



Final CEPH Self-Study Report

Prepared for the Council on Education for Public Health
August 2023



School of
Public Health

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List of Acronyms

| | |
|------------------|---|
| ACHE | American College of Healthcare Executives |
| ACP | Academic Community Partnerships |
| APE | Applied Practice Experience |
| APHA | American Public Health Association |
| ASPPH | Association of Schools and Programs of Public Health |
| AY | Academic Year |
| BACH | Behavioral and Community Health |
| BECCS | Biostatistics and Epidemiology Consulting and Collaboration Services |
| BIOS | Biostatistics |
| CAHME | Commission on Education of Healthcare Management Education |
| Canvas | Learning Management System adopted by the University |
| CAP | Center for Academic Performance |
| CBPR | Community Based Participatory Research |
| CEAL | Community Engaged Alliance against COVID-19 Disparities |
| CEPH | Council on Education for Public Health |
| CHW | Community Health Workers |
| COVID-19 | Coronavirus disease 2019 |
| CPH | Certified in Public Health Examination |
| CRC | Career Readiness Center |
| DAI | Division of Academic Innovation |
| DEI | Diversity, Equity, and Inclusion (previously Equity, Diversity, and Inclusion) |
| DFW | Dallas Fort Worth Metroplex |
| DO | Doctor of Osteopathic Medicine |
| DPT | Doctor of Physical Therapy |
| DrPH | Doctor of Public Health Program |
| DSHS | Texas Department of State Health Services |
| EAD | Everett Education and Administration Building |
| EDI | Equity, Diversity, and Inclusion (now renamed Diversity, Equity, and Inclusion) |
| EIS | Enterprise Information System |
| EOHS | Environmental and Occupational Health Sciences |
| EPID | Epidemiology |
| ERF | Electronic Resource File |
| F & A | Facilities and Administrative |
| FAR | Faculty Annual Review |
| FCC | Faculty Course Coordinator |
| FQHC | Federally Qualified Health Center |
| FTE | Full Time Equivalent |
| FYE | Fiscal Year End |
| GMAT | Graduate Management Admissions Test |
| GPA | Grade Point Average |
| GRAMS | Grants & Research Administration Management Suite |
| H3 | Healthy Moms-Healthy Babies-Healthy Community |
| HAMPCAS | Healthcare Administration, Management & Policy Centralized Application Service |
| HASA | Healthcare Administration Student Association |

| | |
|-------------------|--|
| HSC | University of North Texas Health Science Center |
| HMAP | Health Management and Policy |
| ILE | Integrative Learning Experience |
| IPE | Interprofessional Education |
| IRB | Institutional Review Board |
| ISD | Independent School District |
| LMS | Learning Management System |
| M&O | Maintenance and Operations |
| MACH | Maternal and Child Health (degree concentration) |
| MCH | Maternal and Child Health |
| MAC | Master's Admission Committee |
| MHA | Master of Health Administration |
| MPH | Master of Public Health |
| MS | Master of Science |
| NBPHE | National Board of Public Health Examiners |
| NCURA | National Council of University Research Administrators |
| NIH | National Institute of Health |
| OAS | Office of Academic Services |
| OCC | Office of Care and Civility |
| ORS | Office of Research Services |
| OSP | Office of Sponsored Programs |
| PhD | Doctor of Philosophy |
| PHED | Public Health Education Department |
| PHMA | Public Health Minority Association |
| PHSGA | Public Health Student Government Association |
| PIF | Primary Instructional Faculty |
| QEP | Quality Enhancement Program |
| RAD | Research Appreciation Day |
| RISE | Redefining Inclusive Solutions for Equity |
| SACS | Southern Association of Colleges and Schools |
| SACSCOC | Southern Association of Colleges and Schools Commission on Colleges |
| SCH | Semester Credit Hour |
| SOPHAS | Schools of Public Health Application Service |
| SPH UNTHSC | School of Public Health, University of North Texas Health Science Center |
| SS | Site Supervisor (preceptor) |
| TB | Tuberculosis |
| TCFB | Tarrant County Food Bank |
| TCHD | Texas Center for Health Disparities |
| TCOM | Texas College of Osteopathic Medicine |
| TCPH | Tarrant County Public Health |
| UAC | University Assessment Committee |
| UAA | University Assessment and Accreditation |
| UEC | University Education Committee |
| UNT | University of North Texas |
| UNTHSC | University of North Texas Health Science Center |

Introduction

1) Describe the institutional environment, which includes the following:

- a. year institution was established and its type (e.g., private, public, land-grant, etc.)

The University of North Texas Health Science Center Fort Worth (UNTHSC), located in the cultural district of Fort Worth, is a part of the University of North Texas (UNT) System. The Texas College of Osteopathic Medicine (TCOM), which originated as a private college in 1966, became a state-supported medical school in 1975. In 1993, TCOM was officially re-designated and expanded by the State of Texas as the University of North Texas Health Science Center.

- b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)

The UNTHSC is comprised of five schools: 1) Texas College of Osteopathic Medicine (TCOM) which offers the Doctor of Osteopathic Medicine (DO); 2) The School of Biomedical Sciences (SBS) which offers the BS, MS, and PhD in Biomedical Sciences; 3) The School of Health Professions which offers the Master of Physician Assistant Studies (MPAS), the Doctor of Physical Therapy (DPT), and the Master of Science (MS) in Lifestyle Health Sciences and Coaching; 4) the UNT System College of Pharmacy which offers the Doctor of Pharmacy (PharmD), Master of Science (MS) in Drug Discovery and Development, Master of Science (MS) in Applied Outcomes Research; and 5) the School of Public Health (SPH) which offers the Master of Public Health (MPH), the Master of Health Administration (MHA), and the Master of Science (MS) and the Doctor of Philosophy (PhD) in Public Health Sciences.

- c. number of university faculty, staff, and students

In the Fall Semester of 2022, the UNTHSC has 304 faculty and 1,145 staff to support 2,338 students.

- d. brief statement of distinguishing university facts and characteristics

UNTHSC, the academic health science center of the UNT System, transforms the lives of students so that they can then transform the lives of others. The university provides an outstanding education to students from all backgrounds by preparing them for professional pursuits in the health sciences, including leadership training and an appreciation for the importance of lifelong learning. A distinguishing feature of the UNTHSC learning experience is its focus on interprofessional education (IPE). Using a system of centralized and decentralized learning activities, the university prepares students for interprofessional practice by teaching collaborative practice competencies within the context of interprofessional teams. Our rationale for IPE is that effective teamwork and collaboration are necessary to accomplish the "Triple Aim" of the Institute of Healthcare Improvement which is: (1) Improving patient experience of care; (2) Improving the health of populations; and (3) Reducing per capita cost of health care.

UNTHSC focuses on solving complex problems in health science research. Research areas of strength include health disparities, health outcomes, human identification, eye diseases, heart diseases, aging and degenerative brain disorders, and substance use. The university is a global leader in neurodegenerative translational research, with multiple large studies underway to study health disparities in Alzheimer's disease. In addition, UNTHSC's Institute for Health Disparities received a \$50 million training grant award from the National Institutes of Health (NIH) to lead the coordinating center for the Artificial Intelligence/Machine Learning Consortium to Advance Health Equity and Researcher Diversity consortium, the AIM-AHEAD program. Other academic members of the consortium include Vanderbilt University, University of Houston, University of Colorado, UCLA, Meharry Medical College, Morehouse School of Medicine, Johns Hopkins

University, Howard University and Harvard Medical School. The School of Public Health receives extensive funding from the National Institute on Alcohol Abuse and Alcoholism and the National Institute on Drug Abuse to study interventions designed to prevent and treat alcohol and other drug use.

The UNTHSC has been successful in increasing the number of its graduates who identify as members of underrepresented groups. For example, between 2020 and 2022, there has been a 55% increase in the number Hispanic/Latino students who were awarded degrees and certificates, and a 56% increase in Black/African American students who were awarded degrees and certificates. In 2021, 32% of all new UNTHSC students (n=244 out of 515) identified with one or more underrepresented race/ethnicity groups, while in 2022, 29% of all new UNTHSC students (203 of 695) identified with one or more underrepresented race/ethnicity groups.

Students Identifying as Members of Underrepresented Groups

| | FY20 | FY21 | FY22 |
|--|------|-------------------------|---|
| Hispanic/Latino students | N=86 | N=121 +41% from FY20 | N=133 +10% from FY21 +55% from FY20 |
| Black/African American students | N=54 | N=62 +15% from FY20 | N=84 +35% from FY21 +56% from FY20 |

- e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the institutional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds.

| Accreditation Group | Year Accredited | Re-Accreditation Date |
|---|-----------------|-----------------------|
| Accreditation Council for Pharmacy Education (ACPE) (UNT System College of Pharmacy) | 2019 | 2023 |
| Accreditation Review Commission on Education for Physician Assistants-ARC-PA (PA Program) | 2014 | 2024 |
| ANSI-ASQ National Accreditation Board (formerly FQS-I) (Center for Human Identification) | 2018 | 2023 |
| Association for Assessment and Accreditation of Laboratory Animal Care International-AAALAC (Lab Animal Medicine) | 2017 | 2023 |
| Commission on Accreditation of Healthcare Management Education-CAHME (Health Administration Program) | 2020 | 2027 |
| Commission on Accreditation in Physical Therapy Education-CAPTE (Physical Therapy Program) | 2018 | 2028 |
| Commission on Osteopathic College Accreditation-COCA (TCOM) | 2018 | 2027 |
| Southern Association of Colleges and Schools-SACSCOC (UNTHSC) | 2020 | 2030 |
| Texas Department of Public Safety-DPS (Center for Human Identification) | 2018 | 2023 |
| <i>UNTHSC in-house Accreditation Office of Continuing Education (INCEDO)</i> | | |
| Accreditation Council for Continuing Medical Education | 2017 | 2023 |
| American Osteopathic Association | 2017 | 2027 |
| Board of Registered Nursing State of California | 2017 | 2023 |
| Texas Nurses Association | 2019 | 2023 |

- f. brief history and evolution of the school of public health (SPH) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)

The university's first investment in academic public health was made in 1989 when it established the Department of Public Health and Preventive Medicine within the Texas College of Osteopathic Medicine (TCOM). In the early 1990's, TCOM faculty developed a plan to create a new autonomous College of Public Health and Public Health Policy on campus. They subsequently spent a considerable amount of time in Tarrant and Dallas counties securing support for their 1992 plan from key local government officials and healthcare leaders in Tarrant and Dallas Counties. In 1995, the Texas Higher Education Coordinating Board approved UNTHSC's request to offer a Master of Public Health Degree (MPH) degree program. The first MPH degrees were conferred in 1997.

Important historical milestones for academic public health at UNTHSC include:

- 1997 – The Association of Schools of Public Health (ASPH) accepts the UNTHSC Public Health Program as an affiliate member.
- 1999 – School of Public Health (SPH) founded. Fernando Trevino, PhD, named Dean.
- 1999 – SPH MPH program accredited by the Council on Education for Public Health (CEPH).
- 2001 – SPH structured into five Departments: Biostatistics, Environmental and Occupational Health Sciences, Epidemiology, Health Management and Policy, and Social and Behavioral Sciences.
- 2001 – Doctor of Public Health (DrPH) program established. First DrPH conferred in 2003.
- 2002 – SPH is CEPH accredited for a maximum term of five years.
- 2007 – Richard Kurz, PhD, named Dean.
- 2007 – SPH re-accredited by CEPH for a maximum term of seven years.
- 2008 – Master of Health Administration (MHA) program established. First MHA degree conferred in 2010
- 2011 – Texas Higher Education Coordinating Board approved SPH to offer the Doctor of Philosophy (PhD) degree in Public Health Sciences. First PhD degree conferred 2012.
- 2013 – MHA program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).
- 2015 – SPH is CEPH re-accredited for a maximum term of seven years.
- 2016 – Dennis L. Thombs, PhD, FAAHB, named Dean.
- 2017 – Number of SPH Departments is reduced to: (1) Biostatistics and Epidemiology and (2) Health Behavior and Health Systems.
- 2017 – Master of Science in Public Health Sciences program established.
- 2017 – MHA program receives CAHME re-accreditation.
- 2020 – SPH students, faculty and staff rapidly and successfully respond to the Covid-19 pandemic, shifting curriculum online in record time and assisting Tarrant County Public Health with community contact tracing. Faculty members conduct countless media interviews to keep the public informed and updated on Covid-19 throughout 2020-21.
- 2020 – MHA program earns seven-year CAHME reaccreditation.
- 2020 – University completes \$1.1 million renovation of SPH's space on the EAD 6th floor.
- 2020 – SPH introduces new MHA program in the online format.
- 2020 – SPH partners with the National Association for Healthcare Quality (NAHQ) to prepare students for the Certified Professional in Healthcare Quality (CPHQ) designation (beginning Spring 2021).
- 2021 – SPH expands its dual degree options in collaboration with other UNTHSC colleges and schools.
- 2022 – Shafik Dharamsi, PhD, named Dean.

In February of 2022, the SPH faculty and staff met to officially launch our CEPH reaccreditation self-study. During that meeting, SPH's guiding statements were reviewed and edited to better reflect our collective commitment to improving global health, achieving health equity, serving the North Texas region, and preparing tomorrow's leaders for the public health and healthcare administration workforces. The faculty and staff created new mission, vision, and values statements to guide the School which appear below.

Mission: To prepare leaders needed to evolve public health practice, public health research, and healthcare administration in a changing world. Through education, research, and service, we seek to promote health equity in communities that have been disadvantaged and marginalized.

Vision: We are the leading public health and healthcare administration resource in North Texas dedicated to building solutions for healthy and equitable communities. As such, we are the destination of choice for students seeking a high quality, affordable, graduate education.

Values:

- Respect for all people
- Celebrate diversity and inclusion
- Advocate for social justice and health as a human right
- Prioritize health in all public policies
- Cultivate student success
- Champion research innovation through collaboration
- Promote sustainable environmental practices
- Demonstrate integrity and accountability in all School administrative, academic, research, and service activities.

In 2016, with the support of the University's senior administration, the School implemented an action plan for improving the quality of the School's academic programs, expanding high-impact funded research, and strengthening community partnerships with a focus on strengthening the MPH Practice Experience. The action plan was created by Immediate Past Dean Dennis Thombs. The guiding principle behind the action plan was: "do it well or eliminate it."

A large number of reforms were implemented, some of which will be summarized here. Much more stringent student admission requirements were put in place that intentionally reduced the School's enrollment. The corresponding loss in State formula funding was covered by the University. The School introduced residential cohort programs that require full-time attendance. We reduced the number of departments and academic programs in the School to focus resources on those that could be high-performing in our university setting.

In addition, faculty performance expectations were raised in teaching, research, and community service. For example, we implemented a single-blinded peer review of teaching program that is both developmental and evaluative. The School reinstated and emphasized a requirement that tenure-track and tenured faculty must cover at least 30% of their salary through external research funding. We revamped the Office of Research Services within the School to insure faculty submit competitive grant and contract proposals, and assist them in carrying out funded projects in a high-quality and compliant manner.

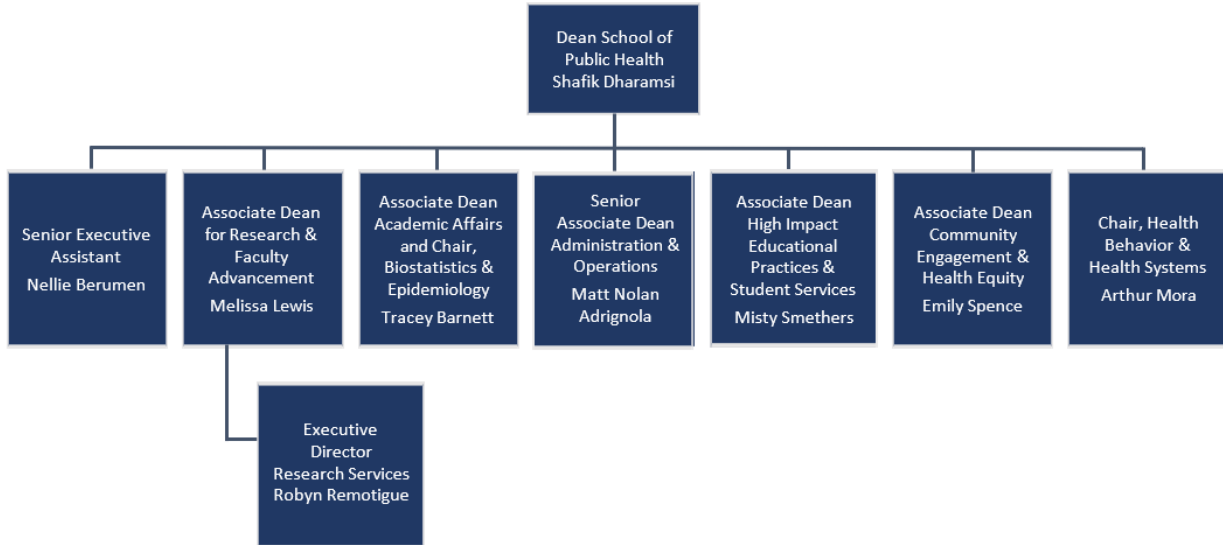
Furthermore, the School significantly strengthened existing community partnerships by raising expectations for faculty, students, and community internship sites in our MPH Practice Experience. For example, second-year MPH students are now required to complete a year-long Practice Experience (minimum 600 hours) in a public health organization in which they engage in work that is meaningful for the site. The academic and community components of Practice Experience require much more faculty effort than in the past, including enhanced communication and collaboration with site supervisors. Our Practice Experience reforms have also involved much effort devoted to developing high-quality community sites and recognizing excellence in the work of site supervisors.

The above is a synopsis of an action plan implemented from 2016-2023. The successful execution of these actions resulted in a School that is relatively small, but high performing in all areas of teaching, research, and service.

2) Organizational charts that clearly depict the following related to the school:

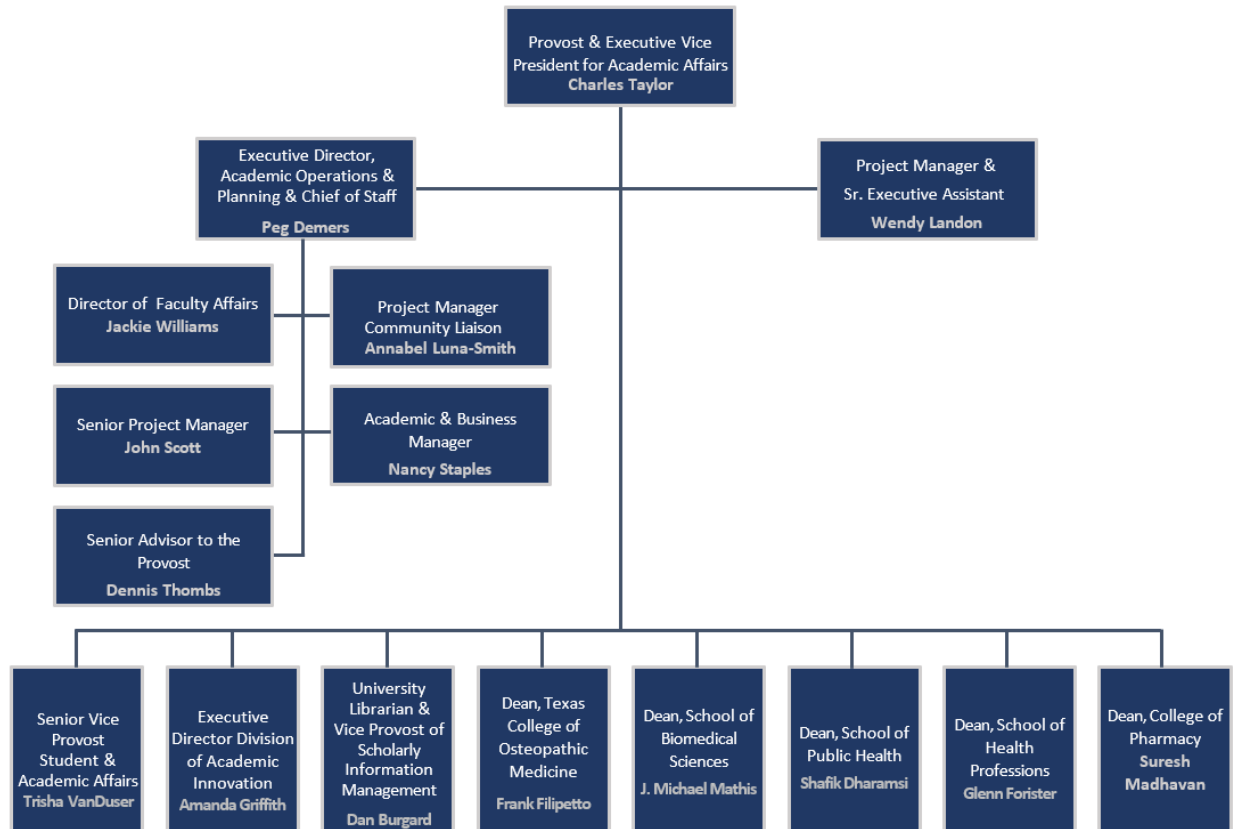
- a. the school's internal organization, including the reporting lines to the dean

Below is an organizational chart that includes all reporting lines to the Dean.

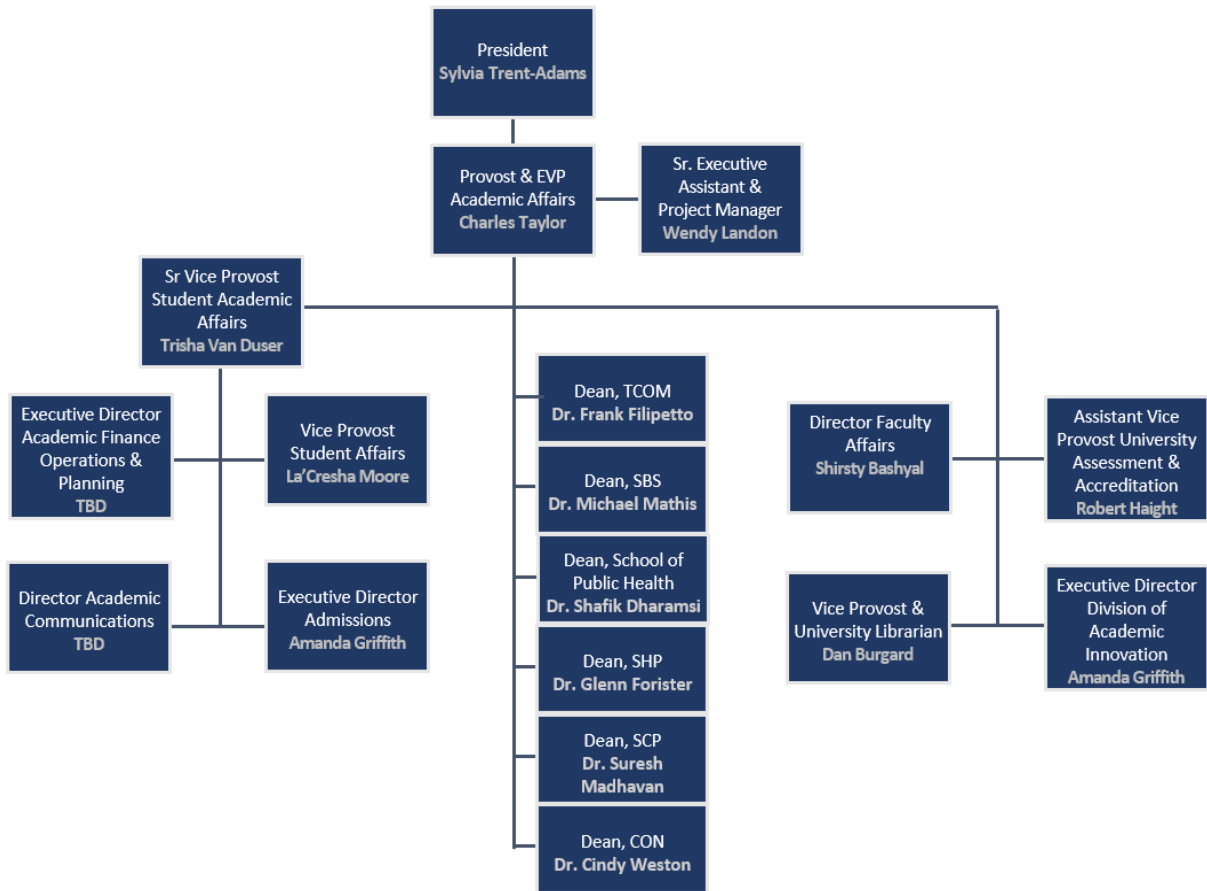


- b. the relationship between school and other academic units within the institution. Organizational charts may include committee structure organization and reporting lines

The School and its Dean operate under the University Provost, as indicated below in the organizational chart of the Provost's Office. The chart includes the names of each school/college and its leader.



- c. the lines of authority from the school's leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through the provost).



- d. for multi-partner schools and schools (as defined in Criterion A2), organizational charts must depict all participating institutions

Not applicable.

- 3) An instructional matrix presenting all of the school's degree schools and concentrations including bachelor's, master's and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

Template Intro-1

| Instructional Matrix - Degrees and Concentrations | | | | | | |
|---|-----------------------------------|----------------|----------------|-------------------------------|--------------|----------------|
| Master's Degrees | | Academic | Professional | Categorized as public health* | Campus based | Distance based |
| <i>Concentration</i> | | <i>Degree</i> | <i>Degree</i> | | | |
| Health Behavior Research | | MS | | | 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 | | | |
| PhD in Public Health Sciences | | | | | | |
| <i>Concentration</i> | | <i>Degree</i> | <i>Degree</i> | | | |
| Epidemiology | | PhD | | | X | |
| Health Behavior Research | | PhD | | | X | |
| Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees) | | Academic | Professional | | | |
| 2nd Degree Area | Public Health Concentration | | | | | |
| <i>Degree area earned in conjunction</i> | <i>Existing or joint-specific</i> | <i>Degrees</i> | <i>Degrees</i> | | | |
| Applied Anthropology | Public Health Leadership | | MPH-MS | X | X | X |
| Physician Assistant | Public Health Leadership | | MPH-PA | X | | X |
| Doctor of Pharmacy | Public Health Leadership | | MPH-PharmD | X | | X |
| Doctor of Osteopathic Medicine | Public Health Leadership | | MPH-DO | X | | X |

- 4) Enrollment data for all of the school's degree schools, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2. Schools that house "other" degrees and concentrations (as defined in Criterion D18) should separate those degrees and concentrations from the public health degrees for reporting student enrollments.

Template Intro-2

| Degree | | Current Enrollment |
|----------------|------------------------------|----------------------|
| Master's (MPH) | | |
| | Biostatistics & Data Science | 7 |
| | Epidemiology | 25 |
| | Maternal and Child Health | 12 |
| | Public Health Leadership | 157 (47 dual degree) |
| Master's (MS) | | |
| | Epidemiology | 3 |
| | Health Behavior Research | 0 |
| Master's (MHA) | | |
| | Health Administration | 45 |
| Doctoral (PhD) | | |
| | Epidemiology | 5 |
| | Health Behavior Research | 7 |

*157 represents cohort and online students, including dual degree students.

A1. Organization and Administrative Processes

The school demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.

The school establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.

The school ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional school (e.g., participating in instructional workshops, engaging in school-specific curriculum development and oversight).

- 1) List the school's standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.

The School has nine standing committees which are described below.

- The Executive Council is chaired by the Dean and includes all Associate Deans, Department Chairs, and Faculty Senators. At least one faculty Senator is asked to attend. The Council meets bi-weekly. The meetings are open to all faculty and staff, and offered hybrid to maximize flexibility for attendance. The charge of the Committee is to facilitate communication between leadership and faculty and staff across the SPH; problem-solve decisions as needed. Current members are:
 - Shafik Dharamsi (Committee Chair & Dean)
 - Matt Nolan Adrignola (Senior Associate Dean of Administration & Finance)
 - Tracey Barnett (Associate Dean for Academic Affairs & BIOS-EPID Chair)
 - Emily Spence (Associate Dean for Community Engagement & Health Equity)
 - Melissa Lewis (Associate Dean for Research and Faculty Advancement)
 - Arthur Mora (HBHS Chair)
 - Misty Smethers (Associate Dean of High Impact Educational Practices & Student Services)
 - Robyn Remotigue (Executive Director, SPH Office of Research Services)
- The Program Directors Committee is chaired by the Associate Dean for Academic Affairs and includes all academic program directors and the Associate Dean of High Impact Educational Practices & Student Services. The Committee meets monthly and is responsible for the curriculum of the SPH. Decisions made involve curricular updates. Current members are:
 - Tracey Barnett (Committee Chair & Associate Dean for Academic Affairs & BIOS-EPID Chair)
 - Matt Nolan Adrignola (Program Director – PHL Online)
 - Idara Akpan (Student Representative)
 - Diana Cervantes (Program Director – EPID Cohort)
 - Stacey Griner (Program Director – PHL Cohort)
 - Arthur Mora (HBHS Chair)
 - Charlotte Noble (Program Director – PHL Online)
 - Misty Smethers (Associate Dean of High Impact Educational Practices & Student Services)
 - Melissa Lewis (Associate Dean for Research and Faculty Advancement)
- The Promotion and Tenure Committee is chaired by a full professor named by the Dean and includes seven faculty members holding the rank of associate or full professor. Both Departments of the School have committee representation. The committee meets as-needed. Current members are:
 - Scott Walters (Committee Chair & HBHS Faculty)
 - Eun-Young Mun (HBHS Faculty)

Rajesh Nandy (BIOS-EPID Faculty)
Uyen-Sa Nguyen (BIOS-EPID Faculty)
Matthew Rossheim (HBHS Faculty)
Emily Spence (PHED Faculty)
Erika Thompson (BIOS-EPID Faculty)

- The Master Admissions Committee is chaired by the Associate Dean for Administration and Finance and includes faculty representing each master's degree concentration. The charge of the Committee is to review and approve/deny all MPH & MHA applications by vote. This committee meets at least 26 times per year. Current members are:

Matt Nolan Adrignola (Committee Chair & PHED Faculty)
Emily Belew (HBHS Faculty)
Diana Cervantes (BIOS-EPID Faculty)
Nolan Kline (HBHS Faculty)
Charlotte Noble (PHED Faculty)
Kari Northeim (BIOS-EPID Faculty)
Colbey Walker (HBHS Faculty)
Zhengyang Zhou (BIOS-EPID Faculty)

- The MS/PhD Programs Committee is chaired by the MS/PhD Program Director and includes the Associate Dean for Academic Affairs, the Associate Dean for Administration and Finance, and faculty members who have research responsibilities and serve as Faculty Advisors for MS and PhD students. The charge of the committee is to review and approve/deny PhD/MS applications and review curriculum. This committee meets as-needed on a cycle with recruitment for these program deadlines. Current members are:

Melissa Lewis (Committee Chair & HBHS Faculty)
Matt Nolan Adrignola (PHED Faculty)
Tracey Barnett (BIOS-EPID Faculty)
Nolan Kline (HBHS Faculty)
Dana Litt (HBHS Faculty)
Justin Lunningham (BIOS-EPID Faculty)
Eun-Young Mun (HBHS Faculty)
Rajesh Nandy (BIOS-EPID Faculty)
Erika Thompson (BIOS-EPID Faculty)
Zhengyang Zhou (BIOS-EPID Faculty)

- The Academic-Community Partnerships Committee is chaired by the Associate Dean for Community Engagement and Health Equity, and includes community members, university staff and faculty, SPH faculty, staff, alumni, and students. Community members are invited for two-year terms and are permitted to renew if they wish to remain engaged in the committee. School faculty are appointed annually by their departmental chairs in collaboration with the Executive Council. Students are nominated by faculty or staff and invited annually. When students graduate, they are permitted to remain as alumni members. An executive committee is comprised of the: Associate Dean for Community Engagement and Health Equity (chair) and a community co-chair, and UNTHSC faculty and staff. The executive committee reviews applications and makes recommendations for invitation to the board. Current members are identified in *ERF>A>A.1a_ACP Board Membership 2022-23*
- The Diversity, Equity, and Inclusion Committee is chaired by a faculty member and includes School faculty and staff members. Students, community members, and non-SPH UNTHSC representatives may request or be invited to join as well. The charge of the Committee is to create a welcoming environment for all students, faculty, and staff. Decisions pertain to faculty

search improvements, programming and community building The Committee meets eight times per year, plan and conducts related events. Current members are:

Nolan Kline (Committee Chair & HBHS Faculty)
Tessa Bryan (Staff & Assistant Director, SPH Office of Academic Services)
Ashenafi Cherkos (BIOS-EPID Faculty)
Stacey Griner (HBHS Faculty)
Arthur Mora (HBHS Faculty)
Malinee Neelamegam (BIOS-EPID Faculty)
Andrew Yockey (BIOS-EPID Faculty)

- The Inter-Professional Education Committee is chaired by a faculty member and includes School faculty and staff members. The charge of the Committee is to administer IPE, both for the SPH (including activities and assessing students on FC21 competency) and within UNTHSC University-wide IPE activities. The Committee meets on an as-needed basis. Current committee members are:

Kayla Fair (Committee Chair & PHED Faculty)
Matt Nolan Adrignola (PHED Faculty)
Chelsea Lancaster (Staff & Assistant Director, SPH Office of Academic Services)
Justin Lunningham (BIOS-EPID Faculty)
Arthur Mora (HBHS Faculty)
Kari Northeim (BIOS-EPID Faculty)
Vikas Tomer (Staff & Director, Education Technology)
Scott Walters (HBHS Faculty)

- The Scholarship & Awards Committee is chaired by the Associate Dean of High Impact Educational Practices & Student Services and includes a faculty member representing each of the four academic degrees offered by the School. The charge of the Committee is to review scholarships, awards, tuition waivers; and monitor and nominate faculty for national awards. Decisions regarding scholarships and awards are administered by a vote. The committee meets as-needed. Current committee members are:

Misty Smethers (Committee Chair & PHED Faculty)
Arthur Mora (HBHS Faculty)
Malinee Neelamegam (BIOS-EPID Faculty)
Charlotte Noble (PHED Faculty)
Andrew Yockey (BIOS-EPID Faculty)

The School added two Councils in 2022-2023: The Research Advisory Council and the High Impact Educational Practices Council. The Councils solicited volunteers for faculty and staff to participate in either or both councils, based on interest in the topics. The councils work with faculty, committees, and SPH leadership teams to facilitate the next Strategic Plan and continue all stakeholder engagement in the School. The details, membership, and organizational structure are in development, but an important asset as we look to the future of SPH. All faculty and staff are currently invited to meetings of these two councils.

- 2) Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:

- a. degree requirements

Responsible parties: Associate Dean for Academic Affairs and the Program Directors Committee

The Program Directors committee is responsible for curricular and educational issues for the SPH. This committee receives, reviews, and makes recommendations for consideration for curricular changes. Changes may include course modifications, additions, or deletions. Department faculty or an ad hoc committee first work collectively on a change and then the respective program director presents to the full committee for consideration. The Program Directors committee is organized and supported by the Associate Dean for Academic Affairs. All degree requirements are voted on and determined by the committee with forms routed through to the Associate Dean for Academic Affairs and the Dean of the School. The Office of Academic Services staff reviews all student transcripts and completes a final degree audit before approving degree conferral through the Registrar's Office.

b. curriculum design

Responsible parties: Associate Dean for Academic Affairs and the Program Directors Committee

The curriculum design process described is the same as that described above in A2.a.

c. student assessment policies and processes

Responsible parties: Office of Academic Services, Associate Dean of High Impact Educational Practices & Student Services, Associate Dean for Academic Affairs, and the Dean.

The Associate Dean of High Impact Educational Practices & Student Services maintains and reviews student policies and procedures yearly. The Associate Dean presents the procedures to the Leadership Team annually where they are discussed and reviewed. Any changes are presented to the Program Directors Committee and approved prior to implementation.

A university-wide review of all policies and processes in 2020 was recently used and every SPH student policy and procedure was reviewed. A handbook was created and can now be found on the SPH website

<https://unthsc.navexone.com/content/dotNet/documents/?docid=780&public=true>.

The document is also located in *ERF>A>A.1b_SPH Procedure Manual*.

d. admissions policies and/or decisions

Responsible parties: Masters Admissions Committee (MAC), MS/PhD Committee, and the MS/PhD Program Director

The MAC reviews all professional track admission applications for the School. The MAC is comprised of faculty representing the various MPH and MHA professional degree programs, including MPH and MHA residential and online programs, and dual degree programs. The UNTHSC Office of Admissions and Recruitment serves as first reader for all applications in these programs. Files received via SOPHAS are reviewed according to the School's professional program applicant rating rubric. The rubric document is located in *ERF>A>A.1_Applications Rubric*. Applications are tentatively classified as either: recommend admit, recommend review, or recommend deny. Files are shared, through Web Admit (a computer platform), with the MAC faculty members for a second read by two faculty. At MAC meetings, faculty share their feedback on candidates and recommend admission decisions. All admission decisions are voted on by the MAC faculty members.

The MS/PhD Committee reviews all academic track admission applications for the School. The committee is comprised of all tenure track and tenured faculty in the School. The UNTHSC Office of Admissions and Recruitment compiles all application materials submitted via SOPHAS, and prepares them for faculty review by the MS/PhD Committee. Faculty

reviewers determine which applicants will be selected for interviews. If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview with at least three School faculty members. After the interviews, the faculty members independently submit to the MS/PhD Program Director one of the following recommendations: “admit,” “reject,” or “hold.” The MS/PhD Program Director subsequently interviews those applicants who a majority of the faculty recommended “admit.” The purpose of the Director’s interview is to assess whether the applicant’s career goals are aligned with the program’s purpose, and in collaboration with the appropriate Department Chair, to determine whether the Department has adequate faculty resources to mentor and support the applicant as a student.

e. faculty recruitment and promotion

Responsible parties: Department Chairs, Search Committees, Dean, and the Promotion and Tenure Committee

The Department Chairs or Dean form ad-hoc faculty search committees depending on the position(s) posted. Search committee chairs can work with a Campus Human Resources Recruiter – Talent Acquisition for support. Recent searches (since Fall 2020) have included working with persons in this HR position to identify and place advertisements that target applicants from diverse backgrounds (e.g., the Journal of Blacks in Higher Education; Hispanic Outlook in Higher Education; Academic Diversity Search; Association for Women in Science).

Faculty promotion includes multiple parties including the SPH Promotion and Tenure Committee. Faculty work directly with the respective Department Chair regarding implementing and being evaluated in accordance with the Promotion and Tenure Guidelines. The Guidelines are reviewed every three years and presented to the full faculty for vote. Membership on the Promotion and Tenure Committee is assigned by the Dean in consultation with the Department Chairs for equitable balance between Departments and representing Associate and Full Professors, as well as tenure and non-tenure positions.

f. research and service activities

Responsible parties: Department Chairs, Associate Dean for Research and Faculty Advancement, Associate Dean for Community Engagement and Health Equity, and the Executive Director of SPH Research Services

With leadership 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, faculty research and service activities are evaluated by Department Chairs. All funded research and community service activity is supported by the SPH Office of Research Services (from pre-award to post-award). In the SPH Dean’s Office, the Senior Associate Dean for Administration and Student Services, also supports faculty research activities in a number of ways related to fiscal management.

A major responsibility of the Associate Dean for Research and Faculty Advancement is to mentor tenure-track faculty in their efforts to secure extramural research funding. In addition, all SPH faculty, staff and students are expected to spend an average of two hours per month on service to the community. The SPH Service Expectations document can be found at: <https://www.unthsc.edu/school-of-public-health/wp-content/uploads/sites/8/SPH-Service-Expectations.pdf>. The document is also located in *ERF>A>A.1d_SPH Service Expectations*.

- 3) A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty, and students in governance of the school.

The documents that determine the rights and obligations of SPH administrators, faculty, and students in governance of the school are the following:

- Adjunct Faculty Evaluation
- Faculty Best Practices for Mentoring MS/PhD Students
- Faculty Research Designation & Cross Appointment Procedures
- Faculty Research Designation Review
- MHA Advisory Council Bylaws
- SPH Bylaws
- SPH Faculty Authorship Guidelines
- SPH Faculty Salary Coverage Dean Memo
- SPH Faculty Workload Expectation
- SPH Promotion and Tenure Process Guidelines
- SPH Service Expectations

A copy of these documents may be found online (<https://www.unthsc.edu/school-of-public-health/sph-governance-documents/>) and in *ERF>A>A.1e_Bylaws and Policies*.

- 4) Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

SPH faculty contribute to University-level decision-making through their active participation in the UNTHSC Faculty Senate, University Assessment Committee (UAC), University Education Committee (UEC), and the President's Councils, as well as a variety of other University-level committees.

- In accordance with the UNTHSC Faculty Bylaws, the **Faculty Senate** is charged with recommending academic policy, matters of general welfare, overseeing compliance of faculty grievance policies, and all institution-wide elections.
- The **UAC's** mission is to oversee the assessment of student learning and administrative effectiveness at the university-level.
- The **UEC's** mission is to ensure educational excellence through shared governance related to the sustainability of academic programs, review/approval of proposed substantive changes in curriculum, education policy and regulations. At this time, the UEC maintains four subcommittees: Distance Education, Microcredentials, Continuing Education, and Education Technology.
- Lastly, the purpose of the **President's Councils** is to increase team input, transparency, and communication of decisions made by the UNTHSC Cabinet. There are five President Councils: Academic Council, Built Environment Council, Finance and Budget Council, People and Culture Council, and the Research Council. These Councils are charged with addressing specific challenges, opportunities, and solutions designated by the President and members of the Cabinet. The leader of each Council presents recommendations to the Cabinet for their review and decision.

| SPH Faculty Serving on University-Level Committees | | | |
|---|---|--|---|
| Faculty Member | University-Level Committee Service During Self-Study Period | | |
| | 2020-2021 | 2021-2022 | 2022-2023 |
| Matt Adrignola | Distance Education Committee | Distance Education Committee | Distance Education Committee |
| Tracey Barnett | Student Conduct Committee, University Accreditation Committee | Redefining Inclusive Solutions for Equity (RISE) committee, SPH Dean's Search Committee, Student Conduct Committee, Title IX Compliance Team, University Accreditation Committee | Redefining Inclusive Solutions for Equity (RISE) committee, Student Conduct Committee, Title IX Compliance Team, University Accreditation Committee, University Education Committee (Faculty Chair) |
| Diana Cervantes | Microcredentialing Committee | Microcredentialing Committee; Whole Health Initiative | Whole Health Initiative |
| Kayla Fair | Interprofessional Education Committee | Interprofessional Education Committee | Interprofessional Education Committee |
| Stacey Griner | Early Career Development Council | Early Career Development Council | Early Career Development Council |
| Melissa Lewis | Faculty Senate, Faculty Grievance and Appeal Committee | Faculty Senate, Faculty Grievance and Appeal Committee, Redefining Inclusive Solutions for Equity (RISE) | Faculty Senate |
| Dana Litt | Faculty Senate | Faculty Senate | Faculty Senate |
| Justin Lunningham | Not yet at HSC | Early Career Development Council | Early Career Development Council |
| Eun-Young Mun | Faculty Senate, President's Research Council | President's Research Council, Research Advisory Council, Faculty Bylaws and Policies Committee | President's Research Council, Research Advisory Council |
| Rajesh Nandy | Research Conflict of Interest Committee, Student Conduct Committee | Faculty Grievance Committee, Student Conduct Committee, Research Conflict of Interest Committee | Faculty Senate, Faculty Grievance Committee, Student Conduct Committee |
| Kari Northeim | Not yet at HSC | Not yet at HSC | Microcredentialing Committee |
| Uyen-Sa Nguyen | Faculty Grievance Committee | Faculty Senate; Faculty Grievance Committee | Faculty Senate; Faculty Grievance Committee |
| Matt Rossheim | Not yet at HSC | None | Faculty Appeals & Grievance Committee |
| Emily Spence | | Whole Health Initiative | Whole Health Initiative |
| Erika Thompson | Early Career Development Council | Early Career Development Council, SPH Dean's Search Committee | Early Career Development Council; Institutional Review Board |
| Scott Walters | Student Misconduct Committee, Faculty Bylaws and Policies Committee | Student Misconduct Committee, Faculty Senate, President's Research Council | Student Misconduct Committee, Faculty Senate, President's Research Council |
| R. Andrew Yockey | Not yet at HSC | None | Faculty Policies and Bylaws Committee |
| Zhengyang Zhou | None | None | Faculty Senate |

- 5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

All faculty (full-time and part-time) regularly interact with their colleagues. They attend monthly Department meetings and School meetings held one or more times a semester. Evidence of these interactions may be found in *ERF>A>A.1f_Faculty interaction*. They are expected to attend end-of-semester social events and UNTHSC's annual commencement ceremony. From 2015 to 2021, all faculty (including adjunct instructors) were invited to attend teaching trainings and interactive academic discussions with the Division of Academic Innovation. Prior to the Covid-19 pandemic, the event was in-person with travel sponsored by SPH. To increase range and adjust to a more accepted online environment, this professional development training has undergone continuous improvement and was offered online only in 2020 and 2021.

All faculty and MS/PhD students are invited to attend and participate in the Dialogues in Academic Public Health series. The organized discussions focus on the evolving role of serving as a faculty member at an ASPPH member institution. Depending on the topic, all SPH faculty may be invited to some, whereas those who serve as advisors to MS and PhD students are invited to each one. Meetings occur monthly and shared responsibility is across the leadership team. Future meetings will include student development and leadership. Evidence of these interactions may be found in *ERF>A>A.1g_Dialogues in Academic Public Health - examples*.

Faculty program directors interact with all faculty regarding learning objectives and competencies, particularly concentration-specific competencies among those who contribute to a concentration. Although a single-blinded anonymous process, all faculty also participate in the blinded peer review of teaching process and receive feedback about their course during the course of each semester. Examples of these assessments can be found in *ERF>A>A.1h_Peer Review Feedback and Course Evals*. While peer review is for faculty development and does not involve overt interactions, it does support an unintended outcome of allowing faculty to view colleague's courses and gain ideas for content as well as assessments, and how courses may fit together to support an overall concentration or degree program. Where applicable, part-time faculty may work with full-time faculty who teach the same course for continuity.

Tenure-track faculty meet bi-weekly for "Write-Stuff." This meeting is led by the Associate Dean for Research and Faculty Advancement and the Executive Director of the Office of Research Services. The purpose of this meeting is to assist and review the progress of each tenure-track faculty member in developing an externally-sponsored research portfolio. In these meetings all tenure-track faculty are asked to discuss and offer suggestions for their peer's work. This meeting focuses on support of the tenure-track faculty in research specifically.

At the UNTHSC, there is an active Faculty Senate for all faculty to participate in processes and governance of the University. The Faculty Senate is a governing body comprised of faculty members from each school within the institution. The School of Public Health has a strong presence on the Senate, with four elected representatives. SPH faculty Senators have recently served on the Executive committee for the past three years and served as President, now fulfilling duties as Past President of the Senate. SPH faculty also hold leadership positions as the Chair of the Women's Faculty Network, demonstrating commitment to promoting gender equality and empowering women in academia. The involvement of School of Public Health faculty in Faculty Senate ensure that the school's interests and perspectives are represented in institutional decision-making processes. All faculty, whether full-time or part-time, can attend monthly Senate meetings and participate fully in Faculty Assemblies.

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Faculty have multiple opportunities for contributions to meet community and research goals at the SPH and UNTHSC levels. All SPH full-time faculty are actively engaged in UNTHSC committee and operations work.

Challenges – SPH has a smaller faculty than many Schools and Colleges on the UNTHSC campus. When all committees require 1-2 representatives from each School there is extra burden on SPH faculty and resources. Balancing faculty governance while also using Administrative leadership positions to support additional service is ongoing.

Future Directions – The self-study process and new leadership has revealed the importance of councils for faculty to develop, lead, and contribute to Research and High Impact Teaching initiatives. SPH will continue to work to streamline committee work for efficiencies where possible. The future direction includes hiring more practice-based faculty (i.e., Promotion Track). These promotion-track faculty will have expectations for teaching, extramural service, and community-based research in order to foster our place in the region as a community-centric and socially accountable School of Public Health.

A2. Multi-Partner Schools

(applicable ONLY if functioning as a “collaborative unit” as defined in CEPH procedures)

Not applicable.

A3. Student Engagement

Students have formal methods to participate in policy making and decision making within the school, and the school engages students as members on decision-making bodies whenever appropriate.

- 1) Describe student participation in policy making and decision making at the school level, including identification of all student members of school committees over the last three years, and student organizations involved in school governance. Schools should focus this discussion on students in public health degree programs.

Students are actively involved in policy and decision making within the school through their representation in student organizations such as the Public Health Student Government Association, the Public Health Minority Association, and the Health Administration Student Association. Students also provide feedback formally through school and departmental committees and meetings and informally through surveys, focus groups, professional development, and advising sessions. A substantial group of student members of the DEI committee (n=9; 2019-20) played instrumental roles in the design and implementation of the first SPH Climate Survey, as well as development of DEI priorities for the School.

The university also requests public health students to serve as Honor Code representatives (two per school) and as Student Ambassadors in Admissions and Recruitment.

Students are represented on the following student organization leadership teams, school, or university level committees:

Public Health Student Government Association: The Public Health Student Government Association (PHSGA) is a representative association comprised of the entire School of Public Health Student Body. Therefore, every public health student is a member of the PHSGA. The governing body of the PHSGA is bicameral and comprised of the Executive Cabinet and the Council of Representatives. The purpose of the PHSGA is to: Identify and represent student interests, facilitate student-to-student communication, promote student participation in the overall decision-making processes of the University, enhances the quality and scope of education at the University specifically the School of Public Health, and promote the general welfare of the student body.

2019-2020 PHSGA representatives:

President: Natey Webb
Vice President: Colson Files
Treasurer: Sujita Adhikari
Secretary: Julia Aiken

MPH Representative: Sola Babatunde
MS Representative: Caitlyn Reeves
MHA Representative: Daniela Figueroa
PhD Representative: Noah Peeri

2020-2021 PHSGA representatives:

President: Aminata Ka
Vice President: Tera Ashe
Treasurer: Edward Monroy
Secretary: Palak Desai

MPH Representative: Yzzy Smith
MS Representative: Kayla Tate
MHA Representative: Kartika Ayyappan
PhD Representative: Ashvita Garg

2021-2022 PHSGA representatives:

President: Armando Mendez
Vice President: Kayla Jones
Secretary: Grace Maynard
Treasurer: Cindy Lopez
MHA Rep: Hadiyah Blake

MS Rep: Jolie Starling
MPH Rep: Jessica Guerra
PhD Rep: Zhengqi Tan
RISE Rep: Guadalupe Perez

2022-2023 PHSGA representatives:

President: Dylan Bodie
Vice President: Richa Patel
Secretary: Tatiana Gonzalez
Treasurer: Beau Blanton
MHA Representative: Michelle Nzoiwu

MS Representative: Keanna Johnson
MPH Representative: Mauli Shah
PhD Representative: Kaeli Johnson
RISE Representative: Chimezirim Ezeano

Public Health Minority Association: The Public Health Minority Association is a student organization that seeks to encourage the professional and educational development of students, inspire service in the public interest, foster education within underrepresented communities on the prevention of disease and promotion of health and identify and represent the interests of marginalized communities.

2020-2021 PHMA representatives:

President: Vincent Augustain
Vice President: Tera Ashe

Secretary: Palak Desai

2021-2022 PHMA representatives:

President: Kayla Jones
Vice President: Jessica Guerra

Secretary: Dai'Trevian Murray
Treasurer: Laura Kade

2022-2023 PHMA representatives:

President: Theresa Agwuncha
Vice President: Cipriano DeLeon

Secretary: Katherine Neely
Treasurer: Chimezirim Ezeano

Healthcare Administration Student Association: The UNTHSC Healthcare Administration Student Association (HASA) is our program's affiliate of the American College of Healthcare Executives (ACHE) North Texas Chapter. We are an organization for aspiring leaders in the field of healthcare administration and our executive board invites all students interested to join. Members are encouraged to participate in membership meetings, attend special events, and adhere to our three pillars: professional development, civic responsibility, and social engagement.

2020-2021 HASA representatives:

President: Brett Ironside
Vice President: Hina Ajaz

Secretary: Kartika Ayyappan
Treasurer: Jacqueline Tran

2021-2022 HASA representatives:

President: Grant O'Connell
Vice President: Samantha Wallace

Secretary: Stacey Rowland
Treasurer: Adelo Adelabu

2022-2023 HASA representatives:

President: Dylan Bodie
Vice President: Michelle Nzoiwu

Secretary: Kaylee Morren
Treasurer: Enefe Adaji

Program Directors Committee: One student representative is selected to serve on this committee to provide feedback and vote on curricular and catalog changes.

2022-2023 representative: Idara Akpan

Practice Experience: Student feedback is solicited formally through evaluation surveys and qualitatively through semester cohort meetings, annual fall joint session with faculty, students and site supervisors, and through reflection papers.

Accreditation Self-Study Review: Theresa Agwuncha, Edna Mendoza, Linda Wolff, Jaylan Wright, Folasade Fashina, and Aria Walker.

ACP Committee: The Academic Community Partnerships Advisory Committee includes current and former student representatives.

Diversity, Equity, and Inclusion Committee: Students serve to provide feedback on DEI initiatives and programs for the school.

2021-2022 representatives: Kayla Jones and Armando Mendez

2022-2023 representative: Theresa Agwuncha

Interprofessional Education Committee: Students serve to provide feedback and suggestions for IPE activities. Surveys are administered to all student participants during IPE events. Feedback from these surveys are reported to the IPE committee for review and deliberation. Examples of changes have included the intent to create content in which MPH students feel more involved, as well as timing for online, asynchronous students for greater group engagement. Documentation can be found in *ERF>A>A.3a_IPE Feedback*.

Student Satisfaction Survey - This survey is distributed by the University Assessment and Accreditation team annually. Results from this survey are then reviewed in Executive Council each year and the Dean is responsible for submitting an action plan to the Provost to address concerns, as applicable. Examples of action plans are located in *ERF>A>A.3b_Action plans from student satisfaction survey*.

Professional Developments sessions with advisors and the Office of Academic Services team where students have the opportunity to ask questions and provide feedback three to four times per semester. Professional development sessions are periods of time during the academic year in which no classes are being held, where students may further interact outside of their selected programs and concentrations for professional and academic development. The School of Public Health Office of Academic Services provides the programming for many of the sessions. SPH leadership, alumni, employers, current students, and accreditation requirements provide direction for the content being offered. Areas of Focus include: Professionalism, Competency Enrichment, Department Feedback, Community Service, Community Engagement, Campus and Local Resources, and Program Knowledge (to include Interprofessional Education and Well-Being). Examples of professional development sessions are located in *ERF>A>A.3c_Professional Development Examples*.

Student Evaluations of Instruction - Every term, students have the opportunity to evaluate instructors and courses, no matter the format delivery for the course. Courses with under 5 students, however, are not included due to the potential identification of respondents (HSC rule). Course evaluations are provided to faculty and reviewed by Department Chairs each term. Examples of these evaluations are located in *ERF>A>A.1h>Peer Review Feedback and Course Evals*.

Graduating Student Survey - Students provide feedback about course competencies, the curriculum and their experience within the program. The graduating student survey is completed during the last semester of the student's program. All students are required to complete this survey. This survey solicits feedback on courses, competencies, faculty advising, employment, future education, financial aid, and a variety of other topics. The survey can be located in *ERF>A>A.3d_ Graduating Student and Alumni Surveys*.

Alumni – Alumni have the opportunity to provide feedback through annual alumni surveys, alumni panels, by serving on community councils, and through an annual interview process where they are asked to provide feedback on the competencies and curriculum. The annual school-level alumni survey is distributed once a year in the summer and alumni are asked to provide feedback on their experience at the school as well as rate how beneficial the competencies were to their current job. During the 2021-2022 academic year, we began interviewing alumni during the spring semester to enrich our survey responses with qualitative data to ensure we were gathering feedback at different points of their career. The interviews consisted of seven questions to address competencies, professional development, how valuable the degree is in the job market, application of competencies to the job, career planning activities, and time to provide additional comments. Interviews lasted approximately 15-30 minutes and were held via Zoom. Alumni were told that their responses were reported to the Executive Council in the summer so that feedback provided could be used to make relevant changes in the subsequent academic or catalog year as is applicable. The survey can be located in *ERF>A>A.3d_ Graduating Student and Alumni Surveys*.

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – MPH, MS, MHA and PhD students are all active participants in multiple committees that impact the student experience. Students are able to quickly provide feedback to the School if there is a concern and they are active voting members on many committees. Many changes have come directly from student and alumni feedback including removal of the work policy, change in probation/dismissal status, an update to the MHA internship sequencing in the MHA curriculum, and increased professional development options, as examples.

Challenges – In addition to these committees, students also serve to provide the University with feedback and serve on committees. Because we only have a few student organizations, the same students are tapped for these opportunities. In the future, the School could work with the University to develop a better process for engaging additional students who may not have the capacity to serve as government or organization officers but could serve on University committees that do not require the same level of time commitment. This would allow for diversity of thought, opportunity, and feedback.

A4. Autonomy for Schools of Public Health

A school of public health operates at the highest level of organizational status and independence available within the university context. If there are other professional schools in the same university (e.g., medicine, nursing, law, etc.), the school of public health shall have the same degree of independence accorded to those professional schools. Independence and status are viewed within the context of institutional policies, procedures, and practices.

- 1) Briefly describe the school's reporting lines up to the institution's chief executive officer. The response may refer to the organizational chart provided in the introduction.

The School of Public Health is one of five Colleges and Schools at the UNTHSC. Each School and College have the same reporting line such that the respective Dean reports to the University President through the University Provost. These reporting lines can be seen in the organizational chart provided in the Introduction. The School of Public Health Dean follows this reporting line like all other School and College Deans at the UNTHSC.

- 2) Describe the reporting lines and levels of autonomy of other professional schools located in the same institution and identify any differences between the school of public health's reporting lines/level of autonomy and those of other units.

The School of Public Health operates at the highest level of autonomy available to Schools and Colleges at the UNTHSC, and has the same reporting line and level of independence rendered to all other Schools and Colleges at the UNTHSC.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Within the UNTHSC, the organizational status of the School of Public Health is equivalent to that of the other schools and colleges, and operates with the same level of independence available to the university's other schools and colleges.

Challenges – Like many other schools of public health located in health science centers, some centralized processes that were originally designed for the medical school primarily, have been adapted to serve the needs of other schools and colleges. For example, the Admissions & Recruitment process is centralized. The level of competition of recruiting for medical school students is very different from recruiting for students in a school of public health. We've been working closely with the central admissions to ensure an in-depth understanding of the differences and challenges and are making good progress.

A5. Degree Offerings in Schools of Public Health

A school of public health offers a professional public health master's degree (e.g., MPH) in at least three concentrations representing at least three distinct sub-disciplinary areas in public health and public health doctoral degree programs (academic or professional) in at least two concentrations representing at least two distinct sub-disciplinary areas in public health. A school may offer more degrees or concentrations at either degree level.

- 1) Affirm that the school offers professional public health master's degree concentrations in at least three areas and public health doctoral degree programs of study in at least two areas. Template Intro-1 may be referenced for this purpose.

As noted in Template Intro-1, the School offers professional public health master's degree (MPH) concentrations in four areas:

1. Biostatistics and Data Science
2. Epidemiology
3. Maternal and Child Health
4. Public Health Leadership

The School offers the PhD Degree in Public Health Sciences in two areas:

1. Epidemiology
2. Health Behavior Research

In addition, the School offers the Master of Science degree (MS) in Public Health Sciences with concentrations in Epidemiology and Health Behavior Research, and the Master of Health Administration degree (MHA).

- 2) An official catalog or bulletin that lists the degrees offered by the school.

The official UNTHSC catalog lists the degrees offered by the School which may be found here: [link](#). All archived catalogs may be found at this link as well. Archived copies are available dating back to 2013-2014.

B1. Guiding Statements

The school defines a *vision* that describes how the community/world will be different if the school achieves its aims.

The school defines a *mission statement* that identifies what the school will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the school's setting or community and priority population(s).

The school defines *goals* that describe strategies to accomplish the defined mission.

The school defines a statement of *values* that informs stakeholders about its core principles, beliefs, and priorities.

In October 2021, the CEPH Self-Study Work Group began discussions about drafting new versions of the Vision, Mission, Goals, and Values Statements for the School. In doing so, the Work Group was particularly focused on communicating our concern about addressing health equity and all forms of inequality in a tumultuous world. The addition of a significant number of new early and mid-career faculty in the prior six-month period made this revision timely and important and was perceived to be an effort to communicate to external partners that the School was beginning to transform in meaningful ways and that we are responsive to contemporary public health conditions and threats in the world. In February 2022, drafts of guiding statements were presented at a School-wide faculty and staff meeting. With input from faculty and staff, extensive revisions were made at the meeting. The revised document was then distributed via email to faculty and staff for further revisions. The draft was also reviewed by the Academic Community Partnerships (ACP) advisory committee of external partners. One result of this work was the recognition that the School's Vision, Mission, and Values were only partially aligned with its goals, setting the stage for the School's next transformative period to be led by the new, incoming Dean.

Thus, in Spring 2021, the following guiding statements were adopted:

- 1) The school's vision, mission, goals, and values.

Vision *We are the leading public health and healthcare administration resource in North Texas dedicated to building solutions for healthy and equitable communities. As such we are the destination of choice for students seeking a high quality, affordable, graduate education.*

Mission *To prepare leaders needed to evolve public health practice, public health research, and healthcare administration in a changing world. Through education, research, and service, we seek to promote health equity in communities that have been disadvantaged and marginalized.*

Values

- *Respect for all people*
- *Celebrate diversity and inclusion*
- *Advocate for social justice and health as a human right*
- *Prioritize health in all public policies*
- *Cultivate student success*
- *Champion research innovation through collaboration*
- *Promote sustainable environmental practices*
- *Demonstrate integrity and accountability in all School administrative, academic, research, and service activities.*

School Goals – FY 2018 through FY 2023

Goal #1 Prepare the Future Public Health Workforce

Objectives and Tactics

- 1.1. *Attract and retain diverse students such that the proportion of students from the SPH-prioritized under-represented groups increases by 20% from 2018 to 2023.*
- 1.2. *Attract and retain diverse faculty such that the proportion of faculty from the SPH-prioritized under-represented groups increases by 20% from 2018 to 2023.*
- 1.3. *Secure funding from the University to support six PhD students such that each receives a 4-year funding package that includes a \$30,000 stipend, tuition waiver, and free medical insurance.*
- 1.4. *All faculty will receive feedback on their teaching through an anonymous peer review of teaching program.*

Goal #2 Evolve Public Health Research

Objectives and Tactics

- 2.1. *Exceed \$3 million annually in externally-funded research.*
- 2.2. *All tenure track faculty will cover 30% of their salaries through external research funding by the end of the third year of service.*
- 2.3. *Among those faculty members with research responsibilities, the average number of peer-reviewed publications per year will be six or greater.*

Goal #3 Build Solutions for Healthy and Equitable Communities

Objectives and Tactics

- 3.1. *Promote and expand the involvement of faculty and staff in academic-community partnerships such that the average number of total partnerships will be at least two times the number of all faculty and staff.*
- 3.2. *Each year the School of Public Health will host at least four School-wide events serving the community.*
- 3.3. *Each year the SPH will provide at least two continuing education activities for the public health workforce.*

- 2) If applicable, a school-specific strategic plan or other comparable document.

The plan appears above in B1.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The development of the School's vision, mission, goals, and values was an inclusive process involving all faculty and staff. The School also sought and incorporated feedback from community partners.

Future Directions – Dr. Shafik Dharamsi became Dean in August 2022. He will lead the guiding statements through a strategic plan for SPH 2030.

B2. Evaluation and Quality Improvement

The school defines and consistently implements an evaluation plan that fulfills the following functions:

- includes all measures listed in Appendix 1 in these Accreditation Criteria
 - provides information that allows the school to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)
 - Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.
 - defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications
 - allows the school to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate
- 1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
- a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
 - b. a brief summary of the method of compiling or extracting information from the data source
 - c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
 - d. the timeline for review (e.g., monthly, at each semester's end, annually in September)

Template B2-1

| Measures Unit Defined Measure # | Criteria or Template | Data source & method of analysis | Who has review & decision-making responsibility? | Does it measure Goal #__? | | |
|---|----------------------------|---|---|---------------------------|---|---|
| | | | | 1 | 2 | 3 |
| Goal #1: Prepare the future Public Health Workforce | | | | | | |
| 1.1: Attract and retain diverse students | B2-1 | Data are retrieved using an Enterprise Information System (EIS) PeopleSoft query. Analysis involves calculating proportion of students who identify as an underrepresented minority each year. The Office of Academic Services (OAS) collects, analyzes, and summarizes time to degree completion by degree program. <i>ERF>B>B.2.1_Goal 1.1, 1.2</i> | Executive Council, Dean's Office, Program Directors & Office of Academic Services | X | | |
| 1.2: Attract and retain diverse faculty | B2-1 | Data are retrieved using an Enterprise Information System (EIS) PeopleSoft query. Analysis involves calculating proportion of faculty who identify as an underrepresented minority each year. <i>ERF>B>B.2.1_Goal 1.1, 1.2</i> | Executive Council, Dean's Office | X | | |
| 1.3: Funding to support PhD students. | B2-1 | Data are retrieved from the University's Axiom Budget System; measure assessed though the conduct of school-level budget analysis. | Provost's Office, Associate Dean for Administration & Operations & PhD Program Director | X | | |
| 1.4: All faculty will receive feedback on their teaching through an anonymous peer review of teaching program. | B2-1 | Peer review of teaching process is carried out in the Canvas Learning Management System. Course materials are submitted, reviewed, and anonymous feedback is provided. <i>ERF>B>B.2.1_Goal 1.4</i> | Associate Dean for Academic Affairs, Department Chairs, & Faculty | X | | |
| Goal #2: Evolve Public Health Research | | | | | | |
| 2.1: Exceed \$3 million annually in externally-funded research. | B2-1 | Data are retrieved from the University's GRAMS System (grant/contract management system); measure assessed though the conduct of school-level budget analysis. | Associate Dean for Administration & Operations, Associate Dean for Research & Faculty Advancement, Executive Director of Research Services | | X | |
| 2.2: All Tenure track faculty will cover 30% of their salaries through external research funding by the end of the third year of service. | B2-1 | Data are retrieved from the University's GRAMS System (grant/contract management system); measure assessed though the conduct of school-level budget analysis. | Department Chairs, Associate Dean for Administration & Operations, Associate Dean for Research & Faculty Advancement, Executive Director of Research Services | | X | |

| Table 2-1 (cont.) Measures Unit Defined Measure # | Criteria or Template | Data source & method of analysis | Who has review & decision- making responsibility? | Does it measure Goal #__? | | |
|--|----------------------------|--|--|------------------------------|---|---|
| | | | | 1 | 2 | 3 |
| 2.3: Average number of peer-reviewed publications per year among faculty with research responsibilities. | B2-1 | Data are retrieved from PubMed Central citation reports produced by ORS. | Executive Director of Research Services, Department Chairs, Associate Dean for Research & Faculty Advancement | | X | |
| Goal #3 Build Solutions for Healthy and Equitable Communities | | | | | | |
| 3.1: Promote and expand the involvement of faculty and staff in academic-community partnerships such that the average number of total partnerships will be at least two times the number of all faculty and staff. | B2-1 | Data sources including Interfolio service logs and solicitation of qualitative examples. Data are collected and aggregated annually. | Associate Dean for Community Engagement & Health Equity, Associate Dean for Administration & Operations, Department Chairs | | | X |
| 3.2: Each year the School of Public Health will host at least four School-wide events serving the community. | B2-1 | Events are tracked by sponsoring entities, including OAS, DEI, and SPH leadership. These are aggregated separately by unit leads annually and/or by demand. <i>ERF>B>B.2.1_Goal 3</i> | Associate Deans for Research, Community Engagement and High Impact Educational practices; Executive council | | | X |
| 3.3: Continuing education activities for the public health workforce. | B2-1 | Data sources include Interfolio service logs, solicitation of qualitative elaboration via email, and HSC Learning Plus enrollment/participation. Data are aggregated annually. | Associate Dean for Community Engagement & Health Equity; Department Chairs | | | X |
| At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum | B5-2 | | | | | |

| Table 2-1 (continued) Measures | Criteria or Template | Data source & method of analysis | Who has review & decision- making responsibility? | Does it measure Goal #__? | | |
|--|----------------------------|---|---|------------------------------|---|---|
| | | | | 1 | 2 | 3 |
| Graduation rates | B3-1 | Data are retrieved from the EIS PeopleSoft system. Student graduation status is queried from the system and graduation rates are calculated. | Office of Academic Services | X | | |
| Doctoral student progression (e.g., # newly admitted, # completed coursework) | B3-2 | Data are retrieved from the EIS PeopleSoft system. Admission numbers and coursework data are queried from the system and aggregated. | MS-PhD program director | X | | |
| Post-graduation outcomes (e.g., employment, enrollment in further education) | B4-1 | Data sources include the Student exit survey, alumni focus groups, and one-on-one communication with faculty. The school's Office of Student Success tracks the placement of each graduate from May of the graduating year to May of the following year. | Department chairs, Office of Academic Services | X | | |
| Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations | B5 | Data derived from various sources including alumni survey, alumni interviews, and information from the Alumni Services Office. Data are collected from these sources and summarized for needed reports and committees. <i>ERF>B>B5.2 Alumni Perceptions</i> | Office of Academic Services | X | | |
| Budget table | C1-1 | | | | | |
| Student perceptions of faculty availability | C2 | The university-wide student satisfaction survey is distributed annually in the spring semester. Results are distributed by the University Assessment and Accreditation (UAA) team to each of the schools. The results are then distributed to all faculty and staff via email and discussed during Executive Council. <i>ERF>B>B2.1_C2 Student Satisfaction</i> | Executive Council Committee | X | | |
| Student perceptions of class size & relationship to learning | C2 | The university-wide student satisfaction survey is distributed annually in the spring semester. Results are distributed by the UAA team to each of the schools, then distributed to all faculty and staff via email and discussed during Executive Council. <i>ERF>B>B2.1_C2 Student Satisfaction</i> | Executive Council Committee | X | | |
| List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole | C2-1, E1-1, E1-2 | | | | | |
| Ratios for student academic advising (all degree levels) | C2-2 | EIS PeopleSoft is used to track student information, including advising-related information. Advising lists are queried from the system and aggregated. | Associate Dean for Administration & Operations; Office of Academic Services | X | | |

| Table 2-1 (continued) Measures | Criteria or Template | Data source & method of analysis | Who has review & decision-making responsibility? | Does it measure Goal #__? | | |
|---|----------------------|---|--|---------------------------|---|---|
| | | | | 1 | 2 | 3 |
| Ratios for supervision of MPH ILE | C2-2 | Canvas Learning Management System (LMS) contains lists of faculty supervising ILE and their students, from which ratios are calculated. | Executive Council Committee; Dean of the School of Public Health | X | | |
| Ratios for PhD dissertation advising | C2-2 | PeopleSoft and EIS are used to track student information, including advising related information. Advising lists are queried from the system and aggregated. | Associate Dean for Administration & Operations; Office of Academic Services | X | | |
| Ratios for MS final project advising | C2-2 | PeopleSoft and EIS are used to track student information, including advising related information. Advising lists are queried from the system and aggregated. | Associate Dean for Administration & Operations; Office of Academic Services | X | | |
| Count, FTE (if applicable), and type/categories of staff resources | C3-1 | | | | | |
| Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars) | E3 | Data source is faculty annual review dossiers. Associate dean of faculty affairs reviews each dossier and compiles the relevant information (e.g., # of faculty, activities/resources used, level of involvement, self-identified results of participation, etc.). | Executive Council Committee | X | | |
| Faculty currency & instructional technique measure 1: Faculty provide performance feedback early and throughout the semester | E3 | The university-wide student satisfaction survey is distributed annually in the spring semester. Results are distributed by the UAA team to each of the schools, then distributed to all faculty and staff via email and discussed during Executive Council. <i>ERF>B>B2.1_C2 Student Satisfaction</i> | Dean, Executive Council Committee, Associate Dean for Academic Affairs & Department Chairs | X | | |
| Faculty currency & instructional technique measure 2: Faculty clearly communicate learning goals to students | E3 | The university-wide student satisfaction survey is distributed annually in the spring semester. Results are distributed by the UAA team to each of the schools, then distributed to all faculty and staff via email and discussed during Executive Council. <i>ERF>B>B2.1_C2 Student Satisfaction</i> | Dean, Executive Council Committee, Associate Dean for Academic Affairs & Department Chairs | X | | |
| Faculty currency & instructional technique measure 3: Faculty are willing to listen to student concerns | E3 | The university-wide student satisfaction survey is distributed annually in the spring semester. Results are distributed by the UAA team to each of the schools, then distributed to all faculty and staff via email and discussed during Executive Council. <i>ERF>B>B2.1_C2 Student Satisfaction</i> | Dean, Executive Council Committee, Associate Dean for Academic Affairs & Department Chairs | X | | |

| Table 2-1 (continued) Measures | Criteria or Template | Data source & method of analysis | Who has review & decision-making responsibility? | Does it measure Goal #__? | | |
|---|----------------------|--|--|---------------------------|---|---|
| | | | | 1 | 2 | 3 |
| Faculty research/ scholarly activities with connections to instruction (maintain ongoing list of exemplars) | E4 | Data source is faculty annual review dossiers. At the end of each term, faculty complete a FAR that asks them to provide detail about how/whether they integrated their current research activities into courses they taught. The program director extracts this data from each FAR into a summary report. | Program Directors Committee | X | | |
| Faculty scholarship measure 1: Funding proposals submitted by faculty | E4-1 | Office of Research Services (ORS) and Office of Sponsored Programs (OSP) facilitates grant proposals and submissions. Data about projects are monitored and summarized. | Associate Dean for Research & Faculty Advancement | | X | |
| Faculty scholarship measure 2: Number of grants/contracts awarded | E4-1 | Office of Research Services (ORS) and Office of Sponsored Programs (OSP) facilitates grant proposals and submissions. Data about projects are monitored and summarized. | Associate Dean for Research & Faculty Advancement | | X | |
| Faculty scholarship measure 3: Number of peer reviewed publications | E4-1 | Office of Research Services track this information, and faculty report this annually in Interfolio. Data are monitored and summarized. | Associate Dean for Research & Faculty Advancement | | X | |
| Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars) | E5 | Associate Dean for Community Engagement and Health Equity conducts email solicitation of faculty service activities with connections to instruction, then data are tallied and summarized. | Program Directors Committee, Executive Council Committee | | | X |
| Faculty service measure 1: Hours of faculty and staff community service | E5 | Faculty report service hours through the Interfolio system, which are then extracted and summarized. Staff may submit hours in Track it Forward, but plans are underway to switch to Salesforce. | Associate Dean for Community Engagement & Health Equity; Executive Council Committee & Dean of the School of Public Health | | | X |
| Faculty service measure 2: Number of community partner organizations for faculty/staff | E5 | Faculty service logs are submitted annually in Interfolio each summer and aggregated in early fall. These include specification of organization and type of service. | Executive Council Committee; Associate Dean for Community Engagement & Health Equity; Dean of the School of Public Health; Department Chairs | | | X |
| Faculty service measure 3: Number of faculty/staff reporting community service hours | E5 | Faculty report service hours through the Interfolio system, which are then extracted and summarized. Staff contributing service are documented via Track it Forward and/or direct email solicitation. Data are aggregated and reported annually. | Associate Dean for Community Engagement and Health Equity; Executive Council Committee & Dean of the School of Public Health | | | X |

| Table 2-1 (continued) Measures | Criteria or Template | Data source & method of analysis | Who has review & decision- making responsibility? | Does it measure Goal #__? | | |
|--|----------------------------|---|--|------------------------------|---|---|
| | | | | 1 | 2 | 3 |
| Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations | F1 | Data source is an employer survey administered in even years starting in 2022. Data are aggregated and shared with SPH leadership and ACP board. <i>ERF>B>B2.1_F1_Employer Survey</i> | Associate Dean for Community Engagement & Health Equity; Program director Committee | X | | |
| Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula | F1 | Data sources include Academic Community Partnership (ACP) meetings/minutes, employer survey, site supervisor survey, site supervisor qualitative forums. Data are summarized in meeting minutes and shared in SPH leadership and related meetings. <i>ERF>B>B2.1_F1 ACP Meeting Documents</i> | Executive Council Committee & Dean of the School of Public Health | | | X |
| Feedback from stakeholders on guiding statements and ongoing self-evaluation data | F1 | Data sources include ACP meetings / minutes, employer survey, site supervisor survey, site supervisor qualitative forums. Data are summarized in meeting minutes and shared in SPH leadership and related meetings. <i>ERF>B>B2.1_F1 ACP Meeting Documents</i> | Executive Council Committee & Dean of the School of Public Health | | | X |
| Professional AND community service activities that students participate in (maintain ongoing list of exemplars) | F2 | Data sources include qualitative examples solicited from faculty via email and review of Interfolio and Track it Forward quantitative reporting. Data are aggregated and reported annually. | Associate Dean for Community Engagement and Health Equity; Office of Academic Services | | | X |
| Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs) | F3 | Data sources include ACP meeting minutes, CHW training design team meetings, surveys/focus groups (e.g., 2020 municipal workforce survey, 2022 employer survey; 2022 focus groups with United Way-funded agencies). | Associate Dean for Community Engagement & Health Equity; Scholarship & Service Committee Executive Council | | | X |
| Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list) | F3-1 | Data sources include Interfolio service logs, Track it Forward, and solicited email elaboration. Data are aggregated annually and shared with SPH leadership. | Executive Council Committee & Dean of the School of Public Health | | | X |

| Table 2-1 (continued) Measures | Criteria or Template | Data source & method of analysis | Who has review & decision- making responsibility? | Does it measure Goal #__? | | |
|--|----------------------------|--|--|------------------------------|---|---|
| | | | | 1 | 2 | 3 |
| Quantitative & qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority under-served populations — among students, faculty, and staff | G1 | UNTHSC extracts student demographic data from SOPHAS applications, which is used to populate the Census Diversity Report provided semesterly to OAS. OAS reviews data to plan student-centered programming (e.g., mentorship matches, cultural programming, 1st generation programming) OAS meets weekly Recruitment to monitor recruitment plans for historically under-represented groups. | Admissions Committee/ Office of Academic Services/ Department Chairs | X | | |
| Student, faculty, and staff perceptions of unit's climate regarding diversity & cultural competence | G1 | During the 2019-20 academic year, SPH administered a school-specific climate survey to faculty, staff and students. SPH had planned to repeat this survey annually. However, in 2020, after a summer of racial unrest in the U.S., UNTHSC senior administration decided to take over this survey task and subsequently implemented an institution-wide assessment administered through the Office of Care and Civility. The most recent was managed by an external consultant. <i>ERF>B>B2.1_G1 Climate Survey</i> | UNTHSC SPH/ Office of Care and Civility | X | | |
| Student satisfaction with academic advising | H1 | Students complete a graduating student survey facilitated by OAS during their final semester. Responses are organized and reported to the Dean's Leadership Team and Executive Council. These results are then reported in department meetings to all faculty and staff. Solutions for any areas of improvement are implemented based on discussions between faculty, staff, and leadership team after reviewing the results. <i>ERF>B>B2.1_H1, H2 Graduate Student Survey</i> | Executive Council Committee | X | | |
| Student satisfaction with career advising | H2 | Students complete a graduating student survey facilitated by OAS during their final semester. Responses are organized and reported to the Dean's Leadership Team and Executive Council. Results are then reported in department meetings to all faculty and staff. Solutions for any areas of improvement are implemented based on discussions between faculty, staff, and leadership team after reviewing the results. <i>ERF>B>B2.1_H1, H2 Graduate Student Survey</i> | Program Director Committee and full faculty | X | | |

| Table 2-1 (continued) Measures | Criteria or Template | Data source & method of analysis | Who has review & decision- making responsibility? | Does it measure Goal #__? | | |
|--|----------------------------|---|--|------------------------------|---|---|
| | | | | 1 | 2 | 3 |
| Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars) | H2 | Canvas LMS houses information on events or sessions offered; additional information available in advising records (EIS) and through University-level Career Services. Relevant data are queried and aggregated. | Office of Academic Services | X | | |
| Number of student complaints filed (and info on disposition or progress) | H3 | Complaints are collected via various sources: University-wide Student Complaint System, SPH general grade appeals process (Associate Dean for Academic Affairs), appeals to Chairs and department leads, as well as information shared with the OAS. Information is collected and summarized. | Department Chairs, Associate Dean for Academic Affairs, Dean | X | | |
| Recruitment & Admissions Measure: Percentage of accepted students who matriculate will achieve a cumulative 3.0 GPA or higher after completing 9 semester credit hours. | H4 | Enterprise Information System (EIS) student records; data are queried and summarized. | Office of Academic Services | X | | |
| Increase completed applications of students from underrepresented backgrounds as defined by race/ethnicity | H4 | Data on applicant demographics is queried from SOPHAS, then summarized, reported to, and reviewed by the Masters Admissions Committee and Executive Council Committee | Masters Admission Committee; Executive Council Committee, with input from Diversity, Education and Inclusion Committee | X | | |

- 2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

Evidence of implementation of the plan described in Template B2-1 can be found linked to ERFs within the table above, as well as in *ERF>B>B.2_Evidence of Evaluation Plan Implementation*.

- 3) Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum. See Template B2-2.

Template B2-2

Evidence for evaluation plan implementation can be found in *ERF>B>B2.2 Evaluation Plan Examples*.

| Measure (copied from column 1 of Template B2-1) that informed the change | Data that indicated improvement was needed | Improvement undertaken* |
|--|---|---|
| <p>Goal #1 Prepare the future Public Health Workforce</p> <p>Attract and retain diverse students such that the proportion of students from the SPH- prioritized under-represented groups increases by 20% from 2018 to 2023.</p> | <ul style="list-style-type: none"> • When compared to peer nations, the United States health outcomes are ranked poorly with stark disparities related to racial, ethnic and socioeconomic groups.ⁱ • Public health workforce must be trusted in the communities served.ⁱⁱ • Recruiting and graduating students from all populations not only results in effective practitioners from underrepresented communities but also enhances the overall workforce through peer to peer interactions among students from various backgrounds. • The composition of the Dallas-Fort Worth metropolitan area is 28% Hispanic (and expected to increase) and 15% African American/Black. • Historically, these groups are underrepresented in UNTHSC SPH and in higher education. | <ul style="list-style-type: none"> • The Master Admission Committee evaluated the admission criteria and <i>rubrics</i>. The following changes have been made: <ul style="list-style-type: none"> ○ Removed the application requirement for GRE ○ Eliminated the use of a calculated academic index score in favor of a more holistic approach to admissions with greater weighting placed on non-cognitive scores. ○ Added weighting for students from target underrepresented populations. <i>ERF>B> B2.2_Evaluation Plan Examples</i> • Increase in the resources dedicated through the Office of Academic Services to support prioritized student groups. This includes but not limited to (<i>ERF>B> B2.2_Evaluation Plan Examples</i>): <ul style="list-style-type: none"> ○ First generation workshops ○ Professional Development Programming ○ Student Computer Technology Review ○ Public Health Minority Association ○ Community Service ○ Team Building • Student success is multifactorial, but faculty play a tremendous role. <ul style="list-style-type: none"> ○ After research regarding the importance and facilitation of peer review of teaching, a faculty peer review process was initiated in 2017. Rubrics were reviewed in 2020 to include monitoring of appropriate competency assignment to courses. <u>All</u> courses taught each term within SPH are evaluated by peer faculty. Only faculty with greater than 0.5 appointments are asked to conduct a peer review. All adjunct courses are reviewed, but adjunct instructors are not asked to conduct this additional work. Rubrics are used and reviewed every three years to assess teaching outcomes and provide feedback to all faculty. |

| Measure (copied from column 1 of Template B2-1) that informed the change | Data that indicated improvement was needed | Improvement undertaken* |
|--|---|---|
| <p>Goal #1 Prepare the future Public Health Workforce</p> <p>Attract and retain diverse faculty such that the proportion of faculty from the SPH- prioritized under-represented groups increases by 20% from 2018 to 2023.</p> <p>Secure funding from the University to support six PhD students such that each receives a 4-year funding package that includes a \$30,000 stipend, tuition waiver, and free medical insurance.</p> | <ul style="list-style-type: none"> • Many studies and longstanding research show that a diverse faculty and student body lead to great benefits in education for all students. ⁱⁱⁱ • The composition of the Dallas-Fort Worth metropolitan area is 28% Hispanic (and expected to increase) and 15% African American/Black. Currently, each group represents 7.4% of the SPH faculty. • Historically, these groups are underrepresented in UNTHSC SPH and in higher education faculty. | <ul style="list-style-type: none"> • The faculty search committee members have undertaken a review of <i>An Inclusive Academy: Achieving Diversity and Excellence</i> to inform search practices and minimize bias during search process. • Job posting language has been altered to reflect the School's commitment to seeking qualified applicants from diverse backgrounds (language removed in response to new Texas legislation). • Applicants were required to submit a statement of diversity (now discontinued in light of new Texas legislation). • The School enhanced support and encouraged participation in the Texas Center for Health Disparities investigator development programs. • The SPH now routinely disseminates postings in a variety of targeted outlets such as The Journal of Blacks in Higher Education, Academic Diversity Search, Hispanic Outlook in Higher Education, and Association for Women in Science. • Funding for 6 PhD students was secured through a 50/50 arrangement between the UNTHSC Provost and SPH funding. |
| <p>Goal #2 Evolve Public Health Research</p> <p>Exceed \$3 million annually in externally-funded research</p> | <ul style="list-style-type: none"> • In organizational structure, the school was condensed from 5 departments to 2. The SPH was experiencing and anticipating many faculty departures. The business model assumed solvency to be sustained at 30% salary coverage for tenure track faculty or approximately \$3 million in gross funding. • In 2016, SPH faculty combined published 48 papers in peer-reviewed literature. Dissemination | <ul style="list-style-type: none"> • The Executive Director of the Office of Research Services (ORS) serves as the Secretary for the National Council of University Research Administrators (NCURA) and a member of the Board of Directors. • All ORS staff receive financial support to continue seeking and securing advanced certifications for research administration. One staff member has the Certified Preaward Research Administration (CPRA) and studying to become a Certified Financial Research Administrator (CFRA). Another is currently using NCURA intensive traveling workshops for onboarding in the pre-award area. The Executive Director of ORS is a Certified Research Administrator (CRA) which is comprehensive knowledge of pre and post award as well compliance. |

| Measure (copied from column 1 of Template B2-1) that informed the change | Data that indicated improvement was needed | Improvement undertaken* |
|---|---|--|
| | <p>of research findings is imperative for the SPH and community-benefit. Therefore, the goal was to increase visibility and advance Public Health Science with one metric of increasing overall SPH peer-reviewed publications.</p> | <ul style="list-style-type: none"> • WriteStuff was implemented for tenure track faculty to obtain peer and senior leadership mentorship for grant writing and publishing. The quantity and quality of peer-reviewed publications were aligned with yearly evaluations and better defined in promotion and tenure guidelines. The important of publications for dissemination of science was discussed in all faculty interviews and hires. • Established and filled the Associate Dean for Research and Faculty Advancement • Faculty and ORS team attend the yearly NIH Regional meetings online that offer training in many areas of grantsmanship. |
| <p>Goal #3 Build Solutions for Healthy and Equitable Communities</p> <p>Promote and expand the involvement of faculty and staff in academic-community partnerships such that the average number of total partnerships will be at least two times the number of all faculty and staff.</p> | <ul style="list-style-type: none"> • Prior to 2017, community-engaged research and professional community service was valued, but not consistently observed among faculty, staff, and students. Data was not collected consistently on community engagement activities. • Community partners and students complained that the 200-hour single semester internship was insufficient to develop meaningful products and projects. | <ul style="list-style-type: none"> • A “culture of service” (<i>ERF>B> B2.2_Evaluation Plan Examples</i>) was established with a request for all students, faculty, and staff to provide 2 or more hours per month of community service. Employees were given release time and faculty were asked to start tracking hours and types of service. Faculty and staff community service hours increased from 608 in 2017-18 to an average of 2,062 in the past three years (2019-2022). • Following a year of planning with students, faculty, staff, and community partners; the MPH practice experience internship was expanded to 1 year and 600 hours. |

ⁱ <https://www.commonwealthfund.org/publications/fund-reports/2010/jun/mirror-mirror-wall-how-performance-us-health-care-system>

ⁱⁱ https://www.whitehouse.gov/wp-content/uploads/2023/04/PCAST_Public-Health-Report_May2023.pdf

ⁱⁱⁱ <https://files.eric.ed.gov/fulltext/ED499556.pdf>

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Engaging in a constant assessment of all evaluation materials captured and aligning them within the strategic plan and mission is critical for improving and maintaining top educational experiences for our students. The UNTHSC also requires yearly assessment that aligns with SACSCOC and CEPH such that this is ongoing.

Challenges – Extensive data are gathered across programs, from students, from faculty and staff, and regarding education, research, and service that at times aligning with the strategic plan and implementing regular improvement can be overwhelming. Consistently returning to the strategic plan is helpful. Updating the strategic plan, which happens at the end of this accreditation cycle, can strain this cycle and at times frustrate stakeholders, but results in improvements.

B3. Graduation Rates

The school collects and analyzes graduation rate data for each public health degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The school achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

- 1) Graduation rate data for each degree in unit of accreditation. See Template B3-1.

Template B3-1 - MPH

| Students in MPH Degree, by Cohorts Entering Between 2017 and 2023 | | | | | | | |
|---|--|-----------|-----------|-----------|-----------|-----------|-----------|
| *Maximum Time to Graduate: 6 Years | | | | | | | |
| | Cohort of Students | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| 2017-18 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 71 | | | | | |
| | # Students withdrew, dropped, etc. | 2 | | | | | |
| | # Students graduated | 2 | | | | | |
| | Cumulative graduation rate | 3% | | | | | |
| 2018-19 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 67 | 82 | | | | |
| | # Students withdrew, dropped, etc. | 2 | 1 | | | | |
| | # Students graduated | 26 | 0 | | | | |
| | Cumulative graduation rate | 39% | 0% | | | | |
| 2019-20 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 39 | 80 | 62 | | | |
| | # Students withdrew, dropped, etc. | 6 | 10 | 4 | | | |
| | # Students graduated | 17 | 31 | 0 | | | |
| | Cumulative graduation rate | 63% | 38% | 0% | | | |
| 2020-21 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 16 | 39 | 58 | 125 | | |
| | # Students withdrew, dropped, etc. | 0 | 7 | 5 | 10 | | |
| | # Students graduated | 15 | 11 | 19 | 1 | | |
| | Cumulative graduation rate | 85% | 50% | 31% | 0.008% | | |
| 2021-22 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 1 | 21 | 34 | 114 | 70 | |
| | # Students withdrew, dropped, etc. | 1 | 1 | 4 | 12 | 5 | |
| | # Students graduated | 0 | 11 | 10 | 42 | 0 | |
| | Cumulative graduation rate | 85% | 65% | 47% | 34% | 0% | |
| 2022-2023 | # Students continuing at beginning of this school year (or # entering for newest cohort) | N/A | 9 | 20 | 60 | 65 | 50 |
| | # Students withdrew, dropped, etc. | N/A | 0 | 2 | 1 | 2 | 0 |
| | # Students graduated | N/A | 5 | 7 | 14 | 28 | 0 |
| | Cumulative graduation rate | N/A | 71% | 58% | 46% | 40% | 0% |

Template B3-1 - MS

| Students in MS Degree, by Cohorts Entering Between 2017 and 2023 | | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|-----------|
| *Maximum Time to Graduate: 6 years | | | | | | | |
| | Cohort of Students | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| 2017-18 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 2 | | | | | |
| | # Students withdrew, dropped, etc. | 0 | | | | | |
| | # Students graduated | 0 | | | | | |
| | Cumulative graduation rate | 0% | | | | | |
| 2018-19 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 2 | 6 | | | | |
| | # Students withdrew, dropped, etc. | 0 | 0 | | | | |
| | # Students graduated | 1 | 0 | | | | |
| | Cumulative graduation rate | 50% | 0 | | | | |
| 2019-20 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 1 | 6 | 7 | | | |
| | # Students withdrew, dropped, etc. | 1 | 0 | 1 | | | |
| | # Students graduated | 0 | 6 | 0 | | | |
| | Cumulative graduation rate | 50% | 100% | 0% | | | |
| 2020-21 | # Students continuing at beginning of this school year (or # entering for newest cohort) | N/A | N/A | 6 | 6 | | |
| | # Students withdrew, dropped, etc. | N/A | N/A | 0 | 2 | | |
| | # Students graduated | N/A | N/A | 6 | 0 | | |
| | Cumulative graduation rate | N/A | N/A | 86% | 0% | | |
| 2021-22 | # Students continuing at beginning of this school year (or # entering for newest cohort) | N/A | N/A | N/A | 4 | 3 | |
| | # Students withdrew, dropped, etc. | N/A | N/A | N/A | 0 | 0 | |
| | # Students graduated | N/A | N/A | N/A | 4 | 0 | |
| | Cumulative graduation rate | N/A | N/A | N/A | 67% | 0% | |
| 2022-23 | # Students continuing at beginning of this school year (or # entering for newest cohort) | N/A | N/A | N/A | N/A | 3 | 0 |
| | # Students withdrew, dropped, etc. | N/A | N/A | N/A | N/A | 0 | 0 |
| | # Students graduated | N/A | N/A | N/A | N/A | 3 | 0 |
| | Cumulative graduation rate | N/A | N/A | N/A | N/A | 100% | 0% |

Template B3-1 - PhD

| Students in PhD Degree, by Cohorts Entering Between 2016 and 2023 | | | | | | | | |
|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| *Maximum Time to Graduate: 7 years | | | | | | | | |
| | Cohort of Students | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| 2016-17 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 2 | | | | | | |
| | # Students withdrew, dropped, etc. | 1 | | | | | | |
| | # Students graduated | 0 | | | | | | |
| | Cumulative graduation rate | 0% | | | | | | |
| 2017-18 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 1 | 2 | | | | | |
| | # Students withdrew, dropped, etc. | 0 | 0 | | | | | |
| | # Students graduated | 0 | 0 | | | | | |
| | Cumulative graduation rate | 0% | 0% | | | | | |
| 2018-19 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 1 | 2 | 6 | | | | |
| | # Students withdrew, dropped, etc. | 0 | 0 | 0 | | | | |
| | # Students graduated | 0% | 0 | 0 | | | | |
| | Cumulative graduation rate | 0% | 0% | 0% | | | | |
| 2019-20 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 1 | 2 | 6 | N/A | | | |
| | # Students withdrew, dropped, etc. | 0 | 0 | 0 | N/A | | | |
| | # Students graduated | 1 | 0 | 0 | N/A | | | |
| | Cumulative graduation rate | 50% | 0% | 0% | N/A | | | |
| 2020-21 | # Students continuing at beginning of this school year (or # entering for newest cohort) | N/A | 2 | 6 | N/A | 3 | | |
| | # Students withdrew, dropped, etc. | N/A | 0 | N/A | N/A | 0 | | |
| | # Students graduated | N/A | 0 | 4 | N/A | 0 | | |
| | Cumulative graduation rate | N/A | 0% | 67% | N/A | 0% | | |
| 2021-2022 | # Students continuing at beginning of this school year (or # entering for newest cohort) | N/A | 2 | 2 | N/A | 3 | 6 | |
| | # Students withdrew, dropped, etc. | N/A | 0 | 0 | N/A | 0 | 0 | |
| | # Students graduated | N/A | 2 | 0 | N/A | 0 | 0 | |
| | Cumulative graduation rate | N/A | 100% | 67% | N/A | 0% | 0% | |
| 2022-2023 | # Students continuing at beginning of this school year (or # entering for newest cohort) | N/A | N/A | 1 | N/A | 3 | 6 | 3 |
| | # Students withdrew, dropped, etc. | N/A | N/A | 1 | N/A | 0 | 1 | 0 |
| | # Students graduated | N/A | N/A | 1 | N/A | 0 | 0 | 0 |
| | Cumulative graduation rate | N/A | N/A | 83% | N/A | 0% | 0% | 0% |

- 2) Data on doctoral student progression in the format of Template B3-2.

Template B3-2

| Doctoral Student Data for year 2022-23 | | | |
|--|-------------|------------|-------------|
| | PhD EPID | PhD HBR | PhD BIOS |
| # newly admitted in 2023 | 3 | 2 | N/A |
| # currently enrolled (total) in 2023 | 8 | 8 | N/A |
| # completed coursework during 2022 | 0 | 2 | 0 |
| # in candidacy status (cumulative) during 2022 | 0 | 2 | 0 |
| # graduated in 2022 | 0 | 1 | 0 |

- 3) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

With the exception of one time point, we consistently meet the required graduation rates for our master's programs of 70% as well as for our PhD program of 60%.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – With the exception of one time point, we consistently meet the graduation rate requirements for all degree programs.

Challenges – Our weakness can be attributed to admitting small numbers of students to our PhD programs. In the one instance in the PhD and MS programs, we only admitted 2 students and 1 left which results in only a 50% graduation rate. The MS and PhD programs currently enroll very small numbers of students. This is due partially to a lack of financial resources for stipends and tuition coverage, as well as small number of faculty to advise. This also places strain on School and faculty resources due to very small class sizes. Small class sizes can have both a positive and negative effect on students; while they receive a lot of attention there is potential for lost learning from others.

Future Plans – We are currently working through funding packages that would increase the number of admitted students. This should address the challenge of enrolling small numbers of students into the PhD program.

B4. Post-Graduation Outcomes

The school collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each public health degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The school achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.

Template B4-1

| Post-Graduation Outcomes- MPH | 2019-2020 Number and percentage | 2020- 2021 Number and percentage | 2021-2022 Number and percentage | 2022-2023 Number and percentage |
|--|--|---|--|--|
| Employed | 65 (94%) | 42 (79%) | 46 (82%) | 34 (49%) |
| Continuing education/training (not employed) | 3 (4%) | 5 (9%) | 3 (5%) | 6 (9%) |
| Not seeking employment or not seeking additional education by choice | 0 (0%) | 0 (0%) | 0 (0%) | 2 (3 %) |
| Actively seeking employment or enrollment in further education | 0 (0%) | 0 (0%) | 0 (0%) | 27 (39%) |
| Unknown | 1 (1%) | 6 (11%) | 7 (13%) | 0 (0%) |
| Total graduates (known + unknown) | 69 (100%) | 53 (100%) | 56 (100%) | 69 (100%) |

| Post-Graduation Outcomes- MS | 2019-2020 Number and percentage | 2020- 2021 Number and percentage | 2021-2022 Number and percentage | 2022-2023 Number and percentage |
|--|--|---|--|--|
| Employed | 0 (0%) | 6 (100%) | 5 (83%) | 0 (0%) |
| Continuing education/training (not employed) | 1 (100%) | 0 (0%) | 1 (16%) | 3 (100%) |
| Not seeking employment or not seeking additional education by choice | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Actively seeking employment or enrollment in further education | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Unknown | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Total graduates (known + unknown) | 1 (100%) | 6 (100%) | 6 (100%) | 3 (100%) |

| Post-Graduation Outcomes- PhD | 2019-2020 Number and percentage | 2020- 2021 Number and percentage | 2021-2022 Number and percentage | 2022-2023 Number and percentage |
|--|--|---|--|--|
| Employed | 1 (100%) | 4 (80%) | 1 (100%) | 1 (100%) |
| Continuing education/training (not employed) | 0 (0%) | 1 (80%) | 0 (0%) | 0 (0%) |
| Not seeking employment or not seeking additional education by choice | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Actively seeking employment or enrollment in further education | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Unknown | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Total graduates (known + unknown) | 1 (100%) | 5 (100%) | 1 (100%) | 1 (100%) |

- 2) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion’s expectations and plans to address these factors.

The Office of Academic Services distributes, collects, and analyzes both the graduating student survey and the alumni survey. The graduating student survey is distributed one month prior to graduation as part of the degree completion process. All graduating students complete this survey. Alumni receive an alumni survey within three months of graduation. This is followed at six months by the university Office of Career Services distributing a university-level survey that includes the same employment questions. Alumni are then surveyed again at one year through the Office of Academic Services. Throughout the year, the Office of Academic Services also interacts with students and alumni on LinkedIn and via email to continuously update employment information. All surveys are currently in Qualtrics. The employment information above is provided based on employment one-year post graduation.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Continuous communication with students and alumni; consistency of questions between surveys; 100% response rate to the graduation survey

- The data collected from recent graduates is also reported annually to Executive Council and to the University Assessment and Accreditation team and is published online in the Student Achievement Report. Another strength is that we are able to consistently communicate our employment and alumni information to university officials and other individuals upon request. This is linked in the *ERF>A>A.3>Graduating Student and Alumni Surveys*.

Challenges – Currently all employment data is kept in an Excel spreadsheet on a shared drive.

Future Plans – We are working on a project to secure a new database system that will be able to accurately input and store data into a centralized system. Currently we are in communication to obtain a software titled, “12twenty” which is a database system that other schools of public health recommended to our program. By purchasing this database system, we will be able to better secure our alumni and employment information.

B5. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the school collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The school defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. “Useful information” refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The school documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

- 1) Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.

The SPH conducts alumni surveys annually to collect updated employment information and to assess perceptions of competency application during their experience at UNTHSC SPH. SPH also conducted alumni interviews, which provided valuable feedback to the school. All alumni (100%; n=25) stated that they felt the courses prepared them for the competencies of the job. Alumni indicated they felt most prepared in and used skills such as program management, excel, pivot tables, cultural competency, survey design, process improvement, and organizational management in their current positions. They most often indicated that additional skills in finance, statistics, how to have difficult conversations, how to lead people and increased skills in excel would be helpful. Alumni also stated that they found the following professional development sessions to be helpful: guest speakers, community partners, alumni panel, resume writing, networking, stress relief, and interprofessional education. Some direct quotes from the alumni include the following statements: 1) “I’ve been told on multiple occasions that my MPH experience better prepared me than others with similar backgrounds;” 2) “My UNTHSC degree was very helpful in the job market. I received multiple offers before graduation;” 3) “I began my program at another university and I really enjoyed when I transferred to UNTHSC. I appreciated that I wasn’t just a number and the professors actually know who you are and are focused on your well-being and success.”

The alumni survey asked alumni how they felt the program prepared them to master the competencies, if they used the competencies in their current work, and if they felt they had mastered the competencies. All alumni (100%, n=24) indicated that they felt the program prepared them to master the competencies, that they used the competencies in the field, and that they had mastered the competencies. For areas where students would have benefitted from more training or preparation, students in the public health leadership program requested to have more maternal and child health electives and one alumni indicated an interest in tribal epidemiology coursework. These results will continue to be relayed to our faculty as we are continuing to review curriculum to ensure our program remains in line with competencies that students will be expected to perform in their career.

Summary results found in *ERF>B>B5.2 Alumni Perceptions*

- 2) Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.

The annual survey is distributed to alumni at one, three, five, and ten years post-graduation. The alumni survey consists of 39 questions, is open during a two-week period in July/August. The survey questions are reviewed annually by the department chairs, the Associate Dean for Academic Affairs, and the Associate Dean for High Impact Educational Practices & Student Services to ensure the content remains relevant.

Quantitative alumni survey: Graduates from the most recent graduating class and graduates who are one-year, three-years, and five-years post-graduation are sent an email with the alumni survey link to request feedback on their experience, to provide feedback on current needs in the field, to request participation in school events, and to update their employer information. The survey is distributed in July/August of each year and participants have three weeks to complete the survey. Reminder emails are sent during the three weeks. For the most recent survey in 2022, we received eight responses to the MHA alumni survey; 12 to the MPH alumni survey; and four to the MS/PhD survey. This is a drop in previous responses but it is most likely because we had just recently completed the alumni interviews. Previous response rates were as follows: 2021: 12% (n=40) MPH, 21% (n=14) MHA, 16% (n=3) MS/PhD; 2020: 18% (n=60) MPH, 18% (n=13) MHA; 2019: 12% (n=44) MPH, 46% (n=30) MHA.

Qualitative alumni interviews: In addition to the annual alumni survey, the SPH began interviewing alumni during the 2021-2022 academic year to gain further insight and feedback. This included alumni who started the program from 2017 through the most recent graduating class. Multiple emails were distributed to alumni over a period of 8 months to solicit participation in a 10-30-minute interview (timing dependent on the amount of feedback the alumnus provided). The sample included alumni from the past five years, representing MPH degree holders (all concentrations), MHA degree holders, and representation from both the cohort and the online student populations. Five alumni from each concentration and both delivery systems (cohort and online) were interviewed for a total of 25 participants. The interview consisted of seven questions and lasted approximately 10-30 minutes.

The following questions were asked during the alumni interviews:

1. How do you feel your courses prepared you for the competencies?
2. Describe how you've been able to apply the competencies for your job?
3. Can you recall your most valuable interlude sessions and why?
4. What additional skills would have made your training stronger and better prepared you for the field?
5. Based on your career interests and goals, how valuable was your UNTHSC degree in the job market?
6. Reflecting on your time as a student, what was helpful about the career planning activities you attended? Not helpful?
7. Any additional comments that you believe the school would find valuable?

The Executive Council reviewed the survey results in July 2022 (qualitative survey) and August 2022 (quantitative survey). Based on the results from this survey, we added additional Excel sessions to our classes as well as professional development sessions. We have also updated the student procedures manual based on feedback.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Survey results indicated the SPH met a high degree of curriculum effectiveness as applied in the work setting. Alumni indicated they felt courses prepared them well for their careers. In addition, alumni provided valuable feedback regarding the content of professional development sessions and how these added value to the content within formal course instruction.

Challenges – Between the quantitative surveys, the interview focus groups, and the feedback we receive in alumni panels, the SPH is able to gather comprehensive feedback from the alumni. The challenge is associated with the time needed to administer these focus groups.

Future Plans – The information we learned in the focus interview groups and from the quantitative surveys was found to be valuable to our program and we are currently reviewing processes to make these interviews a permanent part of our alumni feedback loop. We were able to utilize the feedback to update student procedures (e.g., cohort students can now work off-campus in our program), we added additional excel sessions during our professional development sessions, and we were able to continue the sessions the students found valuable such as resume writing, alumni panels, community partners, interprofessional educations, and mental health and stress relief.

C1. Fiscal Resources

The school has financial resources adequate to fulfill its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.

- 1) Describe the school's budget processes, including all sources of funding. This description addresses the following, as applicable:

The UNT Health Science Center operates on a centralized approach to budgeting via an Incremental Budget model (as opposed to a Responsibility Centered Management [RCM]; Formula Budgeting; Zero-Based Budgeting, Initiative Based Budgeting, or Performance Based Budgeting). All budgeting models, however, are somewhat hybrid. Under the Incremental Budget model, the School can reasonably rely on consistent and sometimes incremental budget increases. The budget primarily concentrates on recurring funds and how they will continue from budget cycle to budget cycle. Budget requests are made in light of the University's Mission, short- and long-term objectives, and as a state institution, to align with the state priorities. Under the direction of the current Dean, budgets and the budget request process have become more transparent with all leadership and faculty through shared information and increased communication.

The School's financial resources are budgeted and monitored with the use of Axiom software.

- a) Briefly describe how the school pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples.

Faculty salaries are partially supported by an annual budget allocation from UNTHSC. In addition, faculty salaries are offset by external grant and contract funding. Tenure track and tenured faculty are expected to cover at least 30% of their salary through extramural research funding.

- b) Briefly describe how the school requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

Requests for additional faculty or staff operational expenses are made at an annual budget hearing before the UNTHSC senior administration (including School and College Deans). With the support of the Provost, the School can make budget requests for additional faculty and staff positions each April. This is a transparent process in which leadership from each School or College attend all presentations. These requests are anonymously scored by members of senior administration and then voted on for approval or rejection.

As an example, during the uncertainty of Covid-19, an across the board, 10% budget reduction was implemented for the fiscal year 2021, which was met through attrition and a freeze on new hires. In that same time frame, however, although there was a hiring freeze, the Dean was able to counter this cut with the request and approval of five new SPH faculty positions. All five positions were consequently filled which essentially made up for the budget cut.

- c) Describe how the school funds the following:
 - a. operational costs (schools define "operational" in their own contexts; definition must be included in response)

Operational costs, known as maintenance and operations (M&O), are allocated as a part of the annual budget process and are controlled and monitored by the School. M&O

expenses are categorized as follows: Professional Fees & Services; Travel; Materials & Supplies, Communications & Utilities; Repairs & Maintenance; Rentals/Leases; Printing; and Other Operating Expenses.

- b. student support, including scholarships, support for student conference travel, support for student activities, etc.

In the School's M&O expenses, scholarships are a budget line item. Support for student conference travel and student activities are funded by a combination of sources, including the School, Departments, and by Student Government Association budgets.

- c. faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples

All full-time faculty are provided with an annual professional development account by the School. The allotment to full-time, regular faculty in FY '23 was \$2,100 each, and this did not vary by appointment type. Additionally, faculty may request the Department Chairs supplement the development funding provided by the School. Tenure track and tenured faculty may also have acquired discretionary and indirect cost return funds from their sponsored research that are at their disposal. The indirect cost return to faculty principal investigators is 10%. Non-tenure track faculty typically do not have a discretionary account.

- d) In general terms, describe how the school requests and/or obtains additional funds for operational costs, student support and faculty development expenses.

Requests for additional funds for operational costs, student support and faculty development expenses are made at an annual budget hearing before the UNTHSC senior administration (including school and college deans). With the support of the Provost, the School can make budget requests for additional faculty and staff positions each April. These requests are anonymously scored by members of senior administration and then voted on for approval or rejection.

- e) Explain how tuition and fees paid by students are returned to the school. If the school receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the school's funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.

The School's allocated funding from the University is not determined by the generated tuition and fees. A historical budget model has been used instead. In this model, the School can reasonably expect to maintain the same annual budget allocation from year to year, irrespective of student enrollment. The School's allocated budget from the University has been more or less "flat" for the last 7 years.

Though the School does not retain tuition and fees paid by students, one exception is course fees. These fees are set by the School as a flat fee per course. By Texas statute, the generated revenue from these specific fees can only be expensed for items that directly support the delivery of a course. The balances of these fees, up to a 10% limit, can be carried forward to the next fiscal year but are still restricted to items that directly support the delivery of a course.

- f) Explain how indirect costs associated with grants and contracts are returned to the school and/or individual faculty members. If the school and its faculty do not receive funding through this mechanism, explain.

From 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).

If the school is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall school budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the school of public health faculty appointed at any institution.

Not applicable.

- 2) A clearly formulated school budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

Template C1-1

| Sources of Funds and Expenditures by Major Category, Fiscal Years: 2019 to 2023 | | | | | |
|--|------------------|------------------|------------------|------------------|-----------------------------|
| | FYE 2019 | FYE 2020 | FYE 2021 | FYE 2022 | FYE 2023 ^d |
| Source of Funds | | | | | |
| Tuition & Fees | 146,128 | 128,279 | 140,693 | 150,375 | |
| State Appropriation: Educ. & Gen. | 4,767,556 | 4,856,732 | 4,398,588 | 4,685,396 | |
| State Appropriation: Pub. Hlth. Fund | 0 | 80,000 | 102,465 | 104,077 | |
| State Appropriation: Tobacco Fund | 416,843 | 307,464 | 431,010 | 352,068 | |
| University Funds | 858,877 | 852,448 | 685,997 | 913,410 | |
| Grants/Contracts | 3,173,999 | 3,405,311 | 3,353,432 | 3,131,506 | |
| Indirect Cost Recovery | 34,594 | 37,876 | 42,011 | 37,377 | |
| Gifts | 11,117 | 26,284 | 9,773 | 4,875 | |
| Other Unrestricted Revenue | 66,023 | 127,395 | 127,889 | 66,185 | |
| Other Restricted Revenue | | | | 143,011 | |
| Other Revenue | | | 80,962 | | |
| Total | 9,475,136 | 9,821,789 | 9,372,820 | 9,588,280 | |
| Expenditures | | | | | |
| Source of Funds | FYE 2019 | FYE 2020 | FYE 2021 | FYE 2022 | FYE 2023^d |
| Salaries - Faculty | 3,871,939 | 4,073,849 | 3,589,301 | 3,822,781 | |
| Salaries - Staff | 1,641,341 | 1,752,234 | 1,520,567 | 1,545,783 | |
| Wages and Other Compensation | 431,771 | 521,978 | 391,037 | 379,518 | |
| Benefits and Other Payroll Costs | 1,250,309 | 1,349,223 | 1,202,267 | 1,234,372 | |
| Operations | 1,179,243 | 891,395 | 1,048,531 | 1,103,701 | |
| Travel | 210,226 | 89,578 | 38,572 | 96,070 | |
| Student Support | 114,181 | 158,103 | 189,406 | 216,549 | |
| Total | 8,699,010 | 8,836,360 | 7,979,681 | 8,398,774 | |

Notes to Template C1-1

- a. Data are presented by fiscal year.
- b. Other Unrestricted Revenue is discretionary income. Other Restricted Revenue is from contractual services. Other Revenue is a cost reimbursement for Covid-19 tracing.
- c. There are no balances carried forward from State Appropriation: Education & General Carryover funds are possible from Public Health funds and Tobacco funds.
- d. Directions were given to provide data for each of the last five years. The final column of data should be the most recent year for which complete data are available at the time of the site visit (not at the time the preliminary self-study is due). The fiscal year 2023 will be updated then.

If the school is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall school budget.

Not applicable.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The historical budget model used by the University has provided budget stability over the past 7 years allowing us to become much more selective in student admissions without experiencing a budget cut.

Challenges – However, the same budget model does not support School growth.

Future Plans – With the hiring of a new Dean and new President of UNTHSC, the commitment to serving the local and regional communities will hopefully lend itself to growth opportunities specifically in the School of Public Health.

C2. Faculty Resources

The school has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

- 1) A table demonstrating the adequacy of the school's instructional faculty resources in the format of Template C2-1.

Template C2-1

| CONCENTRATION | FIRST DEGREE LEVEL | | | SECOND DEGREE LEVEL | THIRD DEGREE LEVEL | ADDITIONAL FACULTY+ |
|---------------------------------------|------------------------|------------------------|---------------------------|-----------------------|--------------------|------------------------|
| | PIF 1* | PIF 2* | FACULTY 3^ | PIF 4* | PIF 5* | |
| Biostatistics and Data Science MPH | Rajesh Nandy 1.0 | Zhengyang Zhou 1.0 | Justin Lunningham 1.0 | | | PIF: 1, Non-PIF: 0 |
| Epidemiology MPH MS PhD | Diana Cervantes 1.0 | Uyen-Sa Nguyen 1.0 | Malinee Neelamegam 1.0 | Erika Thompson 1.0 | | PIF: 2, Non-PIF: 0 |
| Health Behavior Research MS PhD | Melissa Lewis 1.0 | Dana Litt 1.0 | EY Mun 1.0 | Scott Walters 1.0 | | PIF: 4, Non-PIF: 0 |
| Maternal and Child Health MPH | Stacey Griner 1.0 | Charlotte Noble 1.0 | Ashenafi Cherkos 1.0 | | | PIF: 0, Non-PIF: 1 |
| Public Health Leadership MPH | Nolan Kline 1.0 | Kayla Fair 1.0 | Kari Northeim 1.0 | | | PIF: 2, Non-PIF: 10 |

| | | |
|----------------|-----------|----|
| TOTALS: | Named PIF | 17 |
| | Total PIF | 26 |
| | Non-PIF | 11 |

- 2) All primary instructional faculty, by definition, are allocated 1.0 FTE. Schools must explain the method for calculating FTE for any non-primary instructional faculty presented in C2-1.

Non-primary instructional faculty are allotted 0.125 effort for each course taught during an academic year. Notably, this is equivalent to effort allotted for full-time primary instructional faculty. In rare cases, further effort may be given for non-instructional duties.

- 3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

N/A

- 4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.

Template C2-2

| General advising & career counseling | | | |
|---|----------------|------------|------------|
| Degree level | Average | Min | Max |
| Bachelor's | N/A | N/A | N/A |
| Master's MPH | 25 | 9 | 54 |
| Doctoral | 1.6 | 1 | 2 |

| Advising in MPH integrative experience | | |
|---|------------|------------|
| Average | Min | Max |
| 11 | 6 | 14 |

| Supervision/Advising of bachelor's cumulative or experiential activity | | |
|---|------------|------------|
| Average | Min | Max |
| N/A | N/A | N/A |

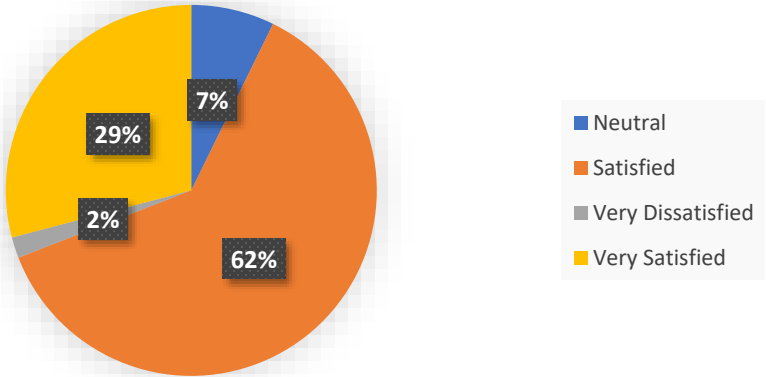
| Mentoring/primary advising on thesis, dissertation or DrPH integrative project | | | |
|---|----------------|------------|------------|
| Degree | Average | Min | Max |
| DrPH | N/A | N/A | N/A |
| PhD | 1.6 | 1 | 2 |
| Master's other than MPH | 1 | 1 | 1 |

*Data was pulled on 8/4/23 from the active student list.
ERF>C>C2.2_Advising Backup

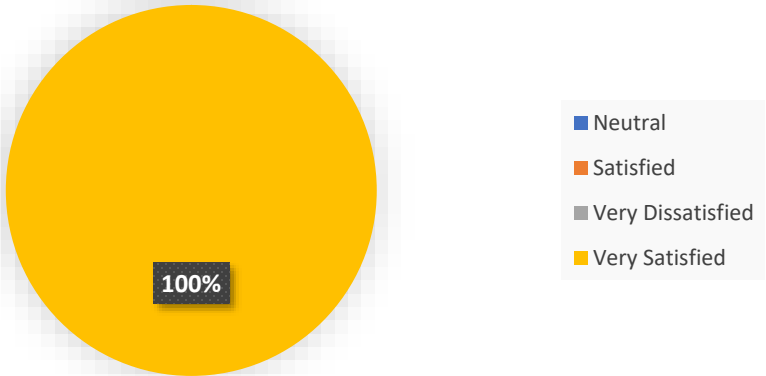
- 5) Quantitative data on student perceptions of the following for the most recent year. Schools should only present data on public health degrees and concentrations.

Class size and its relation to quality of learning (e.g., The class size was conducive to my learning) N = 64 (60 MPH, 3 MS, 1 PhD). Data were collected in December 2022, May 2023, and July 2023.

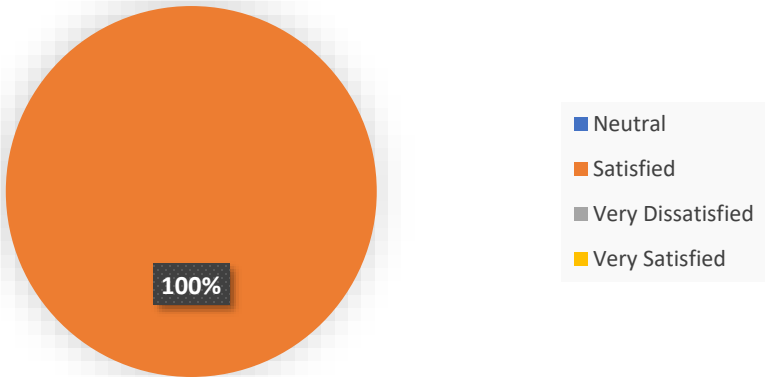
Class size conducive to your learning - MPH



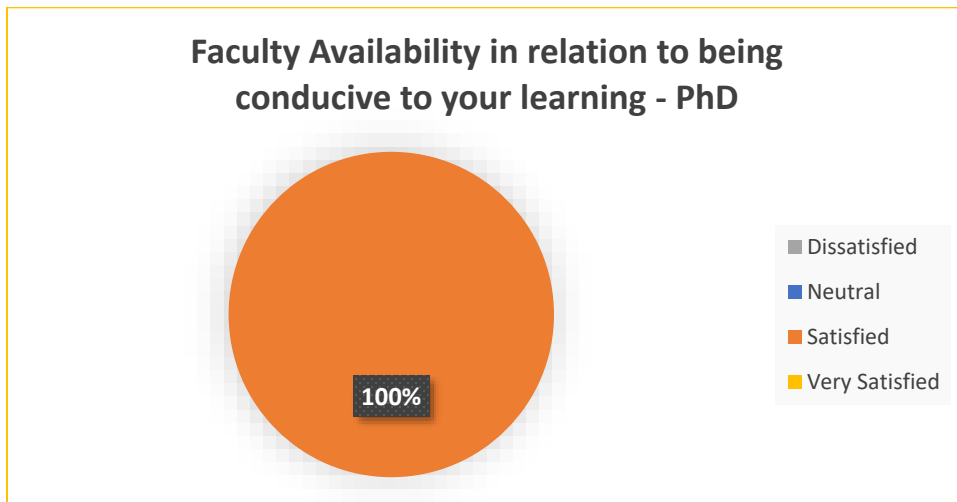
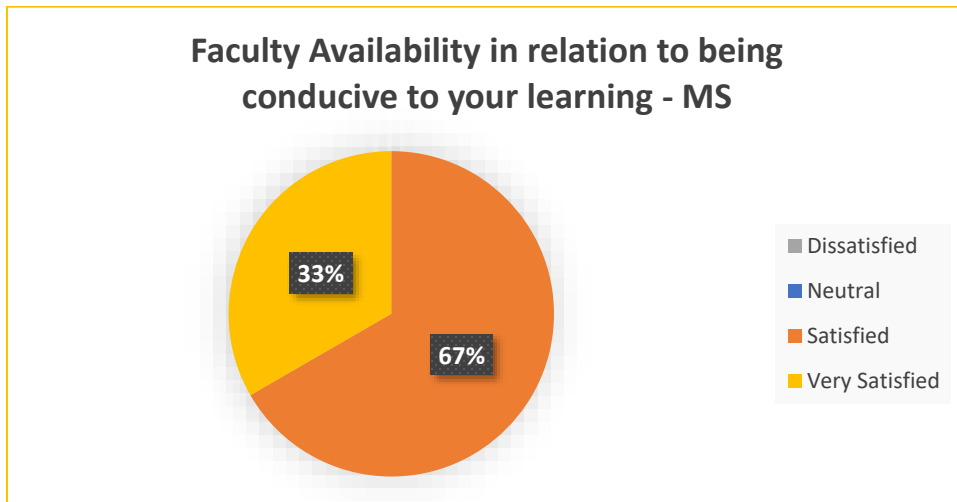
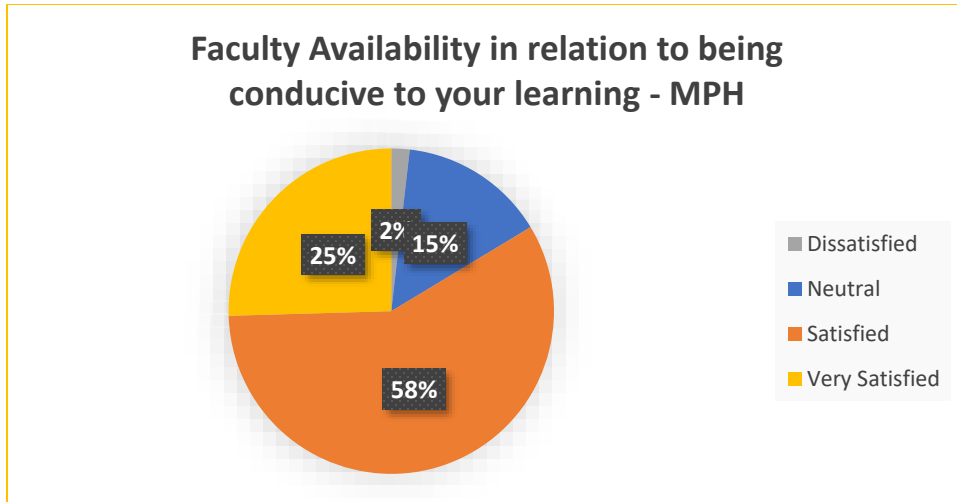
Class size conducive to your learning - MS



Class size conducive to your learning - PhD



- a. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied) N = 64 (60 MPH, 3 MS, 1 PhD). Data were collected in December 2022, May 2023, and July 2023.



- 6) Qualitative data on student perceptions of class size and availability of faculty. Only present data on public health degrees and concentrations.

A focus group was held to gather qualitative feedback on class size and availability of faculty. This focus group had representation from all first year MPH, MHA, MS, and PhD students as well as representation from continuing MS and PhD students. The total N=46 students. Students were asked about their experience in the program, their thoughts on the current class size, and their ability to interact with faculty. Students reported that neither class size or faculty availability was a concern. Students felt the optimum class size for cohort students was between 10-20 to allow for group work and discussion but also indicated that they would prefer class sizes over 20 to be divided into sections. Students indicated that they are happy with current class sizes and that there is no reason for concern at this time. Response rates indicating neutral were indicative of a non-issue or area of concern. Students who indicated they were dissatisfied with class size indicated this is because of a small N where there are fewer than 5 students in a class for the MPH concentrations but when asked specifically about this, the students indicated it was because they enjoyed classes where they could break into groups but that it was not actually an area of concern overall.

- 7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Overall, students are satisfied with both class size and faculty availability as it relates to their learning. Given the small size of the School, both faculty and students, this likely has not been a concern to students as many of the courses are relatively small with ample access to faculty.

Challenges – We have small classes and do not at this time have too many challenges in this area. We will keep assessing as we anticipate growth in programs.

Future Plans – Class size and availability of faculty in classes has not presented an area of concern for us. The School will continue to monitor student satisfaction with both of these areas through both quantitative and qualitative surveys and focus groups.

C3. Staff and Other Personnel Resources

The school has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.

- 1) A table defining the number of the school's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.

Template C3-1

| Staff support | |
|--------------------------------------|------|
| Role/function | FTE |
| Admissions | 1 |
| Data Reporting and Analytics | 1 |
| Other Non-Instructional Staff | 4 |
| Research Administration - Post-Award | 1 |
| Research Administration - Pre-Award | 1 |
| Research Support | 8.85 |
| Student Affairs | 2 |

- 2) Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

Other personnel including Graduate Teaching Assistants and Graduate Research Assistants are employed by the School. As students, these positions are limited to 19 hours per week or less and are paid on an hourly basis.

- 3) Provide narrative and/or data that support the assertion that the school's staff and other personnel support is sufficient or not sufficient.

All of the staff listed in C3-1 are part of the School staff with the exception of Research Support. All but one of the Research Support staff are funded by various grants and contracts. The Executive Director of Research Support is funded by the School. While the School has sufficient talented and experienced staff, the process to request additional budgeted positions is possible through an annual budget process.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The SPH staff is purposely organized to support the entire School and not separated into departments. This provides for successful cross-training and encourages teamwork. Staff are encouraged to use work time to support volunteer activity, and to seek professional development training. The dedication and hard work of the SPH staff are an integral part of the School's success.

Challenges – The annual staff evaluation process has been inconsistently administered from year to year due to adjustments in the process by the UNT System.

C4. Physical Resources

The school has physical resources adequate to fulfill its stated mission and goals and to support instructional schools. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.

1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the school's narrative.)

- Faculty office space

Full-time faculty are provided private office space. Part-time and local adjunct faculty have shared space available when needed. All full-time faculty have an assigned office and currently there are five faculty offices that are unassigned (vacant). Office space is assigned by the Senior Associate Dean of Administration and Operations. Space is assigned based on availability at the time of need and is not based on rank, tenure status, or proximity to classrooms. The last time the School re-assigned multiple faculty office spaces was due to a reconstruction project, and the space was assigned by a lottery process. The School controls 16,356.44 sq. ft. of office space. Floor plans can be found in *ERF>C>C.4>SPH Floor Plans*.

- Staff office space

Staff occupy private or shared offices, and cubicle space, dependent on need and availability.

- Classrooms

Classroom allocation is provided by the Office of Faculty Affairs through requests made from the SPH Office of Academic Services. The SPH is the primary user of three major classrooms on the 7th floor of the HSC Education & Administration (EAD) building. Classroom EAD 703 is 1,264.16 sq. ft. and has a seating capacity of 56. Classroom EAD 714 is 853.21 sq. ft. and has a seating capacity of 36. Classroom EAD 719 is 947.19 sq. ft. and has a seating capacity of 36.

- Shared student space

The School encourages students to be “on campus” and provides several amenities. There are two student lounges available to students, one of which is designated as quiet study. Additionally, students have access to a break room with use of refrigerators and microwaves. The School also purchased a Keurig coffee machine and built out space in the 7th floor hallway for students to access. The Office of Academic Services provides space where students can access snacks and a student food pantry stocked by SPH faculty and staff. The snack closet and food pantry are one space, which serves to reduce embarrassment or feelings of stigma that students might experience visiting this space. In addition, while this food pantry/snack closet is located in SPH, it is one of three on campus; the other two are larger and accessible to all students at HSC. Doctoral students have a student space with assigned cubicles, and amenities such as a printer, refrigerator, large screen television, conference table, and lounge furniture. In addition, students have several shared student spaces throughout the UNTHSC campus.

- Laboratories, if applicable to public health degree school offerings

Not applicable

- 2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

Given the current enrollment and grant/contract activity, the space is sufficient for the school. Faculty and staff are provided with office space on the 6th and 7th floors of EAD. In terms of classroom space, faculty typically prefer the classrooms on the 7th floor of EAD due to their proximity to office space, and are frequently able to reserve this space. However, other classrooms within the EAD building and in other HSC buildings can also be reserved and are regularly used during the academic year. Students have multiple and varied spaces to gather, study, and work.

The UNTHSC has been amenable to refurbishing the space. As an example, during Covid-19, the School undertook a process to renovate part of the space occupied on the 6th floor of the EAD building. Starting with an ad hoc Space committee, the School gathered input from faculty, staff, and students for the desired outcomes for use of the space. This resulted in an office environment that allows for the sharing of collaborative work, all in a sleek and modern architectural style with lots of natural light. Occupants and visitors have commented that the space provides an immediate change in atmosphere. Lighting is adjustable to be warmer or circadian. Sound baffles provide softer acoustics. The space serves multiple purposes, including focus space (faculty offices) and open space where students are able to sit in quiet study. It has been said that the furniture and layout invite users to feel collaborative.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The School is provided an ample variety of space to use, including office, classroom, meeting, and event purposes.

Challenges – Some classrooms need additional updating. Specifically, classrooms located in the main hallway of the EAD 7th floor need furniture that would be more conducive to collaborative student events. The current furniture is cumbersome to rearrange when needed and the chairs are not suitable for three hours of continuous use during course blocks. Some students have expressed a desire for standup table options in the classroom as well.

C5. Information and Technology Resources

The school has information and technology resources adequate to fulfill its stated mission and goals and to support instructional schools. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional schools), faculty access to hardware and software (including access to specific software required for the instructional schools offered) and technical assistance for students and faculty.

1) Briefly describe, with data if applicable, the following:

- library resources and support available for students and faculty

The Gibson D. Lewis Health Science Library supports the educational, patient care, research, and community service missions of UNTHSC by meeting the information needs of students, faculty, staff, and the local health sciences community. The Library provides a full complement of services, including in-person and remote access to scholarly bibliographies, textbooks and other information resources, printing, document delivery/interlibrary loan, expert instruction in the use of information resources, and access to professionally trained librarians for reference and research assistance. Remote service is also available via text and chat technologies and the library can deliver items to students via a hands-free locker system that is available on a 24/7 basis. The Library dedicates support to SPH by assigning the School its own subject librarian.

The Lewis Library is also a hub for students; the first floor holds the new HSC simulation center, the second floor houses the IT help desk and other resources, the third-floor houses collaborative spaces for learning and ad hoc classes, and the fourth-floor houses quiet study space and the Studio that students can use for various activities.

The Library also works closely with faculty and staff throughout the institution in coordinating and collaborating on the annual Research Appreciation Day, which is a campus-wide program promoting the research efforts and activities of students and faculty across the many academic disciplines located on the UNTHSC campus. This event hosts national speakers and provides a forum for over 250 poster presentations involving students' engagement in research projects.

Lewis Library's collection of scholarly and clinical resources includes approximately 77,000 electronic journals, 347,000 print and electronic books, and 136 searchable databases in the public health, biomedical sciences, clinical medicine, and affiliated fields. All electronic resources can be accessed through the Lewis Library website and are available to UNTHSC students, staff, and faculty from anywhere at any time through the use of the EZProxy remote validation system or Global Protect virtual private network (VPN) software.

In partnership with campus Information Technology Services (ITS) and the Division of Academic Innovation (DAI), the library provides "Single Sign On" capabilities to information resources provided by third parties through the use of Security Assertion Markup Language (SAML) enabled applications. The use of SAML enabled services allows UNTHSC to provide authentication and authorization to third party services, such as the Canvas learning management system, without disclosing UNTHSC authentication credentials to the third party. End users authenticate with a known and controlled identity provider which in turn provides a token verifying the user's identity to the third party without sharing the actual password.

The Lewis Library expands its resource offerings by participating in TexShare, a State of Texas cooperative library program and by maintaining a robust interlibrary loan system.

TexShare allows UNTHSC students, staff, and faculty physical access to and borrowing privileges from all public libraries as well as various public and private institutions of higher education in Texas. The Lewis Library also uses standard OCLC software to manage its interlibrary loan service that obtains electronic and print copies of articles and books from other libraries around the world.

The Lewis Library houses the University Archives and also manages the records retention program for the school. Housed in a newly renovated space, the archives are key to documenting and storing the historical and ongoing intellectual activities of the campus community. The Archives Department is staffed by a full-time librarian and a full-time staff member. In addition to their archival duties, the staff are charged with managing UNTHSC's compliance with State of Texas records retention guidelines.

The Lewis Library also serves as host of the Region 3 Office of the National Library of Medicine. The office is supported by a National Institute of Health (NIH) award and its staff are responsible for working with individuals and groups across a seven-state region (AR, KS, LA, MO, NE, OK, TX) to offer programming and resources to improve the health literacy and health outcomes of the region's citizens. There are seven such regions across the U.S., meaning that Lewis Library and its librarian staff have opportunities to work with professionals at other universities and organizations to build their knowledge and expertise. Furthermore, the professionals in Lewis Library have early access to training and tools as they are developed by the National Library of Medicine, helping to keep the staff on the cutting edge of health science librarianship.

- student access to hardware and software (including access to specific software or other technology required for instructional schools)

Information and technology resources for SPH students are provided through the university's Division of Academic Innovation (DAI). The DAI is responsible for offering a variety of services and assistance in support of teaching and learning through educational technology. It inspires student success through educational technology support. For example, DAI offers an online, self-paced course for students to familiarize themselves with Canvas, the learning management system, as well as individual training and support. Support is also offered in the evenings and over weekends.

- faculty access to hardware and software (including access to specific software or other technology required for instructional schools)

The DAI is responsible for providing information and technology resources for SPH faculty. The DAI offers an online, self-paced course for faculty to familiarize themselves with Canvas, the learning management system, as well as individual training and support. Beyond this orientation to Canvas, faculty members are encouraged to complete the Preparing to Teach with Canvas courses part 1 and 2 (also online, self-paced). All UNTHSC faculty who are assigned to teach an online course must complete a "Preparing to Teach Online" training module prior to the beginning of their course. Those who have taught online prior to coming to the University may take the final quiz to demonstrate proficiency.

The DAI employs 8 instructional designers who assist all faculty, full-time or part-time, primary or non-primary / adjunct faculty, with the design of engaging, high-quality instruction by implementing instructional strategies and pedagogical best practices for face-to-face, online, and hybrid courses. This includes Quality Matters consultation and course review, course and teaching observations, student focus group facilitation, accessibility and usability issues and review (also embedded in Canvas using Ally and UDOIT), and instructional and assessment design.

The DAI supports a wide variety of teaching and learning technology tools and services online and on campus. The DAI hosts a number of professional development series for faculty on campus that include the "Academy of Health Science Educators," the "Academy of Medical Educators," and the "Canvas Clinic." The DAI also regularly offers standalone training workshops on a variety of tools, services, and instructional approaches emphasizing universal design for learning (UDL). The DAI offers instructional media training and assistance for faculty; manages the One University Studio and Podcast suite for the creation of audio and video instructional tools; oversees instructional media software selection and acquisition; edits and distributes instructional media content; and supports specific instructional media tools, including Learning Glass, Mediasite, and Zoom.

- technical assistance available for students and faculty

UNTHSC IT Services supports the computer technology demands of the faculty, staff, and students in a robust, reliable, and secure fashion. Within IT Services, the Helpdesk and Client Services serves as the first point of contact for all technical assistance requests from students, faculty, and staff. Each end user support and/or assistance request generates a "ServiceNow ticket." The ticket tracks progress, provides updates and communications, and identifies gaps or trends of service for improvement.

Another unit within IT Services is Classroom and Events Technology Support (CETS). CETS is responsible for audio-visual and related technical support in UNTHSC classrooms and special events, on and off campus. This unit supports all UNTHSC students, faculty, and staff.

Within the School, the Director of Educational Technology oversees the procurement, setup, installation, and maintenance of all electronic equipment for students, faculty, and staff. The Director serves as the School's liaison with UNT System IT/HSC IT, manages and updates School websites including those for several externally funded projects, and assists HSC marketing efforts to recruit student applicants. In addition, the Director is responsible for installing statistical software and providing students and faculty with technical assistance in their use of these computing applications.

Technical assistance for faculty and students is also provided by the School's Office of Research Services (ORS). In preparing research grant and contract applications, faculty receive budget development assistance from the ORS team in the pre-award phase and budget monitoring assistance in the post-award phase. ORS staff conducts pre-award meetings with faculty to discuss funding opportunities. The discussions focus on identifying resources needed to carry out the proposed research such as key personnel and effort, travel (conferences), possible student effort, materials, and supplies. The ORS team creates Excel templates for estimating proposed project expenses during the budget development process. Faculty can adjust budget estimates until final review by the ORS, which is done in collaboration with the UNTHSC Office of Sponsored Programs. In post-award monitoring, ORS staff review expenditures with faculty to ensure the expenses conform to cost principles outlined in 2 CFR 200 Uniform Guidance and UNTHSC policy. ORS developed and maintains a budget monthly management report (BMMR) to assist tracking expenses in the University's financial system to help forecast expenditures. ORS seeks to help faculty secure external funding and carry out funded projects with easy-to-use tools and individualized assistance.

ORS also provides learning opportunities for students. When requested by faculty, ORS staff introduce students to the components of an NIH budget and the grant/contract proposal process. The presentations provide students with tips and skills for developing and submitting NIH grant and contract applications. ORS staff typically use the F-31 application process as a method for introducing students to the process of competing for

NIH research funding. ORS reviews and provides feedback on research project budgets prepared by students.

The Biostatistics and Epidemiology Consulting and Collaboration Services (BECCS), housed in the Department of Biostatistics and Epidemiology, provides statistical consulting services and training to School faculty and students. Services include, but are not limited to, support for study design, statistical planning, data management, statistical analysis and statistical reporting. School faculty rely on this service more than students, in part, because UNTHSC students are not permitted to use the service for assistance with their MS discovery-based papers, theses (in other UNTHSC schools), or PhD dissertations. (For these purposes, students are steered to their Faculty Advisor, discovery-based paper course instructor, or their dissertation committee members for assistance.) ORS manages BECCS' contract agreements and the associated invoicing process.

- 2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.

Overall, the IT resources available to the School are sufficient. We enjoy accessible, cutting-edge, information and technology support from the UNTHSC's Lewis Library, ITS, and DAI, and from the internal SPH Director of Educational Technology. The School has the IT capacity to carry out the academic and research missions, and to meet the needs of students, faculty, and staff. However, there is a need to strengthen IT infrastructure for critical periods of Fall and Spring semesters when students urgently need technical assistance with statistical applications and for handling new faculty orders for computer hardware and software licensing.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The School has its own internal Director of Educational Technology. The Director has a great deal of experience and is effective in serving as the School's liaison to UNTHSC IT and UNT System IT.

The UNT System IT leadership is highly focused on security and risk management. Major investments have been made in this area with significant additional resources devoted to IT in progress.

Challenges – There is room for improvement in preparing for the IT needs of new faculty. The hiring and onboarding process could be improved so that new faculty have the technology they need to support their work on the first day of employment.

D1. MPH & DrPH Foundational Public Health Knowledge

The school ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The school validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

- 1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the school.

Template D1-1

| Content Coverage for MPH | |
|---|--|
| Content | Course number(s) & name(s) or other educational requirements |
| 1. Explain public health history, philosophy, and values | HMAP 5300: Introduction to Health Management and Policy - Understanding the values and beliefs of Americans is key to understanding the nation's approach to public health and public health policies. During the first few weeks of classes, class discussions and readings will focus on the history, philosophy, and the core values of public health. Knowledge of this objective will be evaluated based on course discussions, in-class quizzes/exams and in written assignments. |
| 2. Identify the core functions of public health and the 10 Essential Services | BACH 5300: Theoretical Foundations of Individual and Community Health - Learners identify the core function and 10 essential services of public health by collaborating with other students through online discussions. Learners will have additional resource materials including assigned articles and websites in Canvas that provide detailed information on these topics. |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health | BIOS 5300: Principles of Biostatistics - Students all get an introduction to statistical software (e.g., SPSS or SAS) and use it to practice data management and analysis. Homework assignments, practice applications, and/or assessments provide frequent feedback to students as well as instructor to ensure consistent learning. Many examples used in the class are related to public health and its applications. |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program | BACH 5300: Theoretical Foundations of Individual and Community Health - Learners will list major causes and trends of morbidity and mortality in the US and other relevant communities by accessing online information provided by the Centers for Disease Control and Prevention and the Texas Department of State Health Services. Learners will then discuss this shared knowledge and reflect the implications of these conditions for the health of the community. |
| 5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc. | EPID 5300: Principles of Epidemiology - In module 1, students will learn about the three types of prevention in public health. Upon completion of this module, students will be able to describe the three types of prevention in public health. |

| Content Coverage for MPH – continued | |
|---|---|
| Content | Content |
| 6. Explain the critical importance of evidence in advancing public health knowledge | EPID 5300: Principles of Epidemiology - In module 4, students will learn about randomized control trials and the importance of this study design in advancing public health knowledge through evidence. |
| 7. Explain effects of environmental factors on a population's health | EOHS 5300: Environmental Determinants of Health - Covered throughout the semester, especially in sessions covering environmental disease and occupational health, air pollution, noise pollution, light pollution, toxic chemicals and food safety, radiation, metals, solid and liquid municipal and hazardous wastes, and water resources and pollution. Weekly assignments ask students to take action to address health impacts from environmental exposures. This is also covered in the semester case study. The semester project asks students to summarize the health impacts of a local environmental issue of concern. |
| 8. Explain biological and genetic factors that affect a population's health | EOHS 5300: Environmental Determinants of Health - Covered throughout the semester, but specifically in the readings and assignments in weeks 1 and 5. Students are asked to consider the potential benefits and drawbacks to rapidly expanding populations and to describe the importance of early life nutrition and health status. |
| 9. Explain behavioral and psychological factors that affect a population's health | BACH 5300: Theoretical Foundations of Individual and Community Health - Class materials will focus on behavioral theories from various levels: individual, interpersonal, and community. Learners will explain behavioral & psychological factors that affect health by using the information gathered through materials provided in class as well as additional resources obtained through the UNTHSC Library. |
| 10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities | HMAP 5300: Introduction to Health Management and Policy - Health is affected by both intrinsic and extrinsic factors. Understanding these factors is key to developing programs/policies to address population health and health inequities. Through class discussions and group activities, students will discuss the leading causes of morbidity and mortality in the United States. How social, political, & economic determinants affect individual and population health will be discussed. This objective will be evaluated throughout the course based on discussion boards, exams, papers, and case studies. |
| 11. Explain how globalization affects global burdens of disease | EOHS 5300: Environmental Determinants of Health - Covered throughout the semester, but specifically in the readings and assignments in weeks 1 and 7. Students are asked to describe examples of how globalization impacts the movement of waste products from one country to another and how this impacts disease burdens. |
| 12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health) | EOHS 5300: Environmental Determinants of Health - Covered throughout the semester, but specifically in readings and assignments in weeks 3 and 6, which focus on climate change, impacts on ecosystems and biodiversity and water quality. |

- 2) Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable.

Syllabi for each course are named accordingly and located in the folder *ERF>D>D.1_MPH Foundational PH Knowledge*

- 3) If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The foundational learning objectives are integrated into the updated core Public Health courses, taught in tandem with foundational competencies and integrated curriculum to provide a strong foundation in public health before advancing with concentration-specific and elective coursework.

Challenges – By differentiating where the foundational learning objectives are taught between degree programs, students from the non-MPH degrees do not learn alongside the MPH students. There may be benefits to consider offering this as an asynchronous course for all learners prior to matriculation as many schools have done.

D2. MPH Foundational Competencies

The school documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member’s supervision) validate the student’s ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the school must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees).

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students’ competency attainment in group projects. Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

- 1) List the coursework and other learning experiences required for the school’s MPH degrees, including the required curriculum for each concentration. Information may be provided in the format of Template D2-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

Template D2-1

| Part A: Foundational requirements for MPH degree | | |
|---|--|--------------------------------|
| Course number | Course name | Credits (if applicable) |
| Foundational courses for all MPH students regardless of concentration | | |
| BACH 5300 | Theoretical Foundations of Individual and Community Health | 3 |
| BIOS 5300 | Principles of Biostatistics | 3 |
| EOHS 5300 | Environmental Determinants of Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| | TOTAL FOUNDATIONAL CREDITS | 15 |

| Part B: Concentration requirements for MPH degree in Biostatistics and Data Science | | |
|--|--|--------------------------------|
| Course # | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PHED 5297 | MPH Practice Experience | 3 |
| Concentration courses for Biostatistics and Data Science concentration | | |
| BIOS 5320 | Biostatistical Research and Consulting | 3 |
| BIOS 5316 | Categorical Data Analysis | 3 |
| BIOS 5322 | Statistical Computing and Visualization | 3 |
| BIOS 5318 | Data Mining and Machine Learning | 3 |
| Additional required courses for Biostatistics and Data Science concentration | | |
| BIOS 5310 | Intermediate Biostatistics | 3 |
| BIOS 6322 | Longitudinal Data Analysis | 3 |
| EPID 5310 | Intermediate Epidemiology | 3 |
| EPID 5313 | Introduction to Data Management & Statistical Computing | 3 |
| EPID 5314 | Applied Data Analysis in Epidemiology | 3 |
| Electives (as applicable) | | |
| Electives | Select 1; list can be found at this link or in <i>ERF>D>D.2_Cohort Elective List</i> | 3 |
| Requirements for degree completion not associated with a course (if applicable) | | |
| PHED 5000 | CPH Comprehensive Examination | 0 |
| | TOTAL CONCENTRATION CREDITS | 48 |

| Part B: Concentration requirements for MPH degree in Epidemiology | | |
|---|--|--------------------------------|
| Course # | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PHED 5297 | MPH Practice Experience | 3 |
| Concentration courses for Epidemiology concentration | | |
| EPID 5318 | Chronic Disease Epidemiology | 3 |
| EPID 5320 | Infectious Disease Epidemiology | 3 |
| EPID 5312 | Survey Research & Questionnaire Design | 3 |
| EPID 5317 | Epidemiologic Surveillance | 3 |
| Additional required courses for Epidemiology concentration | | |
| BIOS 5310 | Intermediate Biostatistics | 3 |
| EPID 5310 | Intermediate Epidemiology | 3 |
| EPID 5313 | Introduction to Data Management & Statistical Computing | 3 |
| EPID 5314 | Applied Data Analysis in Epidemiology | 3 |
| Electives (as applicable) | | |
| Electives | Select 2; list can be found at this link or in <i>ERF>D>D.2_Cohort Elective List</i> | 6 |
| Requirements for degree completion not associated with a course (if applicable) | | |
| PHED 5000 | CPH Comprehensive Examination | 0 |
| | TOTAL CONCENTRATION CREDITS | 48 |

| Part B: Concentration requirements for MPH degree in Maternal and Child Health | | |
|---|--|--------------------------------|
| Course # | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PHED 5297 | MPH Practice Experience | 3 |
| Concentration courses for Maternal and Child Health concentration | | |
| MACH 5330 | Introduction to Maternal and Child Health | 3 |
| MACH 5334 | Maternal and Child Health Across the Life Course | 3 |
| MACH 5335 | Human Sexuality and Reproductive Health | 3 |
| MACH 5336 | Maternal and Child Health Epidemiology | 3 |
| MACH 5391 | Topics in Maternal and Child Health | 3 |
| Additional required courses for Maternal and Child Health concentration | | |
| BACH 5314 | Applied Public Health Methods | 3 |
| BACH 5340 | Community Assessment and Program Planning | 3 |
| BACH 5350 | Community Health Program Evaluation | 3 |
| BACH 5345 | Participatory Approaches to Improving Community Health | 3 |
| Electives (as applicable) | | |
| Electives | Select 1; list can be found at this link or in <i>ERF>D>D.2_Cohort Elective List</i> | 3 |
| Requirements for degree completion not associated with a course (if applicable) | | |
| PHED 5000 | CPH Comprehensive Examination | 0 |
| | TOTAL CONCENTRATION CREDITS | 48 |

| Part B: Concentration requirements for MPH degree in Public Health Leadership - Cohort | | |
|---|--|--------------------------------|
| Course # | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PHED 5297 | MPH Practice Experience | 3 |
| Concentration courses for Public Health Leadership concentration | | |
| HMAP 5328 | Organizational Leadership | 3 |
| HMAP 5336 | Health Politics and Policy | 3 |
| HMAP 5332 | Public Health Law | 3 |
| Additional required courses for Public Health Leadership concentration | | |
| BACH 5324 | Introduction to Health Disparities | 3 |
| BACH 5330 | Health Communication Strategies in Public Health | 3 |
| BACH 5314 | Applied Public Health Methods | 3 |
| BACH 5340 | Community Assessment and Program Planning | 3 |
| BACH 5350 | Community Health Program Evaluation | 3 |
| Electives (as applicable) | | |
| Electives | Select 2; list can be found at this link or in <i>ERF>D>D.2_Cohort Elective List</i> | 6 |
| Requirements for degree completion not associated with a course (if applicable) | | |
| PHED 5000 | CPH Comprehensive Examination | 0 |
| | TOTAL CONCENTRATION CREDITS | 48 |

| Part B: Concentration requirements for MPH degree in Public Health Leadership - Online delivery | | |
|--|--|--------------------------------|
| Course # | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PHED 5297 | MPH Practice Experience | 3 |
| Concentration courses for Public Health Leadership concentration | | |
| HMAP 5328 | Organizational Leadership | 3 |
| HMAP 5336 | Health Politics and Policy | 3 |
| HMAP 5332 | Public Health Law | 3 |
| Additional required courses for Public Health Leadership concentration | | |
| BACH 5330 | Health Communication Strategies in Public Health | 3 |
| BACH 5340 | Community Assessment and Program Planning | 3 |
| BACH 5350 | Community Health Program Evaluation | 3 |
| Electives (as applicable) | | |
| Electives | Select 4; list can be found at this link or in <i>ERF>D>D.2_Online Elective List</i> | 12 |
| Requirements for degree completion not associated with a course (if applicable) | | |
| PHED 5000 | CPH Comprehensive Examination | 0 |
| | TOTAL CONCENTRATION CREDITS | 48 |

| Part B: Concentration requirements for MPH degree in Public Health Leadership - Online delivery for learners with Public Health Work experience / or dual degree | | |
|---|--|--------------------------------|
| Course # | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PHED 5297 | MPH Practice Experience | 3 |
| Concentration courses for Public Health Leadership concentration | | |
| HMAP 5328 | Organizational Leadership | 3 |
| HMAP 5336 | Health Politics and Policy | 3 |
| HMAP 5332 | Public Health Law | 3 |
| Additional required courses for Public Health Leadership concentration | | |
| BACH 5340 | Community Assessment and Program Planning | 3 |
| BACH 5350 | Community Health Program Evaluation | 3 |
| Electives (as applicable) | | |
| Electives | Select 3; list can be found at this link or in <i>ERF>D>D.2_Online Elective List</i> | 9 |
| Requirements for degree completion not associated with a course (if applicable) | | |
| PHED 5000 | CPH Comprehensive Examination | 0 |
| | TOTAL CONCENTRATION CREDITS | 42* |

- 2) List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

| Part B: Concentration requirements for MPH degree in Public Health Leadership - Online delivery | | |
|--|---|--------------------------------|
| Course number | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PHED 5297 | MPH Practice Experience | 3 |
| Concentration courses for Public Health Leadership concentration | | |
| HMAP 5328 | Organizational Leadership | 3 |
| HMAP 5336 | Health Politics and Policy | 3 |
| HMAP 5332 | Public Health Law | 3 |
| Additional required courses for Public Health Leadership concentration | | |
| BACH 5340 | Community Assessment and Program Planning | 3 |
| BACH 5350 | Community Health Program Evaluation | 3 |
| Electives (as applicable) | | |
| Electives | List provided to select 3 | 9 |
| Requirements for degree completion not associated with a course (if applicable) | | |
| PHED 5000 | CPH Comprehensive Examination | 0 |
| TOTAL CONCENTRATION CREDITS | | 42* |

*The 42-hour option is designed as an interdisciplinary degree limited to three types of applicants:

- 1) dual-degree students currently enrolled in a master's or doctoral program other than an MPH;
- 2) holders of an advanced degree, e.g., PhD, DO, MD, JD, DVM, MSN, MBA, PA; PharmD; or
- 3) persons with three or more years of substantive, professional experience in a health field.

Students in this program are given 6 credits for work experience, including experience working in a clinical health field; thus **equivalent 48 hours** total that isn't reflected in curriculum tables.

- 3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the school addresses all of the listed foundational competencies in a single, common core curriculum, the school need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH school, the school must present a separate matrix for each combined degree. If the school relies on concentration-specific courses to assess some of the foundational competencies listed above, the school must present a separate matrix for each concentration.

Template D2-2

| Assessment of Competencies for MPH (all concentrations) | | |
|---|--|--|
| Competency | Course number(s) and name(s) | Describe specific assessment opportunityⁿ |
| Evidence-based Approaches to Public Health | | |
| 1. Apply epidemiological methods to settings and situations in public health practice | EPID 5300: Principles of Epidemiology | Students will learn about the various epidemiological methods in lectures (Week 2) and from textbook readings (Chapter 6). Assessment using Problem set #2 –Students are assessed on their ability to utilize data, create line listings, interpret data, draw a survival curve, calculate median survival rate, calculate attack rates, and interpret their findings. |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context | EPID 5300: Principles of Epidemiology | Students will learn about the characteristics of qualitative and quantitative data collection methods and the appropriate context for their use in the week 6 lecture. Assessment using a problem set in which students are assessed on their ability to distinguish the characteristics of quantitative and qualitative study designs in public health. Students will also be required to provide examples of quantitative and qualitative data. |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate | BIOS 5300: Principles of Biostatistics | Material provided throughout the course will help learners identify and distinguish between quantitative and qualitative data, generate appropriate numerical and graphical summaries of data, and analyze data to make statistical inferences. Foundational aspects of statistical analysis will be introduced, and simple analytic methods will be taught. Students will utilize the SPSS statistical software. Knowledge of this competency is assessed through Practice Application 2. This assignment requires students to analyze both quantitative and qualitative data from a public health dataset and report results of both analyses. |
| 4. Interpret results of data analysis for public health research, policy or practice | BIOS 5300: Principles of Biostatistics | Students will learn how to perform analyses using t-test (single, independent, and paired samples), simple linear regression, correlation analysis and ANOVA for quantitative data using SPSS, and learn binomial distributions for categorical data. Students will practice interpreting the results/outcome of these analyses to address public health problems. Knowledge of this competency is assessed through Practice Application 3. Students are asked to interpret data analysis results for general statistical inference as well as the implications of the result for public health research, policy, and practice. |

| Assessment of Competencies for MPH (all concentrations) | | |
|--|---|--|
| Public Health & Health Care Systems | | |
| 5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings | HMAP 5300: Introduction to Health Management and Policy | Position Paper: Using information from the assigned readings/videos, students will prepare a position paper in which they describe the ideal healthcare system in the U.S. The student will summarize the high-level characteristics and benefits of the proposed system using the organizational, structural, and regulatory systems of other OECD (Organization for Economic Co-operation and Development) countries as a benchmark. |
| 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels | BACH 5300: Theoretical Foundations of Individual and Community Health | Unnatural Causes – Students will submit a reaction paper after watching 2 segments of the documentary <i>Unnatural Causes</i> . that describes the systems in place, including structural bias, social inequities, and racism that create challenges to achieving health equity at organizational, community, and societal levels. |
| Planning & Management to Promote Health | | |
| 7. Assess population needs, assets, and capacities that affect communities' health | BACH 5300: Theoretical Foundations of Individual and Community Health | The Community Intervention Project Part 1 (CIP1: Community Health Assessment): Students will conduct an assessment of a health issue within a specific community, identifying the population needs, assets and capacities that affect the community's health. |
| 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs | BACH 5300: Theoretical Foundations of Individual and Community Health | Problem-based activity where students will be assessed on responses to an assigned case-studies regarding application of cultural humility in the implementation of a public health programs. |
| 9. Design a population-based policy, program, project, or intervention | HMAP 5300: Introduction to Health Management and Policy | Discussion Board Post: Health is affected by both intrinsic and extrinsic factors. Understanding these factors is key to developing programs/policies to address population health and health inequities. In week 4, readings/videos and the Discussion Board post, students will identify and discuss population-based determinants of health in their communities and develop policy interventions to address them. |
| 10. Explain basic principles and tools of budget and resource management | HMAP 5300: Introduction to Health Management and Policy | Case Study Analysis: Students will analyze budgetary decisions at a fictional health services organization and apply the principles and tools of budget and resources management to recommend investment decisions for the health system. |
| 11. Select methods to evaluate public health programs | BACH 5300: Theoretical Foundations of Individual and Community Health | Logic Model Assignment- Students will submit a logic model that describes inputs, outputs, outcomes and impact of proposed public health intervention. |

| Assessment of Competencies for MPH (all concentrations) | | |
|--|---|--|
| Policy in Public Health | | |
| 12. Discuss the policy-making process, including the roles of ethics and evidence | EOHS 5300: Environmental Determinants of Health | Instructor developed lecture guided by the CDC's Polaris Policy Process and resources from the American Academy of Pediatrics. Students discuss the impacts on health and risk assessment of US EPA's decision to eliminate mammal testing, and how ethics and evidence are impacting the policy-making process as it relates to hexavalent chromium. |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes | EOHS 5300: Environmental Determinants of Health | Instructor developed resources based on Community Tool Box on Identifying and Analyzing Stakeholders and Their Interests. Students discuss how they will identify stakeholders for a policy regulating the use of antibiotics and growth promoters in agriculture |
| 14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations | EOHS 5300: Environmental Determinants of Health | Instructor developed resources based on Community Tool Box on Identifying and Analyzing Stakeholders and Their Interests. Students write a blog post and compose communications for social media sites to advocate for a policy on food packaging. |
| 15. Evaluate policies for their impact on public health and health equity | HMAP 5300: Introduction to Health Management and Policy | Current Federal Healthcare Law: In week three readings/videos and the Discussion Board post, students will assess the impact of current programs and the ACA and ideate around what interventions may address some existing inequities. |
| Leadership | | |
| 16. Apply leadership and/or management principles to address a relevant issue | HMAP 5300: Introduction to Health Management and Policy | Policy Memo/Presentation: Students will be tasked to identify a public health issue and to prepare a policy memo and presentation explaining the issue and proposing a high-level policy to address it. Students will also be required to draw on ideas from healthcare systems in other parts of the world to help improve health outcomes and public health equity in the U.S. |
| 17. Apply negotiation and mediation skills to address organizational or community challenges | EOHS 5300: Environmental Determinants of Health | Preparation: Instructor developed resources based on Community Tool Box on Identifying and Analyzing Stakeholders and Their Interests and resources from the American Academy of Pediatrics. Assignment - Semester project: students develop negotiation plans related to the policy they have chosen to advocate for in which they must identify points of negotiation, points that are non-negotiable, and determine the desired outcomes of the negotiation |

| Assessment of Competencies for MPH (all concentrations) | | |
|---|---|--|
| Communication | | |
| 18. Select communication strategies for different audiences and sectors | EOHS 5300: Environmental Determinants of Health | Assignments: students are asked to develop two unique communication strategies for unique audiences that pertain to the health impacts of climate change (week 3), to provide suggestions on improvements to the EPA's Indoor Air Quality Demo House (week 4), and choose different communication styles to reach a variety of audiences with their advocacy efforts (week 5) |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation | BIOS 5300: Principles of Biostatistics | Students demonstrate this competency by verbally communicating results from statistical analyses to non-academic audiences through Practice Application 4. Students are provided with a dataset and asked to report on the findings from analyzing the data according to methods covered in the course. Students will provide an oral presentation and written slides, communicating results in an audience-specific manner. |
| 20. Describe the importance of cultural competence in communicating public health content | BACH 5300: Theoretical Foundations of Individual and Community Health | Related to the Unnatural Causes documentary, students will participate in a Discussion Board regarding the role of cultural competence in communicating public health content to communities, media, and health care professionals. |
| Interprofessional Practice | | |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health | Formal activity outside didactic coursework | Please see additional pdf submitted for all MPH degrees |
| Systems Thinking | | |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative | BACH 5300: Theoretical Foundations of Individual and Community Health | Students will design a systems concept map that identifies both problems and resources at a community level to address a public health issue of interest. Students will look beyond individuals and identify ways in which the community system contributes to the public health issue and also resources that can be used to help. |

- 4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D2-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

Syllabi are in subfolders by course name in *ERF>D>D.2_MPH Foundational Competencies*

- 5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Over multiple years the core courses have been re-worked to prioritize the foundational competencies needed to be successful in the MPH program and provide the foundation to advance in concentration-specific courses as well as be successful in the unique one-year practice experience at UNTHSC- SPH. Core courses and instructors learned to integrate content-agnostic foundational competencies alongside core discipline content.

Challenges – Helping faculty apply competencies and integrating content from their own traditional training proved challenging at times. Providing resources and examples has really changed the core courses from former more traditional MPH curricula and now provide the foundation to be successful in proceeding to the more advanced curriculum.

D3. DrPH Foundational Competencies (if applicable)

Not applicable

D4. MPH & DrPH Concentration Competencies

The school defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

The school documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals validate the student's ability to perform the competency.

If the school intends to prepare students for a specific credential (e.g., CHES/MCHES) that has defined competencies, the school documents coverage and assessment of those competencies throughout the curriculum.

- 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the school will present a separate matrix for each concentration.

Template D4-1

| Assessment of Competencies for MPH in MCH Concentration | | |
|---|---|--|
| Competency | Course #(s) and name(s) | Describe specific assessment opportunity |
| 1. Identify the unique lifecourse, biological, sociocultural, and behavioral assets and challenges of public health practice with women, children and families. | MACH 5330: Introduction to Maternal and Child Health | In this paper, students will describe risk and protective factors, social determinants of health, and health disparities as it relates to their selected MCH health issue. This paper will also incorporate a life course perspective by describing the antecedences and consequences of the health issue. |
| 2. Critique existing public health interventions or policies for their appropriateness and implications for women, children and families. | MACH 5334: Maternal and Child Health Across the Life Course | Students will select a public health issue of concern to MCH populations as a group. Individually students will research a public health intervention and one policy addressing the public health issue chosen. Students will critique the public health intervention and policy through multiple lenses, as well as the life course theory. In a group students will write a 10-15 page paper of their public health intervention and policy critique. |
| 3. Describe historical landmark maternal and child health policies and implications of the policy implementation in current advocacy and policy activities. | MACH 5334: Maternal and Child Health Across the Life Course | Students will select a historical MCH landmark policy that influenced public health practice in MCH, identify advocacy strategies to promote MCH political, social, or economic policies and programs, interview a key player(s) in the field and write a letter to a Representative either in support or against a currently proposed, but related policy. The project will include 1) Description of the issue(s) preceding the policy, 2) key stakeholders and positions on the issue at the time 3) outcome of the policy on MCH health, 4) changes to the policy or related policies over time and current status, 5) interview summary and 6) copy of letter to Representative. |
| 4. Develop an advocacy plan that engages a community in improving maternal and child health outcomes. | MACH 5330: Introduction to Maternal and Child Health | Advocacy Project. Students will engage in a semester-long project that will allow them to put the skills and competencies they are learning into practice. Students will collaborate with a community organization to develop advocacy plans to improve health among women, children, and families in the local community. The project will assess students' individual capabilities to develop an advocacy plan that engages a community in improving maternal and child health outcomes and identify the unique assets and challenges of public health practice. |
| 5. Describe a maternal and child issue in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity. | MACH 5336: Maternal and Child Health Epidemiology | Adolescent Health Data Project – In order to monitor the health of adolescents in the United States, the Youth Risk Behavior Survey (YRBS) collects data on six categories of health behaviors, including injury/violence, sexual behaviors, alcohol and drug use, tobacco use, diet, and physical activity. Using the YRBS data portal students will develop a practice-based question and conduct a corresponding data analysis to answer that question for Texas. This report will include a description of the magnitude/severity, scope, location, time, and co-occurrence of the adolescent health issue. Students will prepare a written report of findings and corresponding abstract and poster presentation describing the analysis. |

| Assessment of Competencies for MPH in PHL Concentration | | |
|--|---------------------------------------|---|
| Competency | Course #(s) and name(s) | Describe specific assessment opportunityⁿ |
| 1. Critique and integrate theories of leadership into personal philosophy of leadership | HMAP 5328: Organizational Leadership | Following a review of leadership theories, you will critique various philosophies of leadership, and reflect on the ones that most resonate with you. Develop a 1-2 page leadership philosophy statement that is based primarily on one leadership theory. Describe the ways in which your personal mission, vision, values, strengths and personal style aligns with the theory. From reviewing your philosophy statement, the reader should understand what you believe about leadership, how your philosophy and values guide your decision making and behavior, and what they can expect of you as a leader. |
| 2. Integrate principles of diversity and inclusivity into organizations. | HMAP 5328: Organizational Leadership | In this reflection, students will identify ways in which they will integrate principles of diversity and inclusivity into organizational goals. They will evaluate the essential metrics for diversity, equity, and inclusion in the context of organizations and how organizational leaders can create cultures of professional and social responsibility as it relates to fostering belonging and cultivating environments where all people can realize their full potential. Integrating the Inclusive Leader assessment and results from Implicit Association Tests, students will also assess where they are in their journey to becoming an authentic and inclusive leader. |
| 3. Make policy recommendations at the organizational, local, state, or federal-level to improve population and community health. | HMAP 5336: Health Politics and Policy | Assignment 2 - Policy Memo – For the policy memo students will research/look up their congressional representative in the Federal House of Representative and examine their voting record on health policy legislation. Students will prepare a policy memo to their representative describing their community needs and propose strategies and recommendations to improve the population health of their communities. |
| 4. Demonstrate leadership's role in identifying sources of risk in the implementation of a public health plan. | HMAP 5332: Public Health Law | Students will submit a final paper applying course materials to a real-life scenario, the prompt for which is: a mayor, during an epidemic, wants to create mandates around behaviors such as quarantines, curfews, and other restrictions. The governor has banned local governments from creating such policies, but the City Attorney has opined that the mayor has the legal authority to act as the Mayor would like. The mayor, though, asks the student for advice. |
| 5. Apply leadership concepts to address organizational practices. | HMAP 5328: Organizational Leadership | This course culminates with an organizational case that requires learners to apply concepts to a complex scenario. Students will simulate an organizational challenge that presents ethical and leadership dilemmas. The simulation and case will require students to apply quality and leadership concepts to address organizational practices. |

| Assessment of Competencies for MPH in EPID Concentration | | |
|--|--|--|
| Competency | Course number(s) and name(s) | Describe specific assessment opportunity |
| 1. Describe public health issues in terms of person, place, and time from social, environmental, population, and individual perspectives. | EPID 5320: Infectious Disease Epidemiology | Case Study #1: In this case study students will conduct a mock investigation of foodborne illness cases. Students will utilize data and information presented in the scenario to describe the outbreak in terms of person, place, and time. Students will recommend prevention and control measures related to the social, environmental, and individual perspectives |
| 2. Identify and use sources of epidemiologic information and knowledge as a basis for sound research, decision-making, and data-driven public health practice. | EPID 5320: Infectious Disease Epidemiology | Case Study #2: Students will conduct a mock outbreak investigation of a healthcare associated infection in a hospital. Students will discuss multiple dimensions of epidemiological information from different sources to make data driven prevention and control measures for monitoring health outcomes and disease spread. |
| 3. Develop a study design and acknowledge the strengths and limitations for application. | EPID 5312: Survey Research & Questionnaire Design | Project Part 1. Students will learn how to construct suitable study designs for survey research in Weeks 1, 3, and 4 of the course. Students will propose a survey topic and corresponding study design, while acknowledging the strengths and limitations. The competency will be assessed for each individual in Week 4. |
| 4. Interpret and communicate the results of analysis to ensure the effective application of epidemiologic methods. | EPID 5318: Chronic Disease Epidemiology | In a written report, each student will design an epidemiological study an analysis plan for a chronic disease using data sets and standards from widely available sources such as CDC. Students will describe why this particular study design and method of analysis was chosen. Students will then provide a presentation summary of their study design and analysis plan linking it to a scientific article or report and provide a communication plan to interpret results from the article or report to a high-risk community specific for the chosen chronic disease |
| 5. Always demonstrate strong ethics in the collection, maintenance, use, and dissemination of data used for public health practice. | EPID 5317: Epidemiologic Surveillance | Surveillance Report: students will use mock countywide data to clean, analyze, and interpret data from the Springville STI Surveillance Division and create a surveillance report for a fictitious local health department (Springville County Health Department). Students will describe and demonstrate confidentiality in collection, maintenance, and use of STI data and use of an ethical framework in reporting analysis and interpretation for high risk populations. |

| Assessment of Competencies for MPH in BIOS Concentration | | |
|---|--|--|
| Competency | Course #(s) and name(s) | Describe specific assessment opportunity |
| 1. Translate mathematical and statistical foundations to biostatistics | BIOS 5316: Categorical Data Analysis | Students will learn statistical methods that can be applied for different types of categorical data in health sciences and public health practice through lectures and assignments. This competency will be assessed in Homework 5, with topics in the generalized linear model framework and the theories for logistic regression for binary data |
| 2. Design and critically evaluate study protocols in the health sciences | BIOS 5320: Research and Consulting | Students will be expected to select statistical methods that are appropriate for a given dataset based on characteristics of the variables and the objectives of the analysis. Students will also engage in case studies in which they advise mock clients on how to optimize study design to achieve public health goals. This competency will be assessed through Case Study #2. |
| 3. Design and apply comprehensive data management strategies for health-related studies | BIOS 5322: Statistical Computing and Visualization | Students will learn the basics of data management and how to combat any problems necessary when faced with complex data structures. Application of this competency will be assessed with homework 2, in which students will learn complex data management techniques. |
| 4. Identify and apply suitable statistical methods for data analyses | BIOS 5322: Statistical Computing and Visualization | Application of this competency will be assessed with in-class activities designed to incorporate univariate and bivariate procedures in R and SAS®. This competency will be assessed in week 9, in which students will learn bivariate techniques and application of these methods to several simulated datasets in a weekly quiz. |
| 5. Communicate statistical methods and results in applied terms for public health practice and research | BIOS 5320: Research and Consulting | Students will practice summarizing results of complex data analyses in clear and straightforward language to convey results to non-statisticians with appropriate context of the public health application. This practice will be assessed in Case Study #3. |

- 2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the school must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

Not applicable – individual competencies not used

- 3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D4-1, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

Syllabi are in subfolders by course name in *ERF>D>D.4_MPH Concentration Competencies*

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Small number of faculty with expertise and investment in the concentration-specific courses developed, monitor, modify, and implement the competencies for the students in the concentration. The small number of faculty and specific courses responsible for advancing the concentration-specific knowledge makes assessment and modification easy.

Challenges – Public Health Leadership is an advanced concentration to prepare a student to step into supervisory positions soon after graduation. The closest to a general Public Health concentration, additional concentration-specific competencies beyond the extensive foundational and specific courses were at times challenging. Faculty and the Associate Dean for Academic Affairs worked extensively with CEPH personnel to develop and refine the appropriate competencies.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The school assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

- 1) Briefly describe how the school identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.

All MPH students are required to complete a one-year Applied Practice Experience (APE) where they can apply and strengthen public health foundational and concentration-specific competencies to make a meaningful contribution to their practice site. The students enroll in three consecutive semesters of PHED 5297 which is taught by an SPH faculty member (referred to as a Faculty Course Coordinator, or FCC for this context). Each semester is one-credit hour, for a total of three credit hours. Students select an organization and site supervisor to complete their APE. The organization must be able to offer students the opportunity to gain public health practice experience and to choose a project and develop a project portfolio that strengthens public health competencies and will offer a beneficial impact for the organization/community.

Organizational placements must include both a Site Supervisor (primary) and a task supervisor (secondary). The Site Supervisor (SS) must have a graduate degree and two years of professional experience, or an undergraduate degree and at least 6 years of demonstrated leadership expertise. The site supervisor does not need to have a degree in public health, but the organization must include work tasks that align with public health competencies. Inter-disciplinary settings are encouraged to promote inter-professional collaboration and skill development. Employed students may consider being placed with their employers, but must select a site supervisor who is not their employment supervisor and meet all other requirements for PHED 5297.

Other PHED 5297 completion requirements include documentation of 600 logged hours approved by FCC's and SS's. Students who are completing clinical dual degree programs or have substantial professional post baccalaureate training may apply for a waiver of up to 300 hours (see *D5a_Practice experience waiver guidelines* in electronic resource files). Waiver applications must be submitted and approved prior to beginning PHED 5297. To successfully complete PHED 5297, students must also receive a passing (Satisfactory) grade in all three

semesters, submit all assignments including the two required portfolio products, as well as complete the Integrative Learning Experience (ILE) assignment that is embedded in the course.

Procedures enroll and complete PHED 5297 are as follows:

- (1) **Pre-Placement:** To be eligible to enroll in PHED 5297, students must have received passing grades in all of their 5300 foundational MPH courses, though EOHS 5300 may be taken concurrently with the first semester of practice experience. Cohort students are scheduled to start their placements in May, following completion of their first year of coursework. Students enrolled in online MPH options may start any semester following successful completion of prerequisites. Specific procedures and deadlines to plan for and enroll in PHED 5297 are posted online at: <https://www.unthsc.edu/school-of-public-health/mph-practice-experience/>. An overview of the process and deadlines can be found in *ERF>D>D.5>D5b_MPH Practice Experience Process and Deadlines*. Students choose their practice sites, but may also receive support from SPH to identify potential placements and participate in brief interviews with potential site supervisors. A pre-practice Canvas course was implemented in Fall of 2022 to help students prepare for their internships and be aware of key deadlines. When students are enrolled in the Pre-Practice course they are asked to choose the semester they intend to start PHED 5297 and their assignments and deadlines are set accordingly.
 - a. **Matching Interviews:** In November of each year, SPH sends out survey links to potential site supervisors and students who are interested in starting APE in summer of the following year. These survey data are used to match students with potential site supervisors based on qualitative responses (such as type of projects or geographic needs) and quantitative indicators of interest (such as work settings, tasks, or skills required). In January, two brief interviewing events are held where students and potential site supervisors meet for 15-minute blocks. Individuals who are unable to attend these two event dates are provided with individual contact information to schedule brief interviews independently. Following the brief interviews, students and potential site supervisors are asked to rate (high, moderate, or low interest) and rank order their preferences. SPH faculty then review these results and make recommendations for formal interviews. Suggested internships are based primarily on student interests, provided that the corresponding site showed continued interest in the student. Once the students receive their internship recommendation, they may proceed forward to schedule a formal interview, seek an alternative placement on their own, or request information about other potential internship sites. When a final selection is made, students obtain and submit all required documentation (signed confirmation form and CV/Resume of site supervisor). Students who are unable to receive an internship recommendation (generally do to low ratings/rankings, or heavy competition for their top choices) are provided with a list of organizations that are expected to have internship openings. They may also be offered support/assistance with interviewing through SPH Office of Academic Services. In the most recent matching process, all students who fully participated in the surveys and interviews were successfully matched.
 - b. **Informal Site Selection Support:** Students who do not participate in the matching interview process or need additional assistance are first asked to work with their faculty advisors to discuss their interests and opportunities. Many students are able to identify viable potential placement sites through these discussions. Students who need additional assistance are referred to faculty assigned to support SPH community engagement and practice activities supervised by the Associate Dean for Community Engagement and Health Equity. These faculty may make suggestions based on other known opportunities, or further brainstorm with students to identify potentially viable placements.

Following confirmation of a placement site, students and site supervisors are asked to complete an orientation module and read the PHED 5297 guide (see *D5c Guide to the Master of Public Health Practice Experience and D5d_HSC_MPH_Practice Experience Orientation* in electronic resources). This is available online all year, but may also be offered in person each April. Some students may also have to complete onboarding procedures required by their site organization. They work with SPH Office of Academic Services to complete these requirements.

(2) **PHED 5297 Enrollment and Completion:** Students must maintain enrollment in PHED 5297 for three consecutive semesters. If they have submitted all required documents, they may start logging hours 6 weeks prior to the start of the term and are able to complete their hours 6 weeks prior to the end of the third semester. In other words, their enrollment in PHED 5297 lasts for one calendar year and they are required to log hours for a minimum of 40 of those 52 weeks, starting or ending no more than 6 weeks early. Students may also extend their placements for 6 weeks beyond the third semester to complete any remaining hours, provided they have permission of their FCC and SS. The PHED 5297 syllabus template (see *D5e_PHED 5297 syllabus* in electronic resources) provides details on all of the requirements of PHED 5297. FCC's may somewhat modify due dates, but must adhere to the overall PHED 5297 syllabus which is reviewed by the SPH Practice Experience Committee each year. The PHED 5297 course includes following primary activities and assignments:

- **Supervision and Time logs:** Approximately every two weeks, students submit a log showing their hours, activities/tasks performed, and plans for the coming weeks. SS must review and sign these logs prior to submission (see *D5f_Time log 2023* in electronic resources).
- **Reflection papers:** Students are assigned topics related to their practice experience internships and submit 2-page reflection papers. Based on feedback from students who completed PHED 5297 in 2018 & 2019, students are given some choices in the sequence of selected topics, but must complete all topics prior to the end of the third term (see *D5g_Reflection Log* in electronic resources).
- **Co-Learning meetings:** Students must participate in at least one co-learning meeting each semester. FCC's may set these up as live in-person or live online. They may also use discussion boards as a replacement for a live meeting.
- **Joint meetings:** FCCs and SSs will meet at least one time each semester, either in person, virtually, or by phone. During the first semester, they will also meet with the student.
- **Site visit/Tour:** Students will give their FCCs a tour of their practice site, either in-person or virtually.
- **Ignite Presentation:** Students will develop an ignite presentation (5 minutes with slides that auto advance every 15 seconds), which provides an overview and analysis of the stakeholder groups associated with their practice site.
- **Work and Project Portfolio Plan:** Students develop a work and project portfolio plan during their first semester, then provide updates and progress reports in terms two and three, and submit their final work products at the end of term three. The work and project plans must include a description of the three foundation competencies and two concentration specific competencies that the student has selected for their PHED 5297 course. They will identify how the tasks they perform align with these competencies. The work plan includes all activities associated with their APE internships. As a subcomponent of the work plan, the project portfolio identifies at least two specific deliverables/products that will be completed and demonstrates how they are associated with the 3 foundation and 2 concentration competencies (see *D5h_MPH Work and Project Portfolio Plan* in ERF).

- **FCC and SS assessments:** Each semester, FCCs and SSs complete an overall assessment of students' performance. These are calculated into students' overall grade (see *D5i_FCC Semester evaluation* and *D5j_SS semester evaluation* in electronic resources).
 - **Final portfolio:** Students develop a final portfolio as part of their project plan. This includes as least two electronic deliverables is described in their project portfolio plan and reviewed/assessed by their FCC and SS (refer to the rubric in *D5h_MPH Work and Project Portfolio Plan* in electronic resources).
 - **Final presentation:** Students submit a brief video summarizing their internship experiences, work and project products, and lessons learned (refer to *D5k_PHED. 5297 Final presentation* in electronic resources).
 - **Competency assessment:** Students provide a self-assessment of the competencies they selected for their PHED 5297 course. FCCs also provide a final competency assessment.
 - **Master time log spreadsheet:** At the end of each term, students submit their master time log spreadsheet showing their weekly accumulation and total hours.
 - **Policy analysis and Policy brief:** This is the Integrative Learning Experience (ILE) assignment that is incorporated into PHED 5297 and will be described in more detail in section D7.
- 2) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

Documentation for requirements of the applied practice experience can be found in *ERF>D.5a-k*.

- 3) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree schools, if applicable. The school must provide samples of complete sets of materials (i.e., Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the school has not produced five students for which complete samples are available, note this and provide all available samples.

Examples of student practice experience materials can be found in *ERF>D>D.5.3 Student Final Products Samples*. Please note that only two students in the Biostatistics and Data Science concentration have graduated and are included in these documents. The D5 Practice Experience template is also located in this subfolder of the electronic resource files.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The extended placements allow students to become orientated to an organization, plan a project that will be beneficial to the organization, and have sufficient time to complete a project. They also promote synthesis of learning by co-occurring with the final year of coursework and including reflection papers to prompt critical analysis of these learning experiences. The evaluation of the APE is ongoing and considers multiple perspectives and multiple methods of assessment, such as surveys, discussion groups, and monthly committee meetings.

Challenges – Some have raised concerns about the volume of documentation required (such as supervision logs, evaluations, reflection papers). The combined grading and mentoring

requirements place substantial time demands on faculty and we are currently examining the workload effort to ensure equity. Using a continuous improvement approach, we have made adjustments to these requirements every year. Students sometimes find the overall demands of their final year challenging due to other course requirements, time in practice, and required participation in IPE and student interlude activities. Being able to complete some remote work for practice experience has been helpful. We have also established an option to shorten or extend practice experience by six weeks. They can start six weeks early or late and can end six weeks early or late. This allows for some flexibility, particularly for dual-degree clinical students who may be balancing rotations and practice experience. Occasionally students also opt to take a “no credit” extension option to finish hours and projects for students who may have had difficulty. These instances occur infrequently but were somewhat more common during the peak of the pandemic when access to sites was more restrictive.

Future Plans – We continue to explore ways to make practice experience more efficient and effective. We are considering hiring a single position (Faculty Course Coordinator) to oversee all sections of Practice Experience and are piloting part of that model this year.

D6. DrPH Applied Practice Experience (if applicable)

Not applicable

D7. MPH Integrative Learning Experience

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals; demonstrating synthesis and integration requires more than one foundational and one concentration competency.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.

The school identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

- 1) List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the school to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

All MPH students are required to complete two ILE components:

- Complete a policy analysis and brief assigned as part of the PHED 5297 Practice Experience course.
- Receive a passing score on the CPH exam.

Template D7-1

| Integrative Learning Experience for MPH students | |
|--|---|
| Integrative Learning Experience Requirements | How Competencies are synthesized |
| Certified Public Health (CPH) Exam | Students must take and pass the CPH during their final year of coursework. The CPH exam includes 200 assessment questions measuring ten domains of public health. All of the MPH foundational competencies align with these domains (Foster, King & Gender, 2018). |
| Policy analysis and policy brief | Students work with their Faculty Course Coordinator to identify a key policy issue that relates to their practice experience setting or population of interest. The students may consider one or more federal, state or local policies. Students are encouraged to either choose a single policy that impacts their practice setting or a limited combination that together impact a particular issue in the practice setting. Alternatively, students may advocate for the enactment of a particular policy that does not exist in the region, but may exist elsewhere or efforts to adopt the policy has previously failed. Students will develop: <ul style="list-style-type: none"> • A Policy Analysis: a strong, well-cited, evidence-informed analysis of the policy and its impacts on the practice setting or population served by the practice site • A Policy Brief: 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 |

| Integrative Learning Experience for MPH students (continued) | |
|---|--|
| Integrative Learning Experience Requirements | How Competencies are synthesized |
| Policy analysis and policy brief (continued) | <p>These two documents will involve the synthesis of the following MPH competencies:</p> <ul style="list-style-type: none"> • F15. Evaluate policies for their impact on public health & health equity • F18: Select communication strategies for different audiences and sectors • F22: Apply systems thinking tools to a public health issue <p>Epidemiology concentration students only</p> <ul style="list-style-type: none"> • E4: Interpret and communicate the results of analysis to ensure the effective application of epidemiologic methods <p>Maternal and Child Health students only</p> <ul style="list-style-type: none"> • M2: Critique and evaluate existing public health interventions or policies for their appropriateness and implications for women, children, and families. <p>Public Health Leadership students only</p> <ul style="list-style-type: none"> • PHL1- Make policy recommendations at the organizational, local, state, or federal-level to improve population and community health. <p>Biostatistics and data science concentration only</p> <ul style="list-style-type: none"> • BDS-5 Effectively communicate statistical information to health practitioners and professionals. <p>Because the ILE project is “housed” in the practice experience course, it may also involve the synthesis of an additional competency selected by the student, Faculty Course Coordinator and Site Supervisor; however, the ILE assignments are distinct from and submitted separately from the APE final portfolio product assignments.</p> <p>These documents are graded by Faculty Course Coordinators and shared with the practice sites.</p> |

2) Briefly summarize the process, expectations, and assessment for each integrative learning experience.

Students are provided information about ILE requirements and CPH exam requirements during MPH orientation. For the policy analysis and brief, students are introduced to these basic concepts during their HMAP 5300 course. During the PHED 5297 orientation, students are reminded of the ILE policy analysis and brief assignment that is associated with their practice experience course. The ILE assignment is completed during their second semester of PHED 5297 and begins with students obtaining faculty approval for their selected policy application. Students then submit a draft of their policy analysis and brief and receive faculty feedback. Following receipt of this feedback, students submit a final version for a grade, which includes assessment of the three foundational competencies as well as the individual student's concentration-specific competency.

Students are enrolled in the PHED 5000 course, which is a CPH preparation course. In this course, they are provided with the materials for the CPH exam including study guides, webinars, exam study suggestions, and exam preparation. In addition, students have reached out throughout the last few years about having in person study sessions and faculty-led sessions. We have hosted those as well with the exception of during Covid-19 when the test was momentarily put on hold before NBPHE moved to having an online version that did not require a testing center.

- 3) Provide documentation, including syllabi and/or handbooks, that communicates integrative learning experience policies and procedures to students.

ERF>D>D.7>ILE guidance and rubric documents

- *D7a_MPH Integrative Learning Experience (ILE) Assignment 2023*
- *D7b_PHED 5297 Syllabus*

- 4) Provide documentation, including rubrics or guidelines, that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies.

Faculty who are teaching the PHED 5297 course are responsible for grading the ILE assignments using a rubric that is shared by all PHED 5297 instructors. PHED 5297 instructors hold expertise in public health practice and are well-grounded in MPH foundational and concentration-specific competencies. Students are encouraged to share their policy analyses and briefs with their practice-based site supervisor to obtain feedback on developing materials that are relevant and useful to community partners.

ERF>D>D.7> ILE guidance and rubric documents

- *D7a_MPH Integrative Learning Experience (ILE) Assignment 2023*
 - includes the assignment rubrics.
- *D7c_ILE assignment and rubric (Canvas export)*

- 5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

ERF>D>D.7>ILE Student Examples

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The policy analysis and brief assignment requires students to explicitly understand and critique the link between their practice experience activities and external policies which influence the work associated with the practice site. The policy analysis and brief require strong academic analysis grounded in empirical observations which are then translated into consumable information for community audiences with practical recommendations. In addition to synthesizing competencies specific to policy analysis, because the ILE is completed within the course associated with APE, students also must integrate their policy analysis with their practice experience, which is guided by an additional 3 foundation and 2 concentration-specific competencies.

Challenges – It was initially difficult to achieve sufficient quality of the policy analysis and brief assignments. This was addressed by moving it from the third to the second semester and breaking it into three phases of submissions. Faculty indicated that the process still requires additional mentoring for some students to encourage systems thinking. Faculty also indicated that students need further introduction to policy analysis in year one foundational coursework. This was addressed by strengthening assignments in HMAP 5300 and requiring students to review a policy analysis learning module through the CDC.

D8. DrPH Integrative Learning Experience

Not Applicable

D9. Public Health Bachelor's Degree Foundational Domains

Not Applicable

D10. Public Health Bachelor's Degree Foundational Competencies

Not Applicable

D11. Public Health Bachelor's Degree Cumulative and Experiential Activities

Not applicable

D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

Not Applicable

D13. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.

Schools use university definitions for credit hours.

- 1) Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

One delivery system within the Public Health Leadership concentration requires at least 42 semester-credits for completion. Those that qualify to enroll in the 42-credit PHL concentration utilizing an online-delivery system include individuals with an advanced degree (PhD, DO, MD, JD, etc.); individuals enrolled in a dual degree Master's or doctoral program; individuals with three or more years of substantive, professional experience in a health field.

All other concentrations and delivery systems for the MPH degree require a minimum of 48 semester credits for completion.

- 2) Define a credit with regard to classroom/contact hours.

A credit hour is the unit by which an institution measures its course work. The amount of credit hours awarded for a course is based upon the instructional time and the type of course. Instructional time is measured in "contact hours," which is defined as the time in which the student is involved in direct educational contact with the faculty member(s) teaching a particular course.

According to rules outlined by the Texas Higher Education Coordinating Board (THECB), a traditional course in a fall or spring semester is defined as containing 15 weeks of instruction plus a week for final examinations. The UNTHSC-SPH adheres to the THECB formula of 15 contact hours for each semester credit hour (SCH) and, thus, 45 contact hours for a three-semester credit hour (3 SCH) course. (1 SCH=1 contact hour = 50-minute session)

D14. DrPH Program Length

Not Applicable

D15. Bachelor's Degree Program Length

Not Applicable

D16. Academic and Highly Specialized Public Health Master's Degrees

Students enrolled in the unit of accreditation's academic and highly specialized public health master's degrees (e.g., MS in biostatistics, MS in industrial hygiene, MS in data analytics, etc.) complete a curriculum that is based on defined competencies; produce an appropriately rigorous discovery-based paper or project at or near the end of the program of study; and engage in research at a level appropriate to the degree program's objectives.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and/or translation of public health knowledge.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

The school identifies at least one required assessment activity for each of the foundational public health learning objectives.

The school validates academic public health master's students' foundational public health knowledge through appropriate methods.

- 1) List the curricular requirements for each relevant degree in the unit of accreditation.

The Master of Science (MS) degree in Public Health Sciences is offered in two concentrations: Epidemiology and Health Behavior Research. Each concentration is 38 credit hours in length. The MS degree program is specifically designed to prepare students for study at the PhD level. As the culminating experience of the program, students complete a discovery-based paper under faculty supervision that meets current standards for publication in refereed journals. Graduates of the program will be prepared to apply to doctoral degree programs.

Students in the MS degree program in Public Health Sciences are admitted in Fall Semesters as a cohort. Full-time enrollment is required and students are expected to graduate in five consecutive semesters. Below are the curricular requirements for the MS degree with an Epidemiology concentration and a Health Behavior Research concentration.

**MS Degree – Epidemiology Concentration
(Courses are Prerequisites for the PhD Degree)**

| Fall Semester – Year 1 | | SCH |
|-------------------------------------|---|------------------|
| BIOS 5300 | Principles of Biostatistics | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| EPID 5313 | Introduction to Data Management and Statistical Computing | 3 |
| Spring Semester – Year 1 | | 9 |
| BIOD 5310 | Intermediate Biostatistics | 3 |
| EPID 5310 | Intermediate Epidemiology | 3 |
| PHED 5330 | Foundations of Public Health | 3 |
| Summer Semester – Year 1 | | 18 |
| PHED 5338 | Discovery Based Paper: Literature Review and Proposal Development | 2 |
| Fall Semester – Year 2 | | 20 |
| BIOS 5316 | Categorical Data Analysis | 3 |
| EPID 5314 | Applied Data Analysis in Epidemiology | 3 |
| PHED 5340 | Discovery Based Paper: Data Analysis and Interpretation | 3 |
| Spring Semester – Year 2 | | 29 |
| EPID 5312 | Survey Research & Questionnaire Design | 3 |
| | SPH elective with Faculty Advisor approval | 3 |
| PHED 5350 | Discovery Based Paper: Manuscript Preparation | 3 |
| | MS Degree conferral | --- |
| Summer Semester – Year 2 | | 38 |
| | Submission of Discovery-Based Paper for Peer Review | --- |
| Total MS Degree Credit Hours | | <u>38</u> |

| Additional Requirements |
|---|
| All MS students are expected to be engaged full-time for the duration of their studies. Outside employment of any kind is prohibited while in enrolled in the MS program. |
| Journal Club participation is required throughout the MS Program. |

**MS Degree – Health Behavior Research Concentration
(Courses are Prerequisites for the PhD Degree)**

| Fall Semester – Year 1 | | SCH |
|-------------------------------------|---|------------------|
| BIOS 5300 | Principles of Biostatistics | 3 |
| EPID 5313 | Introduction to Data Management and Statistical Computing | 3 |
| BACH 5300 | Theoretical Foundations of Individual and Community Health | 3 |
| Spring Semester – Year 1 | | 9 |
| PHED 5330 | Foundations of Public Health | 3 |
| BACH 5320 | Health Behavior Research Methods I | 3 |
| BIOS 5310 | Intermediate Biostatistics | 3 |
| Summer Semester – Year 1 | | 18 |
| PHED 5338 | Discovery Based Paper: Literature Review and Proposal Development | 2 |
| Fall Semester – Year 2 | | 20 |
| BACH 5340 | Community Assessment and Program Planning | 3 |
| BACH 5324 | Introduction to Health Disparities | 3 |
| PHED 5340 | Discovery Based Paper: Data Analysis and Interpretation | 3 |
| Spring Semester – Year 2 | | 29 |
| BACH 6310 | Qualitative Research Methods | 3 |
| | SPH elective with Faculty Advisor Approval | 3 |
| PHED 5350 | Discovery Based Paper: Manuscript Preparation | 3 |
| | MS Degree conferral in May | --- |
| Summer Semester – Year 2 | | 38 |
| | Submission of Discovery-Based Paper for Peer Review | --- |
| Total MS Degree Credit Hours | | <u>38</u> |

| Additional Requirements |
|---|
| All MS students are expected to be engaged full-time for the duration of their studies. Outside employment of any kind is prohibited while in enrolled in the MS program. |
| Journal Club participation is required throughout the MS Program. |

- 2) Provide a matrix, in the format of Template D16-1, that indicates the required assessment opportunities for each of the defined foundational public health learning objectives (1-12). Typically, the school will present a separate matrix for each degree school, but matrices may be combined if requirements are identical.

Template D16-1

| Content Coverage for the MS Degree in Public Health Sciences | | |
|---|---|--|
| Content | Course #(s) and name(s) | Describe specific assessment opportunity |
| 1. Explain public health history, philosophy, and values | PHED 5330: Foundations of Public Health | Students will learn about the history, philosophy, and values of public health during Week 1 Lecture. Students will explain public health history, philosophy, and values of public health on the midterm exam. Assessment: Midterm Exam |
| 2. Identify the core functions of public health and the 10 Essential Services | PHED 5330: Foundations of Public Health | Students will learn about the core functions and 10 essential services in Week 2 lecture. Students will conduct and interview with a public health and/or health care professional that addresses at least one core function of public health. Students will submit interview summary and reflection paper that identifies and describes which core functions and essential services are addressed by the professional and/or organization. Assessment: Informational Interview |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health | PHED 5330: Foundations of Public Health | Students will learn about the role of quantitative and qualitative methods and sciences to describe and assess a population's health during Weeks 3 and 5. Students will submit a semester project report that describes the role of quantitative (secondary data) and qualitative (windshield survey) data to describe/assess assets and barriers for one zip code in Tarrant County. Assessment: Public Health Project: Final Report and Presentation |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program | PHED 5330: Foundations of Public Health | Students will learn about the major causes and trends of morbidity and mortality in the United States and other relevant communities during Weeks 1, 3, & 4. For Section 1 of the Public Health Project, students will describe morbidity and mortality trends and causes of specific health condition for Tarrant County. Assessment: Public Health Project Section 1: Introduction and Background of Health Topic |
| 5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc. | PHED 5330: Foundations of Public Health | Students will learn about the primary, secondary, and tertiary prevention and the ways population interventions can be combined with individual interventions to effectively reduce the burden of diseases during Week 2 of the course. Section 4 of the Public Health report will complete the following (1) summarize evidence for evidence-based primary, secondary, and tertiary prevention strategies to address selected health topic and (2) propose a primary prevention intervention for selected community. Assessment: Public Health Project Section 4: Designing a Prevention Intervention |

| Content Coverage for the MS Degree in Public Health Sciences | | |
|---|---|---|
| Content | Course #(s) and name(s) | Describe specific assessment opportunity |
| 6. Explain the critical importance of evidence in advancing public health knowledge | PHED 5330: Foundations of Public Health | Students will learn about the importance of evidence in advancing public health knowledge through Week 3 lecture and assigned readings. Students will apply the P.E.R.I.E process and identify evidence-based public health intervention in Discussion Board 1. Assessment: Discussion 1 |
| 7. Explain effects of environmental factors on a population's health | PHED 5330: Foundations of Public Health | Students will learn about how the interaction between human beings and the physical environment affects population health through Week 11 lecture and readings. Assessment: Discussion Board 3 |
| 8. Explain biological and genetic factors that affect a population's health | PHED 5330: Foundations of Public Health | Students will learn about the biological and genetic risk factors that affect disease occurrence from course lectures and assigned readings during Weeks 3 and 4. Assessment: Final Exam |
| 9. Explain behavioral and psychological factors that affect a population's health | PHED 5330: Foundations of Public Health | Students will learn about the relationship between social and behavioral sciences and public health, and the role of theory in health behavior from the lecture and assigned readings during Week 12. Assessment: Public Health Project Section 3: Social and Behavioral Determinants of Health |
| 10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities | PHED 5330: Foundations of Public Health | Students will learn about the scope of health law and economic, commercial, and political factors that influence the determinants of health through lectures and reading materials from Weeks 7 and 9. Assessment: Discussion 2 |
| 11. Explain how globalization affects global burdens of disease | PHED 5330: Foundations of Public Health | Students will learn about the role of globalization in infectious and chronic disease burden around the world, through course lectures and readings during Week 13. Assessment: Final exam |
| 12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health) | PHED 5330: Foundations of Public Health | Students will learn about the components of the One Health educational framework, the history and need for the One Health Initiative and the human-animal interactions and its impact on health and disease, through course lectures and readings during Week 14. Assessment: Final exam |

- 3) Provide a matrix, in the format of Template D16-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the foundational public health learning objectives defined in this criterion.

Template D16-2

| Assessment of Competencies for MS Degree in Public Health Sciences with a concentration in Epidemiology | |
|--|--|
| Competency | Describe how this competency is covered |
| 1. Appropriately quantify risk and protective factors for various public health problems | Students are taught this competency through three required courses: while covering univariate statistics and one-way ANOVA tests, quantifying risk and protective factors are taught through application to public health topics in <i>EPID 5314: Applied Data Analysis in Epidemiology</i> ; in <i>BIOS 5316: Categorical Data Analysis</i> students learn and apply content to application using real data sets to answer public health research questions; and in preparation for the culminating project (<i>PHED 5338 – Discovery Based Paper: Literature Review and Proposal Development</i>), students learn how to quantify risk and protective factors applied to their chosen public health topic whereas they appropriately conduct a comprehensive literature review in which they summarize and synthesize findings. Assessed in PHED 5338. |
| 2. Identify categories of threats to validity and appropriate actions to minimize them | Students are taught this competency through two courses: for data analysis (<i>EPID 5314: Applied Data Analysis in Epidemiology</i>) students are taught threats to validity and how to minimize them through readings and lectures. They are assessed on this competency through identifying biases and ways to mitigate for epidemiological methods; and in a course about surveys (<i>EPID 5312: Survey Research & Questionnaire Design</i>) the topics of validity and threats are regularly covered in order to learn how to develop a good final survey product. Assessed in EPID 5314 |
| 3. Analyze the components and applications of causal inference adopted in the field of epidemiology | Students are taught this competency primarily using two courses: In the Introductory course (<i>EPID 5300: Principles of Epidemiology</i>) causal inference is introduced as an aspect of learning study design; in the next level Epidemiology course (<i>EPID 5310: Intermediate Epidemiology</i>) students are taught about causal inference regularly throughout the course including with readings and lectures, they demonstrate their proficiency by comparing different models of causation. Assessed in EPID 5310. |

| Competencies for Academic Master's Degrees in Public Health Sciences (Health Behavior Research concentration) | |
|---|---|
| Competency | Describe how this competency is covered |
| 1. Conduct a comprehensive literature review of the psychological, social, and cultural determinants of health behavior | Students learn this competency best through two required courses. In <i>BACH 5324: Introduction to Health Disparities</i> students spend the semester learning about psychological, social, and cultural determinants of health through extensive readings, in-class discussion, and lecture materials; and in preparation for the culminating project (<i>PHED 5338 – Discovery Based Paper: Literature Review and Proposal Development</i>) students demonstrate their ability to conduct a comprehensive literature review including research relevant to psychological, social, and cultural determinants of health behavior. Assessed in PHED 5338. |
| 2. Apply and interpret data relevant to health behavior research | Students learn skills in data analysis and interpretation across multiple courses, particularly focused through three required courses: in intermediate biostatistics (<i>BIOS 5310: Intermediate Statistics</i>) the course is grounded in this foundational content and demonstrated with lectures in data analysis with missing variables, survival analysis, and SAS analysis with the course ending in a final paper demonstrating these skills; and through readings and lectures regarding qualitative data analysis in <i>BACH 6310: Qualitative Methods</i> . Assessed in BIOS 5310 |
| 3. Demonstrate a core set of research skills for conducting health behavior research | Students learn research skills in each class in the program, but particularly highlighted in two methods courses: in the first methods course (<i>BACH 5320: Health Behavior Research Methods I</i>) the course is grounded in this foundational knowledge including developing research questions, developing measures, and disseminating findings; and through readings and lectures regarding qualitative data in <i>BACH 6310: Qualitative Methods</i> . Students demonstrate competency attainment through the culminating degree course series, particularly in both <i>PHED 5340: Discovery Based Paper: Data Analysis and Interpretation</i> and <i>PHED 5350: Discovery Based Paper: Manuscript Preparation and Submission</i> . Assessed PHED 5350. |

- 4) Briefly explain how the school ensures that the instruction and assessment in basic public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course.

As seen in criterion D-16.2, all SPH students who are non-MPH degree holders are required to complete a three-semester-credit course entitled: Foundations of Public Health (PHED 5330). This course covers all 12 foundational public health learning objectives. PHED 5330 meets all standards for a 3-credit course as outlined by the Texas Higher Education Coordinating Board (see D13.2).

- 5) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and/or translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

Our MS curricula are focused on public health research methods which taken together far exceeds a single three-semester-credit course (see criterion D-16.1). There are three 3-semester-credit-hour courses, focusing on research methods, that all MS students must complete: Principles of Biostatistics (BIOS 5300), Intermediate Biostatistics (BIOS 5310), and Introduction to Data Management and Statistical Computing (EPID 5313). In the MS-Epidemiology concentration, students also complete these four additional research methods courses: Categorical Data Analysis (BIOS 5316), Principles of Epidemiology (EPID 5300),

Intermediate Epidemiology (EPID 5310), and Applied Data Analysis in Epidemiology (EPID 5314). In the MS-Health Behavior Research concentration, students also complete these additional three research methods courses: Health Behavior Research Methods (BACH 5320), Community Assessment and Program Planning (BACH 5340), and Qualitative Research Methods (BACH 6310). In addition to the coursework described here, all MS students are required to participate in SPH's Journal Club, which is faculty-led.

Our approach to insuring that MS students learn a variety of public health research methods is further bolstered by the required completion of a Discovery-Based Paper in the second year of the program of study. In 2021-2022, we expanded the Discovery-Based Paper to be completed across 3 consecutive semesters and total 8 credit hours (defined in D13.2), whereas in 2020-2021 and before the requirement was 6 credit hours with Summer work expected at 0 credits. The course sequence to accomplish this task is: PHED 5338, PHED 5340, and PHED 5350. Although not a requirement of the degree program, the goal of the 3-semester sequence is to produce a paper that is submitted for peer review in a public health journal. A number of the Discovery-Based Papers have been published in the scientific literature. The instruction and assessment of the 3-course sequence substantially exceeds that provided by a three-semester-credit course.

- 6) Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D16-1 or 2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

The syllabi of all courses identified in D16.5 above can be found in *ERF>D>D16 Academic PH Master's Degree*.

- 7) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

The discovery-based paper of the MS degree program is broken down into 27 tasks completed over 3 consecutive semesters (Summer-Fall-Spring). These tasks are reviewed with first-year MS students, and with first-year PhD students who have not previously completed a discovery-based paper or a master's thesis, during new student orientation prior to matriculation as well as at the end of each Spring Semester. The tasks are summarized below.

| MS Program in Public Health Sciences: The 3-Semester Sequence of Student Tasks for Completion of the Discovery-Based Paper | |
|---|--|
| Summer Semester Course | |
| Tasks | PHED 5338: Discovery Based Paper: Literature Review & Proposal Development (2 credit hours) |
| 1 | Review research and publication ethics |
| 2 | Complete EndNote training |
| 3 | Conduct a comprehensive and critical literature review |
| 4 | Identify gap or gaps in knowledge base |
| 5 | Develop study aims/hypotheses |
| 6 | Complete manuscript proposal form for co-authors, if applicable |
| 7 | Identify journals as potential venues for publication |
| 8 | Identify and/or construct data set (and secure data use agreement if necessary) |
| 9 | Create a data analysis plan |
| 10 | Develop and submit an IRB application, if needed |
| 11 | Refine study aims/hypotheses, if necessary |

| MS Program in Public Health Sciences: The 3-Semester Sequence of Student Tasks for Completion of the Discovery-Based Paper | |
|---|--|
| Fall Semester Course | |
| Tasks | PHED 5340: Discovery Based Paper: Data Analysis & Interpretation (3 credit hours) |
| 12 | Student analyzes data using statistical software |
| 13 | Prepare first draft of Methods section |
| 14 | Revise Methods section based on feedback |
| 15 | Prepare first draft of Results section |
| 16 | Prepare first draft of tables and figures |
| 17 | Revise Results section based on feedback |
| 18 | Revise tables and figures |
| Spring Semester Course | |
| Tasks | PHED 5350: Discovery Based Paper: Manuscript Preparation (3 credit hours) |
| 19 | Prepare first draft of Introduction section |
| 20 | Revise Introduction section based on feedback |
| 21 | Prepare first draft of Discussion |
| 22 | Deliver presentation of Discovery-Based Paper in PHED 5350 |
| 23 | Revise Discussion section based on feedback |
| 24 | Prepare and revise References and Abstract and any other auxiliary sections of the paper |
| 25 | Prepare submission letter to editor |
| 26 | Revise entire manuscript based on feedback |
| Summer Semester | |
| 27 | After MS degree conferral, student submits paper to a peer-reviewed journal by June 30 |

- 8) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

Most recent MS/PhD handbook has MS information and can be linked here.

<https://www.unthsc.edu/school-of-public-health/wp-content/uploads/sites/8/MS-Students-Discovery-Based-Paper.pdf>

- 9) Include completed, graded samples of deliverables associated with the major paper or project. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Rubrics and graded samples of MS student work on their discovery-based papers can be found in the *ERF>D>D16.8 Examples of Feedback on MS Discovery-Based Papers*.

- 10) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The MS program is specifically designed to prepare students for the PhD program in Public Health Sciences. The integrated MS/PhD sequence represents a 5-year pathway for the completion of the doctoral degree. In addition, the MS curricula are used to identify gaps in research preparation for PhD study for those students who enter the doctoral program post-baccalaureate, i.e., no Master's degree or with an MPH or other Master's degree.

Another strength of the MS program is the evaluation of program effectiveness and student performance every 6 months. Students are provided the opportunity to evaluate the program's effectiveness via an anonymous survey distributed to them in January and August. In addition, Faculty Advisors provide performance feedback to their students using a standardized evaluation tool. The information collected from these assessments is used to improve the MS program as needed. Both of these tools can be found in the *ERF>D>D16.9 Six-Month Student Eval and Performance Review*.

Challenges – The MS degree program has had limited success in recruiting a substantial number of applicants who are interested in pursuing PhD study in public health and a career in academia. We have found that many applicants to the MS program have educational and career plans that are not aligned with the purpose of the program, e.g., they intend to seek admission to medical school or wish to avoid completing a community-based Practice Experience in an MPH program.

D17. Academic Public Health Doctoral Degrees

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

Students enrolled in the unit of accreditation’s doctoral degree programs that are designed to prepare public health researchers and scholars (e.g., PhD, ScD) complete a curriculum that is based on defined competencies; engage in research appropriate to the degree program; and produce an appropriately advanced research project at or near the end of the program of study.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge.

These students complete doctoral-level, advanced coursework and other experiences that distinguish the school of study from a master’s degree in the same field.

The school defines appropriate policies for advancement to candidacy, within the context of the institution.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

The school identifies at least one required assessment activity for each of the foundational public health learning objectives.

The school validates academic doctoral students’ foundational public health knowledge through appropriate methods.

- 1) List the curricular requirements for each non-DrPH public health doctoral degree in the unit of accreditation, EXCLUDING requirements associated with the final research project. The list must indicate (using shading) each required curricular element that a) is designed expressly for doctoral, rather than master’s students or b) would not typically be associated with completion of a master’s degree in the same area of study.

The school may present accompanying narrative to provide context and information that aids reviewers’ understanding of the ways in which doctoral study is distinguished from master’s-level study. This narrative is especially important for institutions that do not formally distinguish master’s-level courses from doctoral-level courses.

The school will present a separate list for each degree program and concentration as appropriate.

PhD – Epidemiology Concentration

(Master’s level prerequisites are satisfied by advanced standing determined prior to matriculation or are completed in the first two years of the program)

| Fall Semester – Year 1 | | SCH |
|---------------------------------|---|------------|
| BIOS 5300 | Principles of Biostatistics | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| EPID 5313 | Introduction to Data Management and Statistical Computing | 3 |
| Spring Semester – Year 1 | | 9 |
| BIOD 5310 | Intermediate Biostatistics | 3 |
| EPID 5310 | Intermediate Epidemiology | 3 |
| PHED 5330 | Foundations of Public Health | 3 |
| Summer Semester – Year 1 | | 18 |
| PHED 5338 | Discovery Based Paper: Literature Review and Proposal Development | 2 |

| Fall Semester – Year 2 | | 20 |
|------------------------------------|---|-----------|
| BIOS 5316 | Categorical Data Analysis | 3 |
| EPID 5314 | Applied Data Analysis in Epidemiology | 3 |
| PHED 5340 | Discovery Based Paper: Data Analysis and Interpretation | 3 |
| Spring Semester – Year 2 | | 29 |
| EPID 5312 | Survey Research & Questionnaire Design | 3 |
| | SPH elective with Faculty Advisor approval | 3 |
| PHED 5350 | Discovery Based Paper: Manuscript Preparation | 3 |
| | MS Degree conferral in May | --- |
| Summer Semester – Year 2 | | 38 |
| | Submission of Discovery-Based Paper for Peer Review | --- |
| Total MS-Level Credit Hours | | 38 |

| Fall Semester - Year 3 | | SCH |
|---------------------------------|--|------------|
| BIOS 6324 | Survival Analysis | 3 |
| EPID 6310 | Advanced Methods in Epidemiology 1 | 3 |
| EPID 6330 | Measurement Theory and Instrument Design | 3 |
| Spring Semester - Year 3 | | 9 |
| EPID 6312 | Advanced Methods in Epidemiology 2 | 3 |
| EPID 6332 | Practical Applications of Epidemiology | 3 |
| PHED 6320 | Grant Writing & Grantsmanship | 3 |
| Summer Semester - Year 3 | | 18 |
| | Elective | 3 |
| | Elective | 3 |

| | | |
|-----------|--|-----------|
| | Fall Semester – Year 4 | 24 |
| PHED 6321 | College Teaching in Academic Public Health | 3 |
| BIOS 6322 | Longitudinal Data Analysis | 3 |
| | Elective | 3 |
| | Spring Semester – Year 4 | 33 |
| EPID 6000 | PhD Comprehensive Examination | --- |
| | Elective | 3 |
| | Elective | 3 |
| | Summer Semester – Year 4 | 39 |
| EPID 6395 | Doctoral Dissertation | 3 |

| | | |
|-----------|-------------------------------------|------------------|
| | Fall Semester – Year 5 | 42 |
| EPID 6395 | Doctoral Dissertation | 3 |
| | Spring Semester – Year 5 | 45 |
| EPID 6395 | Doctoral Dissertation | 6 |
| | PhD Degree conferral | --- |
| | Total PhD-Level Credit Hours | <u>51</u> |

| | |
|--|--|
| Additional Requirements | |
| All PhD students are expected to be engaged full-time for the duration of their studies. As a condition to receiving a funding package, outside employment of any kind is prohibited while in enrolled in the PhD program. | |
| Journal Club participation is required throughout the PhD Program. | |
| PhD students are expected to be involved in mentored research, directed by their faculty advisor, throughout their program of study. | |
| At least 89 graduate credit hours beyond the baccalaureate degree is required for the PhD degree. | |
| A limit of 9 elective credit hours, earned from completion of 5000-level coursework in the SPH, may be used to satisfy doctoral-level course requirements. | |

PhD – Health Behavior Research Concentration

(Master’s level prerequisites are satisfied by advanced standing determined prior to matriculation or are completed in the first two years of the program)

| Fall Semester – Year 1 | | SCH |
|---------------------------------|---|------------|
| BIOS 5300 | Principles of Biostatistics | 3 |
| EPID 5313 | Introduction to Data Management and Statistical Computing | 3 |
| BACH 5300 | Theoretical Foundations of Individual and Community Health | 3 |
| Spring Semester – Year 1 | | 9 |
| PHED 5330 | Foundations of Public Health | 3 |
| BACH 5320 | Health Behavior Research Methods I | 3 |
| BIOS 5310 | Intermediate Biostatistics | 3 |
| Summer Semester – Year 1 | | 18 |
| PHED 5338 | Discovery Based Paper: Literature Review and Proposal Development | 2 |

| Fall Semester – Year 2 | | 20 |
|---|---|-----------|
| BACH 5340 | Community Assessment and Program Planning | 3 |
| BACH 5324 | Introduction to Health Disparities | 3 |
| PHED 5340 | Discovery Based Paper: Data Analysis and Interpretation | 3 |
| Spring Semester – Year 2 | | 29 |
| BACH 6310 | Qualitative Research Methods | 3 |
| | SPH elective with Faculty Advisor Approval | 3 |
| PHED 5350 | Discovery Based Paper: Manuscript Preparation | 3 |
| | MS Degree conferral in May | --- |
| Summer Semester – Year 2 | | 38 |
| | Submission of Discovery-Based Paper for Peer Review | --- |
| Total MS-Level Degree Credit Hours | | 38 |

| Fall Semester - Year 3 | | SCH |
|---------------------------------|---|------------|
| BACH 6300 | Advanced Theories of Individual and Community Health | 3 |
| BACH 6314 | Generalized Linear Modeling with Health Behavior Applications | 3 |
| BACH 6312 | Health Behavior Research Methods II | 3 |
| Spring Semester - Year 3 | | 9 |
| BACH 6316 | Multilevel Modeling with Health Behavior Applications | 3 |
| PHED 6320 | Grant Writing & Grantsmanship | 3 |
| BACH 6318 | Scale Development Methods | 3 |
| Summer Semester – Year 3 | | 18 |
| | Elective | 3 |
| | Elective | 3 |

| | | |
|-----------|---|-----------|
| | Fall Semester – Year 4 | 24 |
| PHED 6321 | College Teaching in Academic Public Health | 3 |
| BACH 6324 | Design and Evaluation of Preventive Interventions | 3 |
| | Elective | 3 |
| | Spring Semester – Year 4 | 33 |
| BACH 6000 | PhD Comprehensive Examination | --- |
| | Elective | 3 |
| | Elective | 3 |
| | Summer Semester – Year 4 | 39 |
| BACH 6395 | Doctoral Dissertation | 3 |

| | | |
|-----------|-------------------------------------|-----------|
| | Fall Semester – Year 5 | 42 |
| BACH 6395 | Doctoral Dissertation | 3 |
| | Spring Semester – Year 5 | 45 |
| BACH 6395 | Doctoral Dissertation | 6 |
| | PhD Degree conferral | --- |
| | Total PhD-Level Credit Hours | 51 |

| | |
|--|--|
| Additional Requirements | |
| All PhD students are expected to be engaged full-time for the duration of their studies. As a condition to receiving a funding package, outside employment of any kind is prohibited while in enrolled in the PhD program. | |
| Journal Club participation is required throughout the PhD Program. | |
| PhD students are expected to be involved in mentored research, directed by their faculty advisor, throughout their program of study. | |
| At least 89 graduate credit hours beyond the baccalaureate degree is required for the PhD degree. | |
| A limit of 9 elective credit hours, earned from completion of 5000-level coursework in the SPH, may be used to satisfy doctoral-level course requirements. | |

- 2) Provide a matrix, in the format of Template D17-1, that indicates the required assessment opportunities for each of the defined foundational public health learning objectives (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

| Content Coverage for PhD degree in Public Health Sciences | | |
|---|---|--|
| Content | Course #(s) and name(s) | Describe specific assessment opportunity |
| 1. Explain public health history, philosophy, and values | PHED 5330: Foundations of Public Health | Students will learn about the history, philosophy, and values of public health during Week 1 Lecture. Students will explain public health history, philosophy, and values of public health on the midterm exam. Assessment: Midterm Exam |
| 2. Identify the core functions of public health and the 10 Essential Services* | PHED 5330: Foundations of Public Health | Students will learn about the core functions and 10 essential services in Week 2 lecture. Students will conduct and interview with a public health and/or health care professional that addresses at least one core function of public health. Students will submit interview summary and reflection paper that identifies and describes which core functions and essential services are addressed by the professional and/or organization. Assessment: Informational Interview |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health | PHED 5330: Foundations of Public Health | Students will learn about the role of quantitative and qualitative methods and sciences to describe and assess a population's health during Weeks 3 and 5. Students will submit a semester project report that describes the role of quantitative (secondary data) and qualitative (windshield survey) data to describe/assess assets and barriers for one zip code in Tarrant County. Assessment: Public Health Project: Final Report and Presentation |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program | PHED 5330: Foundations of Public Health | Students will learn about the major causes and trends of morbidity and mortality in the United States and other relevant communities during Weeks 1, 3, & 4. For Section 1 of the Public Health Project, students will describe morbidity and mortality trends and causes of specific health condition for Tarrant County. Assessment: Public Health Project Section 1: Introduction and Background of Health Topic |
| 5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc. | PHED 5330: Foundations of Public Health | Students will learn about the primary, secondary, and tertiary prevention and the ways population interventions can be combined with individual interventions to effectively reduce the burden of diseases during Week 2 of the course. Section 4 of the Public Health report will complete the following (1) summarize evidence for evidence-based primary, secondary, and tertiary prevention strategies to address selected health topic and (2) propose a primary prevention intervention for selected community. Assessment: Public Health Project Section 4: Designing a Prevention Intervention |
| 6. Explain the critical importance of evidence in advancing public health knowledge | PHED 5330: Foundations of Public Health | Students will learn about the importance of evidence in advancing public health knowledge through Week 3 lecture and assigned readings. Students will apply the P.E.R.I.E process and identify evidence-based public health intervention in Discussion Board 1. Assessment: Discussion 1 |

| Content Coverage for PhD degree in Public Health Sciences | | |
|---|---|---|
| Content | Course #(s) and name(s) | Describe specific assessment opportunity |
| 7. Explain effects of environmental factors on a population's health | PHED 5330: Foundations of Public Health | Students will learn about how the interaction between human beings and the physical environment affects population health through Week 11 lecture and readings. Assessment: Discussion Board 3 |
| 8. Explain biological and genetic factors that affect a population's health | PHED 5330: Foundations of Public Health | Students will learn about the biological and genetic risk factors that affect disease occurrence from course lectures and assigned readings during Weeks 3 and 4. Assessment: Final Exam |
| 9. Explain behavioral and psychological factors that affect a population's health | PHED 5330: Foundations of Public Health | Students will learn about the relationship between social and behavioral sciences and public health, and the role of theory in health behavior from the lecture and assigned readings during Week 12. Assessment: Public Health Project Section 3: Social and Behavioral Determinants of Health |
| 10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities | PHED 5330: Foundations of Public Health | Students will learn about the scope of health law and economic, commercial, and political factors that influence the determinants of health through lectures and reading materials from Weeks 7 and 9. Assessment: Discussion 2 |
| 11. Explain how globalization affects global burdens of disease | PHED 5330: Foundations of Public Health | Students will learn about the role of globalization in infectious and chronic disease burden around the world, through course lectures and readings during Week 13. Assessment: Final exam |
| 12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health) | PHED 5330: Foundations of Public Health | Students will learn about the components of the One Health educational framework, the history and need for the One Health Initiative and the human-animal interactions and its impact on health and disease, through course lectures and readings during Week 14. Assessment: Final exam |

- 3) Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the introductory public health learning objectives defined in this criterion.

| Competencies for Academic Doctoral Degrees in Public Health (Public Health Sciences: Epidemiology concentration) | |
|---|---|
| Competency | Describe specific assessment opportunity |
| 1. Synthesize findings from epidemiologic studies in order to effectively communicate information that addresses public health issues | Covered in four required courses, focused mostly on epidemiological methods as well as grant writing: students learn to synthesize research to address an infectious disease in the first advanced methods course (<i>EPID 6310: Advanced Methods in Epidemiology 1</i>); conduct and synthesize epidemiological literature and then propose a study design or analysis that would address gaps from their review in the second advanced methods course (<i>EPID 6312: Advanced Methods in Epidemiology 2</i>); students learn to not only synthesize findings in the program, but also how to effectively communicate to all audiences, particularly by writing a press release in <i>EPID 6332: Practical Applications of Epidemiology</i> ; and in the grants course (<i>PHED 6320 Grant Writing & Grantmanship</i>) students develop this skill through teaching and application of writing the Significance Section for a grant proposal. Assessed in EPID 6312 and EPID 6332. |
| 2. Demonstrate an ability to design an appropriate study to address a given public health issue | Covered in at least two required courses, this competency is covered in two advanced methods courses and a grant writing course: students learn to develop a study design in the first advanced methods course (<i>EPID 6310: Advanced Methods Epidemiology 1</i>) and demonstrate learning through a class project in which they design a study to describe a public health program, as well as evaluate the importance of the study developed; students learn how to demonstrate their study design proficiency learning about and writing the approach section of a grant (<i>PHED 6320 Grant Writing & Grantmanship</i>). Assessed in EPID 6310. |
| 3. Formulate study hypotheses based on evidence to generate original research initiatives | Covered in three required courses, this competency is covered in a scale development and measurement course as well as the grants course: in the measurement course (<i>EPID 6330: Measurement Theory and Instrument Design</i>) students learn about the role of theory and survey development, culminating in a class project in which evaluation and critique of an instrument is conducted, including published studies that used the tool; in <i>EPID 6332: Practical Applications of Epidemiology</i> students develop conceptual frameworks to guide the development of research questions; for grant writing, students learn how to formulate hypotheses in the grants course (<i>PHED 6320 Grant Writing & Grantmanship</i>) particularly for the specific aims sections. Assessed in EPID 6330. |

| Competencies for Academic Doctoral Degrees in Public Health (Public Health Sciences: Health Behavior Research concentration) | |
|---|--|
| Competency | Describe specific assessment opportunity |
| 1. Demonstrate ability to critically assess and apply rigorous research methods, including quantitative and qualitative methods, to address research hypotheses using a range of public health research designs | Covered in two required courses, both methods focused: throughout the semester students are taught and assessed in quantitative and qualitative methodology (<i>BACH 6312: Health Behavior Research Methods II</i>) to demonstrate methods used in developing public health research designs, in the culminating final project they also compare and contrast both methods with respect to strengths and limitations, applicability to a range of public health issues; in <i>BACH 6318 Scale Development Models</i> students are taught the qualitative development of survey questions (cognitive interviews) as well as quantitative assessment of scales. Assessed in BACH 6312. |

| Competencies for Academic Doctoral Degrees in Public Health (Public Health Sciences: Health Behavior Research concentration) | |
|--|--|
| Competency | Describe specific assessment opportunity |
| 2. Synthesize knowledge to identify gaps in the literature about important public health issues | Covered in three required courses including advanced theory, research methods, and a grants course. The courses and a brief description are: Students learn advanced theory (in <i>BACH 6300: Advanced Theories of Individual and Community Health</i>) and constructs, and apply this knowledge through multiple papers throughout the term in which synthesis and critical evaluation skills are used; in methods (<i>BACH 6312: Health Behavior Research Methods II</i>) students learn this competency as it applies to developing good research questions; and in the grants course (<i>PHED 6320 Grant Writing & Grantsmanship</i>) students develop this skill through teaching and application of writing the Significance Section for a grant proposal. Assessed in PHED 6320. |
| 3. Use research methods to develop, test, and implement interventions designed to achieve social and behavioral change | Covered in three required courses, including advanced theory and methods courses: in the theory course (<i>BACH 6300: Advanced Theories of Individual and Community Health</i>) students identify a public health problem and develop an intervention for the problem, grounded in theory, including a plan to implement and evaluate the proposed intervention; in methods (<i>BACH 6312: Health Behavior Research Methods II</i>) students learn this competency using both randomized controlled trials as well as implementation science; and in <i>BACH 6324 Design and Evaluation of Preventative Interventions</i> students apply research methods to design interventions. Assessed in BACH 6300. |

- 4) Briefly explain how the school ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three semester-credit course.

As seen in criterion D-17.2, all SPH students who are non-MPH degree holders are required to complete a three-semester-credit course entitled: Foundations of Public Health (PHED 5330). This course covers all 12 foundational public health learning objectives. PHED 5330 meets all standards for a 3-credit course as outlined by the Texas Higher Education Coordinating Board (see D13.2).

- 5) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

Our PhD curricula are focused on public health research methods which taken together far exceeds a single three-semester-credit course (see criterion D-17.1). The PhD concentrations include separate sets of 3-semester-credit-hour courses, focusing on research methods, that students must complete. In the PhD-Epidemiology concentration, students complete these seven courses: Survival Analysis (BIOS 6324), Advanced Methods in Epidemiology 1 (EPID 6310), Measurement Theory and Instrument Design (EPID 6330), Advanced Methods in Epidemiology 2 (EPID 6312), Practical Applications of Epidemiology (EPID 6332), Grant Writing & Grantsmanship (PHED 6320), and Longitudinal Data Analysis (BIOS 6322). In the PhD-Health Behavior Research concentration, students complete these six research methods courses: Generalized Linear Modeling with Health Behavior Applications (BACH 6314), Health Behavior Research Methods II (BACH 6312), Multilevel Modeling with Health Behavior Applications (BACH 6316), Grant Writing & Grantsmanship (PHED 6320), Scale Development Methods (BACH 6318), and Design and Evaluation of Preventive Interventions (BACH 6324). In addition to the coursework described here, all PhD students are required to participate in SPH's Journal Club, which is faculty-led.

- 6) Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity in Templates D17-1 or D17-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

The syllabi of all courses identified in D17.5 above can be found in the folder *ERF>D>D17 Academic PH Doctoral Degree*

- 7) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

Under the guidance of the PhD Program Director and the Department Chairs, the two PhD concentrations are consistent in coursework requirements, competency-based curricula and assessment, comprehensive examinations, advancement to candidacy, and dissertation proposals and defenses.

Before sitting for the comprehensive examination, students must complete the prerequisite coursework and receive approval from both their Faculty Advisor and the appropriate Department Chair. With Faculty Advisor permission, the students notify (by email) the Chair of the appropriate Department one semester prior of their intention to sit for the Comprehensive Examination (and thus enrolling in BACH 6000 for 0 credit hours). The Department Chair is responsible for assigning faculty members to the student's Comprehensive Examination Committee. The Committee consists of the Faculty Advisor and at least two additional faculty members from the same Department. The Comprehensive Exam Committee is responsible for developing and grading the exam responses. By passing the exam and being advanced to candidacy, PhD candidates must register for a minimum of 3 dissertation credit hours every semester until the PhD degree is granted.

PhD dissertation committees consist of at least four faculty members. At least two must come from the Department supporting the student's concentration. One committee member shall be from outside the Department, but from within the UNTHSC faculty. All committee members from the SPH faculty must have a research mentoring designation of Level 2 or Level 3. (The faculty research designation and cross appointment procedures can be found in *ERF>D>D17.7 Faculty Research Designation*). The Associate Dean for Academic Affairs will approve the composition of all dissertation committees. The MS/PhD Program Director is responsible for ensuring that all procedures are met for defending the dissertation are followed by the student and the committee.

The PhD candidate, with the feedback and final approval of the entire Dissertation Committee, agree upon a research problem or problems to be examined, and then develop a research proposal to address them. Chapter One (Introduction) provides background and describes the nature and purpose of the study. Chapter Two (Review of the Literature) presents a thorough and critical analysis of prior scholarship related to the central questions of the dissertation. Chapter Three (Methods) describes the methods of the study in detail. Chapter Four (Results) summarizes and analyzes the study's data with only minimal interpretation. Chapter Five (Discussion, Conclusions, and Recommendations) presents the contribution to the research literature.

The dissertation oral defense is a formal meeting of the student and their Dissertation Committee. The meeting is open to other faculty, students, and the general public. Successful completion of the dissertation oral examination is the culminating step of the PhD program.

The SPH Handbook for MS and PhD Students includes all policies and procedures governing the preparation and assessment of the PhD dissertation. The Handbook can be found in *ERF>D>D17.7 MS PhD Handbook*.

- 8) Include completed, graded samples of deliverables associated with the advanced research project. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Five completed PhD dissertation examples from 2022 and 2023 can be found in subfolder *ERF>D>D17.8 PhD Dissertation Examples*.

- 9) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The PhD program has a clear program purpose which is endorsed by the faculty. This optimizes student recruitment and enhances student satisfaction. The SPH provides a competitive support package to insure full-time, focused study and graduation within three to five years. The highly-engaged faculty are focused on student research and teaching development, and provide frequent feedback to students on their professional development. The students are expected to graduate with multiple peer-reviewed publications. Recent graduates have been successful in securing post-doctoral research fellowships as well as tenure-track Assistant Professor positions.

Challenges – Short-term intramural financial resources are an obstacle to increasing PhD student enrollment over time.

Future Plans – The School of Public Health is currently developing the 2030 Strategic Plan, in which we are considering strategies to enhance extramural funding opportunities to support PhD student stipends when intramural financial resources end. We are considering the following strategies: (1) Support enrolled students to apply for fellowships (F31)/training supplements; (2) Establish private partnerships to support student funding (industry partners); (3) Seek philanthropic support, such as engaging alumni in giving to student scholarships or continued intramural support from additional resources; (4) Increase professional development opportunities (e.g., grant writing and including graduate research assistantships); and (4) Consider additional financial aid mechanisms.

D18. All Remaining Degrees

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

Students enrolled in any of the SPH’s degree programs that are not addressed in Criteria D2, D3, D9, D16 or D17 complete coursework that provides instruction in the foundational public health knowledge at a level of complexity appropriate to the level of the student’s degree program.

The instruction and assessment of students’ foundational public health knowledge are equivalent in depth to the instruction and assessment that would typically be associated with a three-semester-credit class, regardless of the number of credits awarded for the experience or the mode of delivery.

The school identifies at least one required assessment activity for each of the foundational public health learning objectives.

- 1) Provide a matrix in the format of Template D18-1 that indicates the required assessment opportunities for each of the defined foundational public health learning objectives (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

Template D18-1

| Content Coverage for MHA degree (All remaining degrees) | | |
|--|---|---|
| Content | Course #(s) and name(s) | Describe specific assessment opportunity ⁿ |
| 1. Explain public health history, philosophy, and values | PHED 5330: Foundations of Public Health | Students will learn about the history, philosophy, and values of public health during Week 1 Lecture. Students will explain public health history, philosophy, and values of public health on the midterm exam. Assessment: Midterm Exam |
| 2. Identify the core functions of public health and the 10 Essential Services | PHED 5330: Foundations of Public Health | Students will learn about the core functions and 10 essential services in Week 2 lecture. Students will conduct and interview with a public health and/or health care professional that addresses at least one core function of public health. Students will submit interview summary and reflection paper that identifies and describes which core functions and essential services are addressed by the professional and/or organization. Assessment: Informational Interview |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health | PHED 5330: Foundations of Public Health | Students will learn about the role of quantitative and qualitative methods and sciences to describe and assess a population’s health during Weeks 3 and 5. Students will submit a semester project report that describes the role of quantitative (secondary data) and qualitative (windshield survey) data to describe/assess assets and barriers for one zip code in Tarrant County. Assessment: Public Health Project: Final Report and Presentation |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program | PHED 5330: Foundations of Public Health | Students will learn about the major causes and trends of morbidity and mortality in the United States and other relevant communities during Weeks 1, 3, & 4. For Section 1 of the Public Health Project, students will describe morbidity and mortality trends and causes of specific health condition for Tarrant County. Assessment: Public Health Project Section 1: Introduction and Background of Health Topic |

| Content Coverage for MHA degree (All remaining degrees) | | |
|---|---|--|
| Content | Course #(s) and name(s) | Describe specific assessment opportunityⁿ |
| 5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc. | PHED 5330: Foundations of Public Health | Students will learn about the primary, secondary, and tertiary prevention and the ways population interventions can be combined with individual interventions to effectively reduce the burden of diseases during Week 2 of the course. Section 4 of the Public Health report will complete the following (1) summarize evidence for evidence-based primary, secondary, and tertiary prevention strategies to address selected health topic and (2) propose a primary prevention intervention for selected community. Assessment: Public Health Project Section 4: Designing a Prevention Intervention |
| 6. Explain the critical importance of evidence in advancing public health knowledge | PHED 5330: Foundations of Public Health | Students will learn about the importance of evidence in advancing public health knowledge through Week 3 lecture and assigned readings. Students will apply the P.E.R.I.E. process and identify evidence-based public health intervention in Discussion Board 1. Assessment: Discussion 1 |
| 7. Explain effects of environmental factors on a population's health | PHED 5330: Foundations of Public Health | Students will learn about how the interaction between human beings and the physical environment affects population health through Week 11 lecture and readings. Assessment: Discussion Board 3 |
| 8. Explain biological and genetic factors that affect a population's health | PHED 5330: Foundations of Public Health | Students will learn about the biological and genetic risk factors that affect disease occurrence from course lectures and assigned readings during Weeks 3 and 4. Assessment: Final Exam |
| 9. Explain behavioral and psychological factors that affect a population's health | PHED 5330: Foundations of Public Health | Students will learn about the relationship between social and behavioral sciences and public health, and the role of theory in health behavior from the lecture and assigned readings during Week 12. Assessment: Public Health Project Section 3: Social and Behavioral Determinants of Health |
| 10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities | PHED 5330: Foundations of Public Health | Students will learn about the scope of health law and economic, commercial, and political factors that influence the determinants of health through lectures and reading materials from Weeks 7 and 9. Assessment: Discussion 2 |
| 11. Explain how globalization affects global burdens of disease | PHED 5330: Foundations of Public Health | Students will learn about the role of globalization in infectious and chronic disease burden around the world, through course lectures and readings during Week 13. Assessment: Final exam |
| 12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health) | PHED 5330: Foundations of Public Health | Students will learn about the components of the One Health educational framework, the history and need for the One Health Initiative and the human-animal interactions and its impact on health and disease, through course lectures and readings during Week 14. Assessment: Final exam |

- 2) Briefly explain how the school ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course.

All SPH students who are non-MPH degree holders, e.g., MHA students, are required to complete a three-semester-credit course entitled: Foundations of Public Health (PHED 5330). This course covers all 12 foundational public health learning objectives. PHED 5330 meets all standards for a 3-credit course as outlined by the Texas Higher Education Coordinating Board (see D13.2).

- 3) Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity in Templates D18-1 or provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

The syllabi of all courses can be found in the folder *ERF>D>D18 All Remaining Degrees*.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The Foundations of Public Health (PHED 5330) course was designed using a course director model with multiple guest speakers who present and provide applied learning activities associated with their diverse areas of expertise. This provides non-MPH degree seeking students with broad exposure to the range of expertise in the field of Public Health.

Challenges – Ideally, non-MPH degree students could learn introductory public health materials alongside public health students in the same courses. However, those learning objectives and foundational competencies are covered in five revised MPH core courses that were designed to optimize concentration distinction. It is not realistic to require non-MPH students to complete all five MPH core courses.

D19. Distance Education

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

The university provides needed support for the school, including administrative, communication, information technology and student services.

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate school improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence school.

- 1) Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro-1 may be referenced for this purpose.

The Public Health Leadership concentration has an option for distance education whether the full 48 credit hour option or the 42-hour option (as described in D13.1: One delivery system within the Public Health Leadership concentration requires at least 42 semester-credits for completion. Those that qualify to enroll in the 42-credit PHL concentration utilizing an online-delivery system include individuals with an advanced degree (PhD, DO, MD, JD, etc.); individuals enrolled in a dual degree Master’s or doctoral program; individuals with three or more years of substantive, professional experience in a health field.)

- 2) Describe the public health distance education programs, including the school’s rationale for offering these programs,
 - a) an explanation of the model or methods used,

UNTHSC online courses all follow a standard online course template that meets or exceeds [Quality Matters Higher Education Standards](#). (Also located in *ERF>D>D19.2 Quality Matters Standards*). Canvas is the Learning Management Canvas is the Learning Management system (LMS) used in the UNTHSC SPH. Content delivery within Canvas is achieved using multiple methods, which include recorded audio/video lectures that are captioned for accessibility. Accompanying learning materials include, but are not limited to required readings, applied problem-based activities, formative assessments, and discussion posts, etc.

Each course includes three to four hours per week of asynchronous lectures. Faculty use assigned readings, online discussion groups, problem-based activities, group assignments, and quizzes and exams for assessment of learning and competency attainment for an additional six hours per week. The 8-week online courses are equivalent to 16-week campus-based courses with respect to content, offered at double time for comparable course materials to be learned at a faster pace while allowing the learner to focus on one subject for shorter time periods.

Dating back to 2012, students have expressed interest in the more flexible format of some courses being offered online. SPH thus developed and has offered an exclusively online-delivery system MPH concentration targeted for the working adult. The 8-week format was selected so that the adult learner can focus on one to two topics at a time and has the opportunity to access courses during 5 semesters a year (two fall, two spring, one summer), also allowing opportunity to take a small break and come back when available.

- b) the manner in which it provides necessary administrative, information technology and student support services,

UNTHSC utilizes the Division of Academic Innovation (DAI) for resources, support, and administrative management for all online courses at UNTHSC. SPH uses DAI extensively for trainings, webinars, one-on-one support with Course Designers, and support in seeking Quality Matters certification for courses. All faculty - whether part-time adjunct faculty who teach only one course a year, or full-time teaching faculty - have access to the same support structure for all courses, both online and campus-based. Online courses receive extra support from both UNTHSC and SPH including investment in testing software, with all online courses including ID validation, exam recordings and Respondus LockDown Browser during exams. Students and faculty have access to Canvas course support by DAI educational technology specialists 7 days per week with extended hours. The UNTHSC Helpdesk provides similar support for computer hardware and operating system issues.

- c) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university, and

SPH and UNTHSC invested in Dropout Detective, particularly aimed at the online student but applied to all SPH courses regardless of delivery system. This allows for early assessment and intervention when identifying a student who may be struggling. It will also identify course-related issues like an entire course that is not being graded in a timely matter. All courses at SPH, regardless of delivery system, are peer reviewed by faculty at SPH. While adjunct instructors are not asked to conduct a peer review, their courses are also reviewed by a member of the SPH faculty. Peer review includes an opportunity to share examples of graded work with feedback as well as a course copy completed by DAI and assigned to the anonymous reviewer. Two rubrics are used to assess the course syllabus, academic rigor of assignments and materials observed in the course copy, and submission of quality grading and feedback provided to students.

- d) the manner in which it evaluates the educational outcomes, as well as the format and methods.

All courses, regardless of delivery system, receive a peer evaluation and student course evaluations (as described above in response to monitoring academic rigor). All faculty, regardless of part or full-time status (including adjunct instructors) receive an evaluation for their contributions to the SPH education mission.

- 3) Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree is the same student who participates in and completes the course or degree and receives the academic credit.

UNTHSC courses, both fully distance-based and hybrid, are housed in Canvas LMS. Students must use their university user ID and password to enter the course. Students receive training that sharing this user ID and password is not allowed and that sharing this login information would give the recipient access to all of the student's email, files, and student records. Once in the course, examinations are additionally secured using Respondus Lockdown Browser which requires picture ID to be shown next to the student's face at the start of each exam.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The SPH is committed to academic rigor, faculty resources for both campus and online course delivery, as well as the peer review of teaching process to ensure that the online-delivery courses are comparable to a traditional campus-based course. Trainings, course designers, and regular support for both faculty and students allows for a well-designed and executed course offered in the online environment. The University process to verify student identity is straight-forward and easy to use for both the student and the faculty.

Challenges – Online courses are being sought by adult learners as well as traditional students. The 8-week model is designed for the working adult to focus on one topic in a shorter time frame. The traditional student may find this model more challenging, particularly if enrolled in traditional courses at the same time. Additionally, working adults at times indicate that they find it difficult to complete course requirements while balancing life and work at the 8-week pace.

E1. Faculty Alignment with Degrees Offered

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

- 1) Provide a table showing the school's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

Template E1-1

| Primary Instructional Faculty Alignment with Degrees Offered | | | | | | |
|--|----------------------------|--|-------------------------------|--|---|---|
| Name* | Title/ Academic Rank | Tenure Status or Classification^ | Graduate Degrees Earned | Institution(s) from which degree(s) were earned | Discipline in which degrees were earned | Concentration affiliated with in Template C2-1 |
| Barnett, Tracey | Associate Professor | Tenured | PhD, MA | Western Michigan University | Sociology - Medical and Applied | Health Behavior Research; Epidemiology |
| Cervantes, Diana | Assistant Professor | non-Tenure | DrPH, MPH, MS | University of North Texas Health Science Center (DrPH, MPH); University of Texas Arlington (MS) | Public Health - Epidemiology (DrPH, MPH); Biology (MS) | Epidemiology |
| Cherkos, Ashenafi | Assistant Professor | Tenure-track | PhD, MPH, MPH | University of Washington; Mekelle University | Epidemiology | Epidemiology; Maternal and Child Health |
| Fair, Kayla | Assistant Professor | non-Tenure | DrPH, MPH | Texas A & M; University of Arizona | Public Health | Public Health Leadership |
| Griner, Stacey | Assistant Professor | Tenure-track | PhD, MPH | University of South Florida; University of Florida | Public Health | Maternal and Child Health; Public Health Leadership |
| Kline, Nolan | Assistant Professor | Tenure-track | PhD, MPH, MA | University of South Florida | Applied Anthropology; Public Health | Public Health Leadership; Health Behavior Research |
| Lewis, Melissa | Full Professor | Tenured | PhD, MS | North Dakota State University; Montana State University | Health and Social Psychology; Psychology | Health Behavior Research |
| Litt, Dana | Associate Professor | Tenured | PhD | George Washington University | Applied Social Psychology | Health Behavior Research |
| Lunningham, Justin | Assistant Professor | Tenure-track | PhD, MS | University of Notre Dame | Quantitative Psychology; Applied and Computational Mathematics and Statistics | Biostatistics and Data Science |
| Mun, Eun- Young | Full Professor | Tenured | PhD, MA | Michigan State University; Yonsei University | Developmental Psychology | Health Behavior Research |
| Nandy, Rajesh | Associate Professor | Tenured | PhD, Mstat | University of Washington; Indian Statistical Institute | Mathematics; Statistics | Biostatistics and Data Science |
| Neelamegam, Malinee | Assistant Professor | Tenure-track | PhD, MPH | University of South Florida | Public Health - Epidemiology and Global Health Practice | Epidemiology |

| Primary Instructional Faculty Alignment with Degrees Offered | | | | | | |
|--|----------------------------|--|-------------------------------|--|--|---|
| Name* | Title/ Academic Rank | Tenure Status or Classification^ | Graduate Degrees Earned | Institution(s) from which degree(s) were earned | Discipline in which degrees were earned | Concentration affiliated with in Template C2-1 |
| Nguyen, Uyen-Sa | Associate Professor | Tenure-track | DSc, MPH | Boston University | Public Health - Epidemiology | Epidemiology |
| Noble, Charlotte | Assistant Professor | non-Tenure | PhD, MA/MPH | University of South Florida | Anthropology; Public Health | Maternal and Child Health; Public Health Leadership |
| Norheim, Kari | Assistant Professor | non-tenure | PhD, MBA | University of North Texas | Geography | Public Health Leadership |
| Rosshiem, Matthew | Associate Professor | Tenured | PhD, MPH | University of North Texas Health Science Center; University of Florida | Public Health Sciences | Health Behavior Research |
| Spence, Emily | Associate Professor | non-Tenure | PhD, MSW | Florida International University; Florida State University | Social Welfare; Social Work | Public Health Leadership |
| Thombs, Dennis | Full Professor | Tenured | PhD, MA | University of Maryland; University of South Florida | Health Education; Mental Health Counseling | Health Behavior Research |
| Thompson, Erika | Associate Professor | Tenured | PhD, MPH | University of South Florida; University of Florida | Public Health - Epidemiology | Maternal and Child Health; Epidemiology |
| Walters, Scott | Full Professor | Tenured | PhD, MA | University of New Mexico; San Diego State University | Clinical Psychology; Psychology | Health Behavior Research |
| Yockey, R Andrew | Assistant Professor | Tenure-track | PhD, MS | University of Cincinnati | Health Education | Biostatistics and Data Science |
| Zhou, Zhengyang | Assistant Professor | Tenure-track | PhD, MS | Southern Methodist University and University of Texas Southwestern | Statistics; Statistical Science | Biostatistics and Data Science |

- 2) Provide summary data on the qualifications of any other faculty with significant involvement in the school's public health instruction in the format of Template E1-2. Schools define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

Template E1-2

| Non-Primary Instructional Faculty Regularly Involved in Instruction | | | | | | | |
|--|-----------------------------|---|--------------------------------|--------------------------------|---|---|---|
| Name* | Academic Rank^ | Title and Current Employment | FTE or % Time Allocated | Graduate Degrees Earned | Institution(s) from which degree(s) were earned | Discipline in which degrees were earned | Concentration affiliated with in Template C2-1 |
| Akuoko, Mathias | Adjunct Assistant Professor | Assistant Professor, Austin College | 0.375 | PhD | University of North Texas Health Science Center | Public Health Sciences | Public Health Leadership |
| Briscoe, Janelle | Instructor | Instructor, UNTHSC School of Public Health | 0.500 | MHA | Washington University in St. Louis | Healthcare Administration | Public Health Leadership |
| Burton, Adolph (Bing) | Adjunct Assistant Professor | Retired, Director Denton County Health Department | 0.250 | PhD, MA | University of Texas at Arlington | Public Administration, Interdisciplinary Studies | Public Health Leadership |
| Chhetri, Shlesma | Adjunct Assistant Professor | Adjunct Assistant Professor | 1.000 | PhD, MPH | University of North Texas Health Science Center | Public Health Sciences | Public Health Leadership |
| Connors, Shahnjayla | Adjunct Assistant Professor | Assistant Professor, University of Houston | 0.125 | PhD, MPH | University of Florida; University of South Florida | Medical Sciences - Molecular Biology; Public Health | Public Health Leadership |
| Demosthenidy, Mollye | Adjunct Professor | Associate Dean for Strategic Initiatives | 0.125 | JD, MHA | Tulane University | Law; Health Administration | Public Health Leadership |
| King, Christopher | Adjunct Assistant Professor | Director, Center for Environmental Education & Training | 0.125 | PhD, MS | Saint Louis University; University of Louisville | Public Policy Analysis; Biology | Public Health Leadership |
| Mire, Emily | Adjunct Assistant Professor | Executive Director, Student & Academic Success, UNTHSC | 0.125 | PhD, M.Ed., MPH | Texas Woman's University, Texas Christian University, University of North Texas Health Science Center | Health Studies, Counseling, Public Health | Public Health Leadership |
| Raines-Milenkov, Amy | Associate Professor | Associate Professor, Pediatrics and Women's Health | 0.125 | DrPH, MPH | University of North Texas Health Science Center | Social & Behavioral Sciences, Community Health | Maternal and Child Health |
| Sanders, Corron | Adjunct Assistant Professor | Lecturer, University of North Texas at Dallas | 0.250 | PhD | University of Texas Medical Branch Galveston | Community Health and Preventive Medicine | Public Health Leadership |
| Walker, Daniel | Adjunct Assistant Professor | Assistant Professor of Family Medicine | 0.250 | PhD, MPH | Tulane University; Drexel University | Health Management and Policy | Public Health Leadership |

- 3) Include CVs for all individuals listed in the templates above.

In Folder *ERF>E>E.1_SPH Faculty CVs*

- 4) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Primary faculty listed in E1-1 represent those with primary appointments in UNTSC SPH. Salaries are commensurate with appointment status, with the majority being a 1.0 FTE employee. The primary faculty listed are also listed and counted in Template C2-1. They are responsible for curricular development and revisions in their affiliated concentration as well as student advising.

The non-primary faculty in E1-2 represent those with part-time or non-primary appointments with UNTHSC SPH. Most are part-time instructors who do not have faculty appointments with SPH.

- 5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – UNTHSC SPH has been successful in recruiting highly qualified faculty from diverse backgrounds and training to contribute to the education experience at SPH. Both Primary faculty and non-Primary faculty represent multiple disciplines well-aligned with the teaching requirements of the degree program or concentration to which they contribute.

The UNTHSC continues to support SPH for growth in both faculty hires and student recruitment.

Challenges – The UNTHSC SPH faculty are often recruited to other universities, leaving some retention issues which affect future growth opportunities. UNTHSC is relying on SPH to contribute to the Whole Health mission, contributing to working on health disparities in the local, regional, state, and global community.

Future Plans – Continued investment for new hires are being explored required to meet the combined UNTHSC and SPH goals and missions.

E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the school employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Schools encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, schools regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

- 1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

SPH promotes the development of a public health identity among students, faculty, and staff using multiple strategies. First, faculty at all ranks and tenure status bring current and prior interdisciplinary public health practice experiences to student learning. Faculties' backgrounds include a wide range of professional experiences that address the social determinants of health including: community health needs assessment (Fair, Griner, Spence, Thompson), housing and homeless services (Spence, Thompson, Walters), policy advocacy (Barnett, Kline, Rossheim), infectious disease prevention and intervention (Cervantes, Griner, Thompson), engagement of underserved communities (Kline, Neelamegam, Noble, Spence), substance use and abuse intervention and prevention (Barnett, Mun, Litt, Lewis, Rossheim, Yockey, Walters), global health (Cherkos, Neelamegam, Noble), and data use and management (Luningham, Yockey).

SPH has several examples of faculty with experience in practice settings. For Organizational Leadership, Janell Briscoe has more than 30 years of experience in healthcare management, including roles at Baylor Health Care System, Tenet Health Systems, Children's Health and Cook Children's. Her executive leadership spanned multiple healthcare settings, including general hospital operations, physician practice operations, and post-acute hospitals in for-profit, not-for-profit and academic entities. She retired from healthcare operations in 2021 after serving five years as Chief Executive Officer of Encompass Health Rehabilitation Hospitals of Fort Worth and City View and joined the UNTHSC faculty.

Dr. Diana Cervantes who worked as an infectious disease epidemiologist at the local and state levels integrates her practice experience into two courses: EPID 5320 Infectious Disease Epidemiology and EPID 5320 Public Health Surveillance. Dr. Cervantes utilizes two outbreak case studies (a foodborne illness outbreak and a healthcare associated outbreak) based on her experience working in the field. Students must carry out the steps of an outbreak investigation, incorporating best practices as well as public health law that allows them to carryout prevention and control measures. In EPID 5320, students analyze de-identified sexually transmitted infection data provided by the local health department. Students are required to clean the data, analyze it, interpret it, and disseminate it to stakeholders in a fictional community, Springville County. Students are required to make recommendations and utilize Tableau data visualization software to highlight their recommendations.

Professional Development activities targeted at students but open to faculty and staff include organized guest lectures and the SPH solutions series to inform and stimulate dialogue around current public health topics. These have included leadership seminars by health care and community leaders on strategies to promote diversity, equity, and inclusion in public health

setting; topic-specific presentations that focus on diversity, equity and inclusion such as immigration and health, as well as health disparities.

Many faculty utilize community partners in courses that include service learning to offer applied learning experiences and demonstrate practice skills. One example occurs in the core course BACH 5300 Theoretical Foundations of Individual and Community Health in which students apply theoretical constructs to current community-based programming through a community intervention report that is incorporated throughout the entire semester. Others include: a program evaluation course that allows students to practice evaluation skills with community projects and partners, a qualitative research course that allows students to participate in interviewing and coding of data from community-based projects, and an assessment and program planning course that engages students in community assessment practices.

SPH also has partnered since 2016 with the Tarrant County Public Health Department to place four first-year MPH students. In these SPH-funded assistantships, the student workers contribute to several practice-related projects, including Tuberculosis (TB) elimination, vector control, infectious disease case investigation, and community outreach.

Finally, faculty include students on their own community-based practice initiatives, including community assessment, public health intervention, and program evaluation. Students have played critical roles in engaging communities, analyzing community indicator data, participating in interviews in several community assessment studies including: the United Way of Tarrant Counties Community Assessment (2018), Cook Children's Community Health Needs Assessment (2022), and Community Engaged Alliance Against Covid-19 Disparities (2021). Additionally, SPH partnered with Tarrant County Public Health to engage students in Covid-19 contact tracing and 56 students were employed in 2020 as contact tracers.

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – SPH uses multiple methods to promote a public health practice identity among students, including instruction by faculty with rich practice experiences, partnering with faculty on practice-based projects, participating in lecture series, and course-based service learning.

Challenges – Due to the relatively small faculty size, there are many aspects of public health practice that are not represented among SPH faculty; including but not limited to environmental health, and health communications.

E3. Faculty Instructional Effectiveness

The school ensures that systems, policies, and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The school establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The school supports professional development and advancement in instructional effectiveness.

- 1) Describe the school's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

Students are invited to evaluate every course and faculty contributions each term, as long as the course includes 5 or more students. The UNTHSC has required questions and SPH contributes additional questions, with slight differences based on delivery model (i.e., additional supports for technical issues in online delivery courses). Each course also undergoes a peer review each term. Peer reviews were implemented in Spring 2017 and have been used every term since inception. Rubrics were researched and modified for SPH use and trainings provided to faculty on the value and use of the peer evaluations. The Associate Dean for Academic Affairs is charged with leading the process each term and works closely with the Division of Academic Innovation to accomplish the task.

While course evaluations and peer reviews assess individual faculty and course issues, Program Directors and Chairs also meet with all students once per term to discuss effectiveness at either the concentration and/or degree level. Group meetings present opportunities to view instructional effectiveness at a system level, identifying course sequence, competency assessment, or other faculty strengths. It is through these meetings that students can also express possible issues that may be addressed at a concentration or Department level, depending on the topic. Direct student complaints about particular faculty are not accepted in these sessions, rather a discussion about structural-level effectiveness and opportunities for improvements, if needed.

Please see copies of course evaluations and peer review rubrics used for each course in *ERF>E>E3>Evaluations and Priorities*.

- 2) Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of school involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

The Division of Academic Innovation is a division of the UNTHSC that supports academic quality for all Schools/Colleges. The SPH works extensively with the leadership and course designers for continuous improvement with respect to academics. From 2015 – 2021 all non-primary instructional faculty, even those who teach one course / year, have been invited to attend teaching trainings led by the Division of Academic Innovation. Prior to the Covid-19 pandemic the event was in-person and travel was sponsored by SPH. To increase range and adjust to a more accepted online environment, the training has undergone updates and was offered online only in 2020 and 2021.

All faculty, regardless of course load (i.e., only one course / year) are strongly encouraged to work with the Division of Academic Innovation course designers to deliver quality academic courses. Any course being developed for online delivery must go through an additional process

by applying for review from the Distance Education Committee, which includes representatives and experts in online teaching from around the UNTHSC. The process requires course development well in advance of offering the course, with the completed course needing approval prior to the term it will be offered.

All courses and instructors engage in multiple revisions for course syllabi with the Chairs and Associate Dean for Academic Affairs. While these reviews are for competency assessment and alignment with semester dates, the review also serves as an opportunity for faculty development. For example, a course may be identified as not having a spread of graded assignments (i.e., one midterm and one final would not be acceptable) or using multiple methods of assessments from written assignments to presentations to exams. Group work assignments are carefully reviewed for individual assessment opportunities. All courses then undergo a peer review assessment, where all of these aspects of a course are again reviewed.

Examples from the following courses taught by PIF:

EOHS 5300 Environmental Determinants of Health

EOHS 5300 was adapted from a 16-week in person course in an 8-week online course. Because the course is offered in both formats, it is important for the course content and overall objectives be maintained. The Department Chair and Associate Dean for Academic Affairs first reviewed the course syllabi to ensure the appropriate competencies were being taught and assessed. Following syllabus review, the DAI was instrumental in ensuring best practices in online course delivery were met as well as in improving alignment in course goals and objectives. Through the online teacher training and one-on-one consultation, the DAI guided the instructor in ensuring slides and course readings met accessibility best practices. This involved all slides and course content contained alt text, appropriate and consistent use of styles and formatting to assist screen readers, and that accurate closed captioning was available for all voice recorded materials. The DAI also helped the instructor strengthen the ties between the CEPH course competencies and objectives and the instructor's module-level objectives. These connections were reiterated in an updated syllabus, a newly developed course map, and made apparent throughout the Canvas platform. The course map clearly defined how the module-level objectives were related to the CEPH Learning Objectives, the instructional materials that would be used to teach the topics, the learning activities in which the students would engage in the materials, the technology that would be required for the students to use, and the specific assessments that would be used to evaluate mastery of the objectives. Ultimately, with the assistance of the DAI, the course was sent for external review by Quality Matters. After incorporating additional feedback from external reviewers, the course received Quality Matters approval.

PHED 5330 Foundations of Public Health

Preparation to create the Fall 2021 online PHED 5330 class began in June 2021. As this was the first time the course was offered online, the online course had to undergo review and approval by DAI. The instructor worked with an Instructional Designer from DAI to ensure that course content, canvas set-up, grading rubrics and alignment of competencies with content and assignment. Additionally, attention was paid to make learning materials accessible with feedback from the DAI team. To achieve these goals and to ensure that the course was ready to launch for the Fall 2021 semester, the instructor and instructional designer meet on a weekly basis, and utilized a structured task timeline and action plan.

In preparation for the Fall 2022 semester, when the course was offered online, the instructor and instructional designer set up weekly meeting again, to address updates to course content.

EPID 5300 Principles of Epidemiology (online) was redeveloped for the Fall 2022 semester. This redevelopment was envisioned by the instructor and DAI, based on feedback and performance of students in the online class in the Summer 2022 semester. The goal of this redevelopment is to

address learning differences in our online students and providing choices in the consumption of learning materials to our students, to increase the effectiveness of teaching epidemiological concepts to online learners. The instructor and instructional designers from DAI worked to revamp the course content to provide 3 modes of learning to students: PowerPoint slides with transcripts, video lectures with close captioning, and interactive learning modules using Articulate Rise. To achieve this, instructor and instructional designers made an outline of the task breakdown and came up with a timeline to address the tasks involved to ensure successful launch of the redeveloped course for the Fall 2022. On a weekly basis, the team met to discuss weekly deadlines and other course development tasks. The instructor provided content for weekly modules to the instructional designers, who then developed Articulate Rise Modules for the content. Rise Modules were reviewed and edited by the instructor. An independent third DAI reviewer complete an additional review to ensure Rise modules were error free and accessible to students with disabilities. Modules were revised according to these feedback before a final review and approval by the instructor.

Example from a course taught by non-PIF:

HMAP 5304 Communication for Health Professionals

The Division of Academic Innovation (DAI) provided support for development of HMAP 5304 in several different ways. First, DAI provided access to the instructional technologies used in the course, most notably Canvas and Mediasite. The availability of the suite of educational technology tools provided a broad spectrum of “what is possible” that informs the development process. Second, upon completion of development of the course, a DAI instructional designer completed a full internal Quality Matters review of the course and evaluated it against 42 standards, ensuring that it passed the review and providing suggestions for revision on any standards that were not met. Third, for this particular course, the adjunct instructor is a member of DAI with significant expertise in the topic, so the course was fully developed and designed by DAI personnel within the guidance provided by the School of Public Health regarding MHA competencies and needs. DAI facilitated passage of the course through the Distance Education Committee by maintaining documentation of the formal Approval to Develop the course, as well as the final Approval to Deliver the course.

- 3) Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members’ disciplinary knowledge is current.

The SPH provides professional development funds to all full-time faculty (greater than 0.8 FTE) regardless of funding level or other criteria. The professional development funds are to be used by the faculty member only, and not passed on to students, for example. In recent years, faculty have used these funds to attend various disciplinary-specific conferences that keep them up-to-date by discipline or skill, such as attending the American Public Health Association meetings and being actively involved in specific sections (e.g., sexual and reproductive health, women’s health caucus). Some faculty use the professional development funds to pay to advance skills that further their teaching expertise. For example, recently Biostatistics and Data Science faculty member, Dr. R Andrew Yockey, used Professional development funds and paid for Survival Analysis course to enhance the Applied Data Analysis in Epidemiology course. He also took Introduction to Structural Equation Modeling (free) to use and enhance intermediate BIOS and causal modeling.

SPH strongly encourages work with the local, regional, and state communities which also contributes to current disciplinary knowledge and current events of issues impacting our communities that can be brought back to the classroom. For example, Dr. Diana Cervantes is the co-Chair of the Tarrant County Infection Prevention Council, as well as an active member of the

Association for Professionals in Infection Control and Epidemiology. During the pandemic, Dr. Cervantes played an active role in educating the communities, in both English and Spanish, regarding the latest science and precautions. She continues to provide trainings to long-term care facilities. She teaches the Epidemiology of Infections Disease, among other courses at SPH. Dr. Erika Thompson is a community engaged faculty member, and currently works with the Health Equity Alliance, the Immunization Collaboration of Tarrant County, and the Birth Equity Alliance, all which contribute to her disciplinary knowledge in the classroom regarding immunizations and maternal and child health topics.

Most non-primary instructional faculty are hired for their expertise matched with a specific course. For example, Dan Walker is hired to teach Organizational Leadership. He is an active member of Academy of Management, Health Care Management Division. His work is very applied, including study funded by the Agency for Healthcare Research and Quality to develop a bundle of management practices that can be implemented alongside clinical healthcare-associated infection (HAI) reduction bundles to reduce present between hospital variation in success with HAI reduction. This study includes site visits to up to 30 hospitals across the country and the creation of an online dashboard for hospitals to do a self-assessment and track progress in implementation of supportive management practices.

Public Health Law is taught by Mollye Demosthenidy who practiced law at two New Orleans firms, focusing on regulatory and transactional issues faced by healthcare providers. Also, she was a recent fellow at the Faculty Leaders Program in Policy Research and Analysis. The Faculty Leaders Program is a professional development program for faculty who work with students or in disciplines underrepresented in public policy. Offered by the Pardee RAND Graduate School, the program awards fellowships and stipends to 12–16 selected faculty to participate in the policy analysis summer program.

Community Health Program Evaluation (BACH 5350) is taken by MPH Public Health Leadership and Maternal and Child Health concentration students and is taught by Emily Spence and Shlesma Chhetri. Dr. Spence has maintained an active practice of community program evaluation for nearly two decades in Tarrant County and Dr. Chhetri has partnered with Dr. Spence on the majority of these evaluation projects since 2013. Both are members of the American Evaluation Association (AEA) and have attended and presented at the AEA annual conference numerous times.

- 4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.

Expanding on E3.1 above, Faculty are tasked with responding to 18 behavioral metrics to demonstrate their teaching contributions each year in evaluations, as well as for promotion purposes. Faculty use examples from student evaluations, peer-review of teaching evaluations, and other materials gathered throughout the year to demonstrated their commitment and contributions to the academic goals of SPH. End-of-semester student evaluations of instruction also are administered every term. However, these are used in a supplementary manner to evaluate faculty teaching performance and subsequently faculty advancement.

- 5) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness.

SPH leadership, working within UNTHSC requirements, identified three elements from the yearly "student satisfaction survey" to work with faculty toward improvement. The three areas included receiving feedback (i.e., grades) early, communicating learning goals, and listening to student concerns. Summaries are included below in tables, by question.

Note: The UNTHSC did not administer the student satisfaction survey in the Spring of 2020 due to the initial days of the Covid-19 pandemic.

Student Survey Question(s): Please rate your level of agreement with the following: “SPH Faculty provide performance feedback early and throughout the semester” (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree)

Table 1. Percent that agree or strongly agree with the statement, for MPH students

| Degree | 2019 | 2021 | 2022 |
|--------|------|------|------|
| MPH | | | |
| Cohort | 71% | 55% | 62% |
| Online | 93% | 84% | 70% |

Student Survey Question(s): Please rate your level of agreement with the following: “SPH Faculty clearly communicate learning goals to students” (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree)

Table 2. Percent that agree or strongly agree with the statement, for MPH students

| Degree | 2019 | 2021 | 2022 |
|--------|------|------|------|
| MPH | | | |
| Cohort | 73% | 85% | 78% |
| Online | 93% | 91% | 78% |

Student Survey Question(s): Please rate your level of agreement with the following: “SPH Faculty are willing to listen to student concerns.” (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree)

Table 3. Percent that agree or strongly agree with the statement, for MPH students

| Degree | 2019 | 2021 | 2022 |
|--------|------|------|------|
| MPH | | | |
| Cohort | 67% | 84% | 73% |
| Online | 64% | 76% | 78% |

Action plans to address these items have included:

Q1. SPH Faculty provide performance feedback early and throughout the semester

- Chair and Associate Dean for Academic Affairs review of all syllabi to determine when assessments occur
- Peer review of teaching, including syllabus review and course website, to verify when assessments occur
- Added to P & T guidelines and used in yearly evaluations, “Provided performance feedback to students early and throughout the semester”

Q2. SPH Faculty clearly communicate learning goals to students

- Chair and Associate Dean for Academic Affairs review of all syllabi to determine appropriate identification of competencies and assessments
- Peer review of teaching, including syllabus review and course website, to verify competency assessment
- Added to P & T guidelines and referenced in yearly evaluations, “Clearly communicated learning goals to students” and “Content of courses was aligned with learning outcomes”
- Online courses incorporate QM recommendations that clearly identify learning outcomes

Q3. SPH Faculty are willing to listen to student concerns

- P & T guidelines, also used in yearly evaluation, required the faculty to demonstrate the following outcomes: “Treated students with respect” and “Responsive to student needs in and outside the classroom”

Notably, nearly all responses had three-fourths or more of students agreeing or strongly agreeing that faculty were engaging in these behaviors. These are high priorities for SPH and monitoring and improvements will be ongoing. Program directors collect qualitative data about student experiences during each semester’s advising session. Data are aggregated, shared with the Department Chair, and shared in Department meetings.

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The UNTHSC and the SPH uses systems, policies, and procedures to document that all faculty, primary or non-primary, full or part-time, are current in their respective areas for instruction. The UNTHSC faculty affairs office works with SPH to collect and maintain documentation of educational attainment.

The SPH has implemented procedures that reinforce missions and goals, including but not limited to evaluation metrics that align with student goals; and peer review of courses, syllabi and grading practices. In addition to standard annual reviews, the UNTHSC uses quarterly check-ins through an OKR process that align with teaching, research, and mission goals.

The SPH provides yearly professional development funds that can be used for pedagogical and/or content area improvement that can be applied in the instructional setting.

Challenges – Self-assessment and improvement is ongoing at SPH and UNTHSC. Continued review of P & T guidelines is currently underway (during self-study year) and objective measures for success are reviewed and updated. These are then aligned to annual reviews. Implementing change may be disruptive in the short-term but is meant to support long-term goals and mission.

Future Plans – The revision of the P & T Guidelines (required every three years) is currently underway at time of submission. Likely the 18 behavioral metrics to assess teaching outcomes will be revised but the revisions are not yet complete.

E4. Faculty Scholarship

The school has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and school missions and relate to the types of degrees offered.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

- 1) Describe the school's definition of and expectations regarding faculty research and scholarly activity.

The majority of faculty in the SPH involved in the public health programs (MPH, MS, and PhD) have research responsibilities as part of their requirements for satisfactory progress year to year and for promotion or tenure consideration. Tenure track and tenured faculty are expected to cover at least 30% of their salary through external funds and produce high-quality peer-reviewed manuscripts in quality publications. All faculty in the SPH contribute to the teaching mission and thus are strongly encouraged to participate in scholarly activity. Although non-tenure track faculty do not have requirements for extramural funding, they can be active in service that both receives funding and leads to scholarly contributions to either the community or through peer review, and can be applied within the classroom as well. Scholarly activity for those not required to do research is applied and evaluated under service for both yearly evaluations as well as in consideration for promotion.

- 2) Describe available university and school support for research and scholarly activities.

The Office of Research Services (ORS) launched in April 2014. Standard operating procedures were put into place to create pre-award services in September 2014 and post award services in March 2015. Since its inception more than eight years ago, ORS is a fully functional team offering services to the faculty for the lifecycle of research project. The ORS Team is considered the primary point of contact for faculty engaged in research and works collaboratively with the Office of Sponsored Programs (OSP) in overseeing the submission of SPH grants and contracts and includes project monitoring. In 2017, the ORS launched a contract with Greenphire, a clincard payment system, which provides a payment method for faculty whose projects include participatory research. ORS facilitates the process by monitoring the expenditures and payment through Greenphire. Additionally, the supporting documentation from this system has proved beneficial in university IRB audits for projects involving human subjects.

The Executive Director oversees Research Administrators who are trained in areas of a pre-award, post award and compliance. Professional development for the team is offered internally or through the National Council of University Research Administrators (NCURA). Both positions are cross trained in each area to enhance the learning process of the team members providing them a comprehensive understanding of research administration. Also, cross training benefits the overall services provided to the faculty. The Executive Director is a Certified Research Administrator (CRA) and the pre-award research administrator is a Certified Pre-Award Research Administrator (CPRA) which includes opportunities for continuing education to maintain the credentials.

Additionally, the ORS Team frequently collaborates with the Office of Sponsored Programs, Office of Research Compliance, Office of Contract Administration, North Texas Regional IRB, Office of Research Development and Commercialization, UNTHSC Foundation and Human Resources.

The ORS Team complies with the university policies, procedures, and practices and frequently engages with faculty to keep them apprised.

- 3) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.

Students in all of the Public health degree programs (MPH, MS, and PhD) have multiple opportunities to get involved in research and scholarly activities at SPH. At times they are included in funded work and can be paid, but volunteer opportunities for experience also exist. The SPH maintains and distributes a weekly newsletter sent every Monday morning to all students (as well as alumni and faculty) that contains information for these opportunities. The following are recent examples of student involvement:

One MPH student was a graduate research assistant on the National Research Mentoring Network. She analyzed qualitative data from an unconscious bias course to assess key learning themes from this course delivery. Subsequently, the findings were published with the student as a co-author in BMC Medical Education.

Another MPH student was a graduate research assistant on an NIH-funded project to explore contraceptive needs among women experiencing homelessness. She was part of the data analysis team to synthesize the qualitative findings. She was ultimately part of the manuscript that was recently accepted for a peer-reviewed journal. The manuscript titled, "A socioecological perspective to contraceptive access for women experiencing homelessness in the United States" can be accessed in [ERF>E>E4>Faculty Scholarship](#).

Two MPH students are part of a Cancer Prevention and Research Institute of Texas (CPRIT) funded project to implement HPV vaccination in a school-based setting. They are part of a broader team, which requires coordination and collaboration with schools and clinics to implement these HPV vaccine programs. The two students will also be involved in conducting interviews and focus groups to evaluate the program implementation.

In 2021-2022, numerous students in the MPH & MS/PhD programs assisted with an assessment of the retail availability of Delta-8 THC and kratom products in Fort Worth, TX. Students called every outlet in Fort Worth with an alcohol, tobacco, and/or CBD license, and conducted telephone interviews with retailers. Retailers were asked whether they sold Delta-8 THC (and kratom), about the types of products sold and prices, and had retailers describe "what is Delta-8?" Students helped manage and analyze data, and lead and co-author related manuscripts including drafting discussion related to the public health implications of our findings. These manuscripts are currently in various stages for publication.

- 4) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Many SPH faculty incorporate students into their research activities. For the MS and PhD programs this is a requirement for advisors and students. There also are many opportunities for MPH students to engage as well and contribute and learn from these experiences. Examples include:

In 2020-2021, Drs. **Thompson, Griner, and Spence** collaborated with Cook Children's Health System to develop the Cook Children's Health System Needs Assessment for 2022. They were responsible to analyzing and interpreting children's health data and collecting, analyzing, and interpreting focus group data. They then compiled these findings into the Needs Assessment. In Fall 2021 and 2022, Dr. Thompson had students in the MCH Epidemiology course use these data to create data briefs on children's health issues in the region. Representatives from Cook Children's were guest lectures in the course to present the data and guide students. Students then used data from the project to inform their data briefs. Examples can be found in *ERF>E>E4 Faculty Scholarship>Cook Examples*

In MACH 5335 (Human Sexuality and Reproductive Health), Dr. **Griner** provides students with information about the policy development process and policy dissemination skills and asks them to develop a detailed dissemination plan to communicate policy information to multiple stakeholder groups. After the students' presentation, she provides feedback on the potential methods and communication channels proposed based on her previous work. She provides examples of state-level policy dissemination processes, how specific research questions were developed, how the research study was designed, the data analysis process, and how the findings are being utilized to develop dissemination and implementation strategies to improve communication in the future. Dr. Griner prepares case studies related to policy dissemination based on her previous research projects and uses these cases within the classroom. She also invites her collaborators as guest speakers to discuss their interdisciplinary research projects. An example can be found in the *ERF>E>E4 Faculty Scholarship>Human Sexuality and Reproductive Health* folder.

In the Qualitative Methods course, research and student instruction are directly linked through a service learning activity that includes collaboration with community partners. In the Spring of 2021, the service learning activity for the course featured students working collaboratively on a study with one community partner (JPS Health) and three SPH faculty members (**Spence, Thompson, and Kline**). In the course, students learned about specific steps in data collection and analysis, and then applied their learning to a research context by assisting with analyzing data and providing analysis deliverables to the community partner and faculty researchers. In doing this, students not only learned the content through instructional materials, but applied what they learned to a community research project.

In the Introduction to Health Disparities course taught most recently by Dr. **Kline**, instruction and scholarly activities are combined through assignments that give students the opportunity to practice their scholarly skills. For example, in the course, students are required to complete a semester-long research paper and then create a research poster to present the main findings of their paper. Their posters are presented with students in maternal and child health courses during a research symposium. This assignment models scholarly professional practice by guiding students through every step of the research process from design to dissemination, including developing a research question, summarizing the current state of knowledge, identifying literature gaps, and determining what knowledge gaps must be filled. Through the research poster symposium, students are assessed on their presentation of scholarly findings. Two examples can be found in *ERF>E>E4 Faculty Scholarship>Intro to Health Disparities* folder.

The objective of the Biostatistical Research and Consulting course is to prepare students with a biostatistics concentration to work with collaborators/clients to plan, execute, and interpret analysis of public health data using appropriate methods. Taught by Dr. **Lunningham** the last two years, he uses collaborative research projects to create class projects that simulate the experience of providing biostatistical support and services to researchers in other areas of public

health. For example, as the chief methodologist on a project that collected nationwide survey data regarding alcohol use, health practices, and awareness of the link between breast cancer and alcohol among American women, he crafted a class exercise around the experience of receiving these data using collaborator's broad research questions, and the students were responsible for brainstorming how to operationalize and address these research questions. Examples include identifying specific variables that should be examined, performing exploratory data analysis to understand the quantitative features of the variables, and selecting the appropriate methods for formal statistical tests. Finally, the ultimate objective is to correctly interpret the result in statistical terms and within the context of the client's original research goals. In this course, other SPH faculty presented real data and students provide statistical support for their final course project.

- 5) Describe the role of research and scholarly activity in decisions about faculty advancement.

As described in our [Promotion and Tenure Guidelines](#) (ERF>E>E.5>SPH *Promotion and Tenure Guidelines*), faculty research is one of three categories of scholarship evaluated by the School's Promotion and Tenure Committee, internal and external reviewers, Department Chair, Dean, Provost, and President. (The other two categories of evaluated faculty scholarship are teaching and service.) Each year, all of the School's tenured and tenure track faculty are expected to be involved in research and are evaluated on their performance in this category of scholarship. As is the case with teaching and service, faculty performance in research is evaluated as "outstanding," "quality," or "deficient" in both their annual evaluations and in applications for promotion in rank. In accordance with [UNTHSC policy 6.107 Faculty Tenure and Promotion](#) (ERF>E>E.5> HSC *Faculty Tenure and Promotion*), faculty members merit promotion in rank if their performance is rated as "outstanding" in two scholarship categories and "quality" in a third category.

- 6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list in the criteria, the school may add measures that are significant to its own mission and context.

Template E4-1

| Outcome Measures for Faculty Research and Scholarly Activities | | | | |
|--|--------|-----------------------|-----------------------|-----------------------|
| Outcome Measure | Target | Year 1 (2020-2021) | Year 2 (2021-2022) | Year 3 (2022-2023) |
| Proposals submitted | 32 | 49 | 58 | 43 |
| Grants/contracts Awarded | 8 | 22 | 21 | 16 |
| Peer-Reviewed Publications | 64 | 165 | 97 | 92 |

Target goals based on:

- Proposals submitted – 2 per ~16 faculty with research funding expectations
- Grants/Contracts awarded –25% hit rate of proposals submitted
- Peer-reviewed Pubs – 4 per ~16 faculty with research funding expectations

- 7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – SPH recently added a position of Associate Dean for Research and Faculty Advancement. This position contributes to strategic development of the Research and Scholarly mission of the SPH as well as integrated faculty advancement within that strategy.

SPH created, maintains, and supports its own Office of Research Services (ORS), independent of the UNTHSC Office of Sponsored Projects (OSP). ORS works closely with all faculty to liaison between faculty and OSP as well as funding agencies. They play an integral role from pre-award to post-award.

Challenges – Balancing a research agenda within a business model and the resulting potential impact on teaching and community service presents challenges. For example, research success and greater effort on funded projects allows for course buy-out. Academic structures reinforce individual career trajectory that can sometimes be in conflict with School needs. This is not unique to UNTHSC.

Future Plans – Promotion and tenure guidelines are currently being discussed and modified. The SPH will move toward dissemination and quality of publications and away from publication counts. Other goals may be adjusted in the SPH 2030 Strategic Plan that address achieving some goals while also focusing on balanced portfolios with research, teaching, and service.

E5. Faculty Extramural Service

The school defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the school's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

- 1) Describe the school's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.

Our School defines faculty service expectations in the [tenure and promotion guidelines](#) updated in 2020 (*ERF>E>E.5>SPH Promotion and Tenure Guidelines*), as well as in a specific [service expectations document](#) (*ERF>E>E.5> SPH Service Expectations*) developed for faculty, staff, and students in 2018. In the latter document, we define and describe service in this manner:

“Engaging and serving the community is at the heart of the mission, vision and values of the UNT Health Science Center. Reinforcing this commitment for the School of Public Health are the Council on Education for Public Health (CEPH) accreditation standards that clearly articulate community involvement, engagement and service as a foundational expectation for students and faculty.

As evidence of the strong SPH commitment to community service, all faculty, staff and students are asked to participate in service that promotes “solutions for a healthier community.” These activities may include participation in school-wide service events (e.g., Habitat for Humanity), or other contributions that benefit the health and wellbeing of the community. CEPH identifies shared opportunities for faculty and students to cooperatively address community needs as a best practice, particularly when faculty can offer modeling and mentorship to students in a context that results in benefits to a community.

Where possible, coordinated and synergistic activities are encouraged which combine elements of teaching, research and service (e.g., a service learning assignment conducting a needs assessment in partnership with a community organization or group). While these types of activities require more planning, they have the capacity to result in outcomes that are beneficial for all, including funded partnerships, student skills development, publications, and new initiatives that meet community needs. In this sense, service time contributions are investments that have the capacity to promote longer-term gains.

Faculty are especially encouraged to select and plan service activities that align with their teaching and research interests, and maximize their areas of expertise. For example, community organizations frequently make requests for: (1) analysis of service utilization or outcome data, (2) assistance developing evaluation/measurement tools, (3) help to design a pilot study to test a new intervention, (4) analysis of existing data that may help frame a community need (e.g., county health ranking indicators, crime statistics, school district results), (5) assistance with strategic planning, (6) development of logic models, (7) development of funding applications, (8) organizing task force or similar groups, (9) presentations, (10) facilitators for focus or discussion groups, etc. By being responsive to community requests, faculty and students help build trust, which is important for funding proposals that require community collaborators. In this respect, setting aside time to address community needs is an investment in future opportunities.”

According to the School's tenure and promotion guidelines, outstanding faculty performance in service requires work in non-academic settings that is:

- (a) possible only because of the specialized knowledge of the faculty member and
- (b) that the service involved intellectual and demanding work utilizing their public health or health management experience.

At UNTHSC, expectations for faculty extramural service are established at the school or college level. In the clinical schools on campus, such as the Texas College of Osteopathic Medicine these expectations focus heavily on service to professional associations at the local, state, or national level. In the School of Biomedical Sciences, faculty extramural service expectations focus heavily on service to research funding organizations, e.g., serving on NIH study sections, scientific advisory panels, and peer-reviewed journals, e.g., reviewing submitted manuscripts. Our School is the only unit on campus that emphasizes faculty extramural service in non-academic settings, involving partnerships with regional and local community service organizations, and that recognize the importance of meaningful engagement based on trust.

SPH has extensive and ongoing partnerships established with Tarrant County Public Health, the Mental Connection of Tarrant County, JPS Health system, Cook Children's health system, Center for Transforming Lives, Fort Worth Independent School District, and the United Way of Tarrant County (and their 56 funded organizations).

- 2) Describe available university and school support for extramural service activities.

In 2018, SPH adopted practices to promote a culture of service which included an expectation that all faculty, staff, and students engage in at least 2 hours of service per month. The [service expectations](#) document can be found in *ERF>E>E.5>SPH Service Expectations*. Faculty and staff are permitted to engage in extramural service during their usual business hours. This expectation led to an immediate increase in service contributions by faculty and staff. By 2019, the volume of extramural service activities increased by 168%, going from 500 hours in 2018 to 1330 hours in 2019. Service hours increased further due to pandemic demands and have remained high (2230 in 2020-21 and 1849 in 2021-22).

The SPH Academic Services office supports a culture of service by organizing multiple service events each year that include faculty, staff, and students. While these activities do not necessarily require public health expertise (e.g., Habitat for Humanity homebuilding), they work to instill a spirit of community service in the school and offer dialogue opportunities for faculty, staff, and students outside of the classroom and related school settings.

- 3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Cook Children's Community Health Needs Assessment: **(Thompson, Griner, Fair, Spence)**: This project involved synthesis of a Community Health Needs Assessment (CHNA) for Cook Children's Health system which included systematic review of data for 8 counties in the region. Students worked on the CHNA in two courses as a service learning project (BACH 5344 and BACH 5350), as well as in a GRA position.

HPV Vaccine Initiative **(Thompson)**: This project implemented evidence-based communication trainings and educational resources for HPV vaccination in clinics and community groups in

Tarrant County. Students assisted with the development of materials, implementation, and evaluation activities for the program.

Technology Enhanced Screening and Supportive Assistance (**Spence, Thompson, Kline, Chhetri**): This project developed and implemented bystander education modules and provided health care screening for interpersonal violence and sexual health, with connection to health advocacy services. Through service learning and MPH applied practice experience, students assisted with the development and evaluation of bystander education, as well as coding and analysis of evaluation interviews.

Community Engaged Alliance Against Covid-19 Disparities (CEAL) (**Spence, Spears, Fair, Wagner**): This project involved a CBPR team to address Covid-19 disparities in 12 underserved zip codes in Tarrant County. Students (MPH GRA and service learning teams in BACH 5350 and BACH 5345) participated in CEAL through: attending and presenting at weekly CBPR meetings, conducting focus group interviews, assisting at vaccine registration events.

Recognize and Rise Evaluation: (**Spence**) A class service learning project involved designing and implementing a program evaluation for the Mental Health Connection of Tarrant County Recognize and Rise public awareness campaign on trauma and resiliency. Students elected four class leadership positions and carried out a full evaluation, including a report and presentations to the Recognize and Rise committee and the Mental Health Connection Board of Directors.

- 4) Provide quantitative and/or qualitative information that characterizes the unit’s performance over the last three years on the self-selected indicators of extramural service, as specified below. Select at least three of the following indicators that are meaningful to the school. In addition to at least three from the list in the criteria, the school may add indicators that are significant to its own mission and context.

The majority of SPH faculty and staff engage in community service activities that include a range of services from brief volunteer work (e.g., helping sort items at the food bank) to more extensive public health practice contributions (e.g., implementing community assessment projects).

SPH Indicators of Extramural Service

| | 9/1/2019-8/31/2020 | 9/1/2020-8/31/2021 | 9/1/2021-8/31/2022 | 9/1/2022-7/15/2023* |
|--|--------------------|--------------------|--------------------|---------------------|
| 1. Hours of faculty & staff community service | 1330 | 2354 | 2502 | 1955 |
| 2. Number of community partner organizations faculty/staff | 65 | 67 | 77 | 108 |
| 3. Faculty/Staff reporting community service hours | 19 | 16 | 21 | 14 |

*This field was calculated for this self-study report, but does not include the full year or all faculty and staff.

- 5) Describe the role of service in decisions about faculty advancement.

As described in our [Promotion and Tenure Guidelines](#) (*ERF>E>E.5>SPH Promotion and Tenure Guidelines*), faculty service is one of three categories of scholarship evaluated by the School’s Promotion and Tenure Committee, internal and external reviewers, Department Chair, Dean, Provost, and President. (The other two categories of evaluated faculty scholarship are teaching and research.) Each year, all of the School’s faculty (tenured, tenure track, and non-tenure track) are expected to be involved in service and are evaluated on their performance in this category of scholarship. As is the case with teaching and research, faculty performance in service is evaluated as “outstanding,” “quality,” or “deficient” in both their annual evaluations and in applications for promotion in rank. In accordance with [UNTHSC policy 6.107 Faculty Tenure and](#)

[Promotion](#) (ERF>E>E.5> HSC Faculty Tenure and Promotion), faculty members merit promotion in rank if their performance is rated as “outstanding” in two scholarship categories and “quality” in a third category.

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Faculty members are actively engaged in professional organizations and the community, and often include their students in their service. The School has clearly defined Promotion and Tenure criteria for “outstanding” and “quality” faculty service, which includes extramural service to the community. The current Promotion and Tenure guidelines are presently being revised to include a more clearly defined track for Professors of Practice (Promotion Track Faculty) to delineate quality and outstanding criteria for their scholarly, teaching, and service contributions.

Challenges – Consistent documentation of service records for the entire school has been a challenge with the use of different systems. In 2020, HSC adopted Interfolio for annual faculty performance, which allows each faculty member to submit their individual records. These however, have to be exported and aggregated individually. The Track It Forward system was implemented to document student service hours in 2021 and has been a reliable tool for students. Staff hours were initially collected, along with faculty hours, using a Qualtrics survey. When Interfolio was adopted, HSC made a Track it Forward page available, but has not been well utilized.

Future Plans – Currently, HSC is exploring a change to Salesforce for the tracking of community partnership data, including projects, hours, and types of relationships. At the institutional level, increasing community engagement is part of the strategic plan and SPH, accordingly, is placing a significant emphasis on being a community-centric and socially accountable school. Plans for 2023-24 include increasing service and community-engaged scholarship time for promotion-track faculty, as well as adding new promotion-track faculty (professors of practice). Regarding data collection and monitoring, we have recognized the need to refine tracking of professional public health services that are affiliated with external contracts and grants.

F1. Community Involvement in School Evaluation and Assessment

The school engages constituents, including community stakeholders, alumni, employers, and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).

Specifically, the school ensures that constituents provide regular feedback on its student outcomes, curriculum, and overall planning processes, including the self-study process.

1. Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.

The Academic Community Partnerships (ACP) advisory board is the primary formal structure for the School of Public Health to gain feedback and promote community partnerships. ACP was established in 2017 and involved a consolidation of several prior advisory groups and functions. ACP membership includes community partners representing a wide array of organizations that address public health and social determinants of health. It also includes alumni, currently enrolled students, faculty, staff, and UNTHSC representatives from other units and divisions (*ERF>F>F.1_ACP Board Membership 2022-23*). In order to support community guidance on major curricular changes, ACP subcommittees met monthly in 2017 to facilitate the restructuring of practice experience, establish community assessment and workforce development priorities, provide feedback on curricular changes, and establish priorities for equity, diversity, and inclusion. This led to the establishment of a standing Diversity, Equity, and Inclusion committee, increased opportunities to be exposed to research partnerships, mutual information dissemination, and the development of year-long student practice experiences. More recently, the ACP board has provided advisement on the community demand or interest for the return of our DrPH program, as well as student/graduate competencies that are in high demand (e.g., social media communications).

ACP meets approximately quarterly, and includes time for information sharing, feedback, and dialogue. Additional constituent input is received through the following mechanisms:

- Semester and end-of-year site supervisor (practice experience) surveys
 - Employer and supervisor annual survey (summer)
 - Workforce development survey (periodic)
 - CARDS (Community Advisors for Research Design and Strategy; a group of Community Health Workers who provide specific advisement to community-based researchers)
2. Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

Through our year-long practice experience course, Faculty Course Coordinators maintain regular communication with site supervisors and hold meetings at least once per semester to gather informal feedback. Each fall semester, site supervisors are invited to a virtual meeting about practice experience to offer feedback, share successes, and ask questions.

Additionally, through externally funded community assessments, SPH faculty and staff have gathered qualitative community feedback in focus groups and key informant interviews. These have been completed in partnership with the United Way of Tarrant County, Cook Children's Health System, Center for Transforming Lives, Episcopal Health Foundation, Mental Health Connection of Tarrant County, Tarrant County Homeless Coalition, and Trauma Support Services of North Texas. Results of these projects have been disseminated to ACP members and other

community entities. Through funding from the Morris Foundation, SPH partnered with a steering committee of community leaders and a task force of community stakeholders to develop a blueprint for a trauma-informed community in 2021. Through an independent evaluation contract with the United Way, focus groups were conducted with representatives from more than 40 organizations who provided feedback on their need for capacity building and technical assistance as it relates to program evaluation. Examples of these assessment projects are in *ERF>F>F1.2_Community Assessments*.

3. Describe how the school engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.

External assessment of curricular content and feedback occurs using both formal and informal mechanisms. These include surveys of employers and internship site supervisors, alumni surveys, review by the Academic Community Partnerships Advisory board and associated subcommittees, as well as informal discussions held with community partners.

The Academic Community Partnerships Advisory Board played a substantial role in advising the re-design of the MPH applied practice experience in 2017 with a subcommittee that met monthly. This led to the transition from a one-semester 200-hour internship to a three semester 600-hour internship. Program directors have made presentations to the ACP board when curricular changes have been made, including the development of the Maternal and Child Health concentration and the Public Health Leadership concentration.

Relevance of the curricula to practice is also assessed through interviews and surveys of alumni. Overall, our alumni have reported competency in their skills and ability to successfully complete their job. Through our graduating student surveys and alumni surveys, we have made changes to the timing of the MHA internship and reorganized the MHA curriculum.

4. Describe how the school's external partners contribute to the ongoing operations of the school, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.

With new SPH leadership in the fall of 2022 and the need to develop a new strategic plan, formal and informal feedback has been solicited from community partner organizations. This includes an ACP advisory board review of vision, mission, values and goals in April of 2022 and a feedback session with newly appointed Dean Dharamsi in September 2022. Additionally, a community-facing event was held on November 30th which included a panel discussion of leadership from three local health departments (Dallas, Denton, and Tarrant counties) as well as the non-profit sector (United Way of Tarrant County). This event was well attended (n=127) and elicited feedback from the panel and attendees on how SPH can best prepare students for public health in the remainder of the 21st century.

The hiring of a new Dean as well as a new university President in the fall of 2022 aligned with a stronger institutional emphasis on social accountability and community engagement. With the prior strategic plan ending in 2023, development of a new strategic plan was initiated in the spring of 2023 and will continue through the end of 2023. As part of this process, meetings are being held with community partners throughout the DFW metroplex to solicit feedback on our current operations and opportunities to strengthen community partnerships and involvement in our curriculum.

In 2019-2020 SPH was selected for the Association of Teachers for Maternal and Child Health (ATMCH)'s mentorship program. For this program, we were matched with Dr. Eugene Declerq who is a national expert in maternal and child health. He provided advisement on the types of courses that should be included in an MCH program. It resulted in our revised curriculum for the MCH concentration that was rolled out in 2020-2021 to include public health cores, public health methodologies, and maternal and child health skills and topics.

Another example was course-specific, whereas for the Maternal and Child Health Epidemiology course, we received feedback from the local health department MCH epidemiologist and partners at the local children's hospital on developing an assignment to develop data briefs. They provided the guidance they use within their institutions as well as their data to inform the development of data briefs. Both believed these were important skills for translating data for community use.

The ACP board has reviewed and discussed issues that have arisen as part of the self-study process and the strategic and evaluation planning process for SPH 2030. This includes reviewing employer and workforce development survey results, SPH 2030 vision, mission, and objectives, and programmatic recommendations. During the June 2023 meeting, several ACP members volunteered to join the planning task force on the development of a Community Corps to clearly define and plan roles for community members to participate in the educational work of the school (e.g., co-teaching, guest lecturing, service learning, etc.).

Community stakeholders were consulted on the development of the self-study draft and were provided with a full draft and response template to provide feedback.

5. Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

As a result of recommendations made, the Equity, Diversity, and Inclusion Ad Hoc subcommittee of the Academic Community Partnerships advisory board was initiated in the late of Fall of 2018 and proposed a new plan and priorities in the Spring of 2019 for Diversity, Equity and Inclusion at SPH.

Meeting minutes are included in *ERF>F>F1.5_Ad hoc DEI committee meeting minutes* that document the process of information collection, review and decision-making.

Significant curricular revisions were made in 2017 and the newly created ACP advisory board broke out into small groups throughout the year to provide feedback and participate in the revision process. The prior practice experience was 200 hours and lasted a single semester. Both former students and community preceptors complained that 200 hours was insufficient to plan and produce a meaningful final product. The culminating product was a poster and in-person presentation. There were concerns raised about the poster quality and lack of utility for the community partner organization. These meetings led to the one-year 600-hour MPH internship which was implemented in 2018 and continues to be improved through solicitation of feedback from students and community partners. Examples of changes made for continuous improvement include reducing mandatory supervision meetings and logs to bi-monthly instead of weekly, and establishing a quality rubric for distinct types of practice experience products. Additionally, we created an MPH competencies unpacked document that provides specific examples of MPH competencies based on requests made by site supervisors. *[ERF>F>F1.5_PHED 5297 updates]*

In spring 2023, an ACP session was held soliciting community input on whether or not we should reinstate the DrPH program. Non-ACP members with an interest in the topic were also invited, including individuals who have reached out to us requesting the degree. Feedback was gathered

on the community interest (which appears to be strong) as well as suggested design issues (friendly for working adults, including both practice and research components). As a response, we have requested a market analysis from a consulting group and are seeking budgetary support to add professors of practice who would be well-suited to teach in the program.

6. Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

A survey of employers and site supervisors was conducted in Spring 2022 with 23 respondents representing community non-profit organizations, health systems and health care practices, insurance organizations, public health departments, and other entities. Areas of strength included graduates' (showing percent of respondents who chose strongly agree or agree):

- Familiarity with evidence-based interventions (100%)
- Ability to work collaboratively across systems (95.7%)
- Ability to work in interprofessional teams (100%)
- Demonstration of cultural humility and cultural competence (95.7%)
- Consideration of how public health issues impact communities on multiple levels (95.7%)

Qualitative responses showed areas that can be strengthened including graduates' ability to:

- Have more tangible skills in grant writing and program evaluation
- Create and tailor health messages for social media
- Engage in data collection and management for clinical or community research projects

The results of the employer survey were presented to the ACP board and meeting attendees were asked to reflect on the findings and elaborate on the most important skills for public health graduate students to have when they enter the workforce. Their list included:

- Ability to communicate to a broader audience, translate difficult information and relay it in a way that is compelling (this item was endorsed by several participants)
- Management skills (project management, people management)
- Ability to relate to culturally diverse groups
- Ability to understand policy development process
- Leadership/Conflict management: emotional intelligence for teamwork
- Strong computer skills (MS Excel, Word, PowerPoint)
- Interpersonal skills, even if the work largely involves data and data analysis

Recommendations to improve current practices included:

- Bring in more outside speakers with leadership experience
- Promote student use of LinkedIn trainings
- Develop microcredentials
- Lunch and learn with community partners
- Provide training on professional performance review
- Good community case studies/simulation/needs assessment

Provide documentation of the method by which the school gathered employer feedback.

ERF>F>F1.5> Employer Survey

7. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Community partners played an active role in making curricular and infrastructure changes after the adoption of the 2016 CEPH criterion. These included establishing a DEI committee that undertook the school’s first climate survey, commitment statement, and DEI strategic plan. Community partners had a strong influence on the re-development of a practice experience and their feedback supported the change to an intensive year-long experience, the creation of an orientation program for site supervisors, and the development of the MPH competencies “unpacked” to help community partners understand how competencies are implemented in practice settings.

Challenges and Future Plans – We will continue to support and reinforce the involvement of community partners and alumni in ongoing curricular practices (i.e., classroom instruction, guest speakers, lunch and learn sessions, service learning) through the establishment of a formal Community Corps structure. As part of the migration towards being a socially accountable and community-centric school, we are in the process of examining ways to increase hiring of practice-based faculty, developing inclusion and compensation structures that promote community investment and involvement in curricular practices, and pilot-test more opportunities for student and community co-learning (e.g., a program evaluation workshop for BACH 5350 students and community partners). We have some faculty who consistently collaborate with community partners on curricular delivery, but we are examining ways to increase this as routine practice. The October 2023 ACP meeting agenda will include a discussion of SPH 2030 evaluation criteria and post-CEPH site visit debrief.

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

- 1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

The School of Public introduces the value of service and commitment to community service at the beginning of students' graduate school experience. During the yearly SPH Fall orientation, each student cohort is introduced to the SPH's vision, mission, and values, which include service. Each fall orientation culminates with a school-wide community service project. Faculty, staff, and students work together in groups to complete various community services projects together in the local community.

SPH encourages students to participate in community service in multiple ways. SPH reinforces the importance of service by requiring students to complete 6 community hours each semester while maintaining good academic standing. Community Service hours are tracked through the software Track it Forward. Second, SPH provides myriad opportunities with community partners during the year where faculty, staff, and students complete community service together. SPH also provides support to student organization-led community service projects during the year.

- 2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

Remote Area Medical (RAM) Clinic: Students volunteered their time with RAM, a large nonprofit provider clinic delivering free, quality, dental, vision, and medical care to underserved and uninsured individuals, for two-day-long clinics held in Fort Worth and Dallas. For the December 2022 RAM event, students partnered with faculty members to engage in process evaluation activities that included participant observation in the waiting areas and exit interviews in the community resources area. The volunteer team met in January 2023 to debrief the quantitative results and make recommendations for a Spring service learning experience (qualitative coding and analysis, and community resource area planning for 2023).

Habitat for Humanity: Students have volunteered multiple times with Tarrant County Habitat for Humanity to spend the day building affordable and sustainable homes for Fort Worth families in need, alongside faculty, staff, and additional community members.

Tarrant County Food Bank Distribution Center: Students regularly volunteered to help organize food donations at the TCFB to distribute to DFW individuals and families.

Tarrant County Mobile Market at Herman Clark Stadium: Students volunteered an evening to help the TCFB distribute groceries to DFW families. Families drove cars through a designated lane while students loaded groceries into each car according to the size of the family.

Public Health Week: Public Health Student Government Association members coordinate several activities during this national awareness week. Past activities have included guest speakers from area public health professionals, community-wide field days, alumni panel discussions, public health-related movie screenings, and community service projects.

Community Health Fairs: Students volunteer their time for several community health fairs offered by various UNTHSC clinics in collaboration with local health departments and organizations (e.g., African American Health Expo, Hispanic Wellness Fair).

Cowtown Health and Wellness Expo: Students volunteer with UNTHSC over one weekend to educate the community about various health and wellness topics, including understanding how to monitor sugar intake and access one’s personal areas of wellness.

| | 2019-2020 | 2020-2021** | 2021-2022 |
|------------------------------|-------------|-------------|--------------|
| Number of student volunteers | 71 students | 61 students | 232 students |
| Student Volunteer Hours | 648 | 42 | 3308 |

* representative of Fall semester 2019 only due to Covid-19

** Full Covid-19 year

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – SPH has created a culture of service with expectations for students to engage in community service throughout their educational journey. Service opportunities are publicized regularly and range from activities that expose students to community needs (e.g., food bank distribution), to those that involve foundational public health competencies, such as community assessment and evaluation.

Challenges – SPH recognizes the value in students, faculty, and staff collaborating to provide professional public health services to the community. While these opportunities are available, we seek to increase the proportion of service activities where students gain mentorship from faculty, and applied public health experience, while community partners gain valued public health service delivery.

F3. Delivery of Professional Development Opportunities for the Workforce

The school advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

- 1) Provide two to three examples of education/training activities offered by the school in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the school) and an indication of how the unit identified the educational needs. See Template F3-1.

Prior to the pandemic, the school was partnering with the Texas Department of State Health Services (DSHS) and three other schools of public health across the State on the development of basic public health training for employees of public health departments who have professional training in a non-public health discipline, such as nursing or medicine. The first module was completed (Public Health 101) by Drs. Thompson and Thombs and delivered by Dr. Kayla Fair in 2019. When the pandemic began, these efforts were put on hold and were later put into a digital training format between DSHS and another academic partner. In 2022, DSHS re-organized their workforce development structure and are in the process of establishing a Memorandum of Understanding with SPH to promote collaboration regarding workforce development training, student internships/fellowships, needs assessment and research.

SPH has provided workforce development training through several methods:

In the past three years, the school has increased efforts to partner with Community Health Workers, both in efforts to provide community education as well as to receive workforce development training. During 2020 and 2021, through the Community Engaged Alliance against Covid-19 disparities (CEAL), the school facilitated an interorganizational team to increase knowledge and access to Covid-19 vaccines. Including 10 CHW's, the team provided outreach and education to 1,119 individuals at local events and venues such as vaccination sign-up initiatives, health fairs, youth sporting events, barbershops, faith organizations, and so forth. The need to increase community confidence in vaccination was identified through community assessment activities, listening sessions, and regional data demonstrating disparities by zip code. The team of CHW's engaged in outreach activities in the 12 zip codes that showed the greatest disparities in vaccination and/or mortality.

As part of the CEAL initiative and Institute for Health Disparities, the school played an instrumental role in establishing HSC as a Community Health Worker training center, certified through the State of Texas. Affiliated faculty member Dr. Teresa Wagner leads the training center and Dr. Emily Spence is one of the certified center instructors (CHWI). Numerous online training courses that offer continuing education credits for CHW's have been made available through the center, including training on clinical trials, Covid-19 vaccination, health literacy, and maternal mortality. In partnership with the National Network of Libraries of Medicine SW region, Drs. Spence and Wagner worked with a design team to develop three modules on structural inequities, implicit bias, and empowering disinvested communities.

Dr. Scott Walters is a nationally certified trainer on Motivational Interviewing and routinely provides training to local, regional and national entities including the Tarrant County Homeless Coalition, Cancