions target that ≥80% of enrolled applicants will achieve a GPA of at least a 3.0 after completing nine semester hours. This target was exceeded for AY's 2019 – 2022. This metric, coupled with graduation rates exceeding 70% indicate that the school has been</p>		
--	--	--	--	--

		<p>successful in locating qualified individuals capable of completing a program of study and developing competence for public health careers.</p> <p>Reviewers note that the school appears to face challenges in meeting its goal to increase completed applications from students from under-represented groups, as defined by race and ethnicity. The school has established an objective to increase the proportion of under-represented groups of students (Hispanic/Latino and Black or African American) by 20% between 2018 and 2023. The school has undertaken several efforts (e.g., developing more holistic admissions criteria, expanding and diversifying recruitment efforts, and increasing support for new students), and has been able to track admissions changes over time. Data from AY 2019 through 2022 do not indicate a consistent increase among Hispanic/Latino, Asian, or Black/African American applicants. During the site visit, faculty serving on the DEI Committee shared possible strategies for increasing applicant diversity, although no formal plans had been established at the time of the visit.</p> <p>The school noted that since the implementation of the centralized approach to recruitment and admissions, enrollment has declined in fall 2021 and fall 2022. The school attributes this, in part, to national declines in graduate public health applications, judicial and legislative changes at the federal and state levels, as well as to the discontinuation of the school-specific engagement of accepted MPH and MHA applicants. In response to the latter issue, the school hired a new outreach specialist to address this in December 2022.</p>		
--	--	--	--	--

		During the site visit, administrators described several successful initiatives, undertaken for the fall 2023 admissions cycle, to increase the conversion of accepted students to enrollees, including engagement within 24 hours of acceptance and holding accepted students' day events. The incoming cohort increased by almost 60% (from 33 in fall 2022 to 52 students in fall 2023).		
--	--	--	--	--

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		The school's website contains catalogs and bulletins that are publicly available and up to date. The academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements are clearly and accurately presented.	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

Sunday, September 17, 2023

6:00 pm **Site Visit Team Executive Session**

Monday, September 18

8:45 am **Team Setup on Campus – EAD 600**

9:15 am **Guiding Statements and Evaluation – EAD 600**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Matt Adrignola, Ed.D., MBA, Associate Dean for Administration & Finance 2. Tracey Barnett, PhD, Associate Dean for Academic Affairs and Department Chair 3. Shafik Dharamsi, PhD, Dean 4. Kayla Fair, DrPH, MPH, BSN, RN, Assistant Professor 5. Charlotte Noble, PhD, MPH, Assistant Professor 6. Emily Spence, PhD, Associate Dean of Community Engagement & Health Equity 7. Vikas Tomer, MPH, Assistant Dean of Data Reporting & Analytics 8. Chelsea Lancaster, MLS, Executive Director of Student & Academic Services 	<i>Guiding statements – process of development and review?</i>
	<i>Evaluation processes – how does school collect and use input/data?</i>
	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
	<i>Budget – who develops and makes decisions?</i>

10:30 am **Break**

10:45 am **Curriculum 1 – EAD 600**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Tracey Barnett, PhD, Associate Dean for Academic Affairs and Department Chair 2. Janell Briscoe, MHA, Instructor 3. Diana Cervantes, DrPH, MPH, Associate Professor 4. Kayla Fair, DrPH, MPH, BSN, RN, Assistant Professor 5. Stacey Griner, PhD, MPH, RDH, Assistant Professor 6. Justin Lunningham, PhD, Assistant Professor 7. Rajesh Nandy, PhD, Associate Professor 8. Malinee Neelamegam, PhD, MPH, Assistant Professor 9. Charlotte Noble, PhD, MPH, Assistant Professor 10. Kari Northeim, PhD, MBA, Assistant Professor 11. Erika Thompson, PhD, MPH, FAAHB, Associate Professor 	<i>Foundational knowledge</i>
	<i>Foundational competencies – didactic coverage and assessment</i>
	<i>Concentration competencies – development, didactic coverage, and assessment</i>

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

12:45 pm **Curriculum 2 – EAD 600**

Participants	Topics on which participants are prepared to answer team questions
1. Matt Adrignola, Ed.D., MBA, Associate Dean for Administration & Finance	<i>Concentration competencies – development, didactic coverage, and assessment</i>
2. Tracey Barnett, PhD, Associate Dean for Academic Affairs and Chair	<i>Applied practice experiences</i>
3. Janell Briscoe, MHA, Instructor	<i>Integrative learning experiences</i>
4. Diana Cervantes, DrPH, MPH, Associate Professor	<i>Distance education</i>
5. Kayla Fair, DrPH, MPH, BSN, RN, Assistant Professor	
6. Stacey Griner, PhD, MPH, RDH, Assistant Professor	
7. Justin Lunningham, PhD, Assistant Professor	
8. Rajesh Nandy, PhD, Associate Professor	
9. Charlotte Noble, PhD, MPH, Assistant Professor	
10. Kari Northeim, PhD, MBA, Assistant Professor	
11. Emily Spence, PhD, Associate Dean of Community Engagement & Health Equity and Associate Professor	
12. Erika Thompson, PhD, MPH, FAAHB, Associate Professor	

2:00 pm **Break**

3:00 pm **Students – hosted via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1. Kaeli Johnson, matriculated PhD 2021	<i>Student engagement in school operations</i>
2. Tuan Nguyen, matriculated MPH 2022	<i>Curriculum (competencies, APE, ILE, etc.)</i>
3. Amanda Sweezy, matriculated MPH 2020	<i>Resources (physical, faculty/staff, IT)</i>
4. Aria Walker, matriculated MPH 2022	<i>Involvement in scholarship and service</i>
5. Natey Webb, matriculated PhD 2020	<i>Academic and career advising</i>
6. Madeliene Williams, matriculated MPH 2022	<i>Diversity and cultural competence</i>
	<i>Complaint procedures</i>

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

5:00 pm **Adjourn**

Tuesday, September 19

8:45 am **Team Setup on Campus – EAD 600**

9:30 am **Curriculum 3 – EAD 600**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Tracey Barnett, PhD, Associate Dean for Academic Affairs and Department Chair 2. Emily Belew, MHA, LNFA, Instructor 3. Kayla Fair, DrPH, MPH, BSN, RN, Assistant Professor 4. Stacey Griner, PhD, MPH, RDH, Assistant Professor 5. Melissa Lewis, PhD, Associate Dean of Research and Faculty 6. Dana Litt, PhD, Associate Professor 7. Zhengyang Zhou, PhD, Assistant Professor 8. Eun-Young Mun, PhD, Professor 9. Rajesh Nandy, PhD, Associate Professor 10. Malinee Neelamegam, PhD, MPH, Assistant Professor 11. Matt Rossheim, PhD, MPH, Associate Professor 12. Erika Thompson, PhD, MPH, FAAHB, Associate Professor 13. Scott Walters, PhD, Regents Professor 	<p><i>Academic public health degrees</i></p> <p><i>Non-public health degrees</i></p>

10:45 am **Break**

11:00 am **Instructional Effectiveness – EAD 600**

Participants	Topics on which participants are prepared to answer team questions
1. Stacey Griner, PhD, MPH, RDH, Assistant Professor	<i>Currency in areas of instruction & pedagogical methods</i>
2. Nolan Kline, PhD, MPH, Assistant Professor	<i>Scholarship and integration in instruction</i>
3. Charlotte Noble, PhD, MPH, Assistant Professor	<i>Extramural service and integration in instruction</i>
4. Emily Spence, PhD, Associate Dean of Community Engagement & Health Equity and Associate Professor	<i>Integration of practice perspectives</i>
5. Erika Thompson, PhD, MPH, FAAHB, Associate Professor	<i>Professional development of community</i>
6. Scott Walters, PhD, Regents Professor	

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

12:45 pm **Strategies & Operations – EAD 600**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Matt Adrignola, Ed.D., MBA, Associate Dean for Administration & Finance 2. Kayla Fair, DrPH, MPH, BSN, RN, Assistant Professor 3. Nolan Kline, PhD, MPH, Assistant Professor 4. Malinee Neelamegam, PhD, MPH, Assistant Professor 5. Charlotte Noble, PhD, MPH, Assistant Professor 6. Chelsea Lancaster, MLS, Executive Director of Student & Academic Services 	<i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?</i>
	<i>Recruiting and admissions, including who chose the measures and why did they choose them</i>
	<i>Advising and career counseling, including who collects and reviews the data</i>
	<i>Staff operations</i>
	<i>Complaint procedures</i>

1:45 pm **Break**

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

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Carolyn Bradley-Guidry, MPAS, DrPH, Associate Dean Diversity Equity and Inclusion, UTSW School of Health Professions, (alum, former advisory board member) 2. Nadine Nadal, MPH, Community and Social Impact strategist, CHRISTUS Health (alum, advisory board member, preceptor) 3. Linda Fulmer, Executive Director, Healthy Tarrant County Collaborative (preceptor, advisory board member) 4. Shaina Starks-Solis, MPH, CPH, Executive Director, Mothers Milk Bank of North Texas (alum, preceptor) 5. Didi Ebert, DO, MPH, Family Medicine Physician, Acclaim, Tarrant County Hospital District (preceptor, advisory board member) 6. Kathryn Arnold, Executive Director, Pathfinders of Tarrant County (advisory board member) 7. Blair Williams, MPA, MBA, CPH, Director of health equity research and innovation, Texas Health Institute (preceptor) 8. Chara Abrams, MPH, System Director, CHRISTUS Health (preceptor, employer) 9. MaryAnn Contreras, RN, Injury and Violence Prevention Manager, JPS Health Network 	<i>Involvement in school evaluation & assessment</i>
	<i>Perceptions of current students & school graduates</i>
	<i>Perceptions of curricular effectiveness</i>
	<i>Applied practice experiences</i>
	<i>Integration of practice perspectives</i>
	<i>School delivery of professional development opportunities</i>

4:00 pm **University Leaders – hosted via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Sylvia Trent-Adams, PhD, RN, FAAN, President 2. Charles Taylor, PharmD, Provost and Executive Vice President 	<i>School's position within larger institution</i>
	<i>Provision of school-level resources</i>
	<i>Institutional priorities</i>

4:30 pm **Break & Executive Session**

5:30 pm **Adjourn**

Wednesday, September 20

10:00 am **Site Visit Team Executive Session 4**

12:00 pm **Site Visit Team Working Lunch**

12:30 pm **Exit Briefing**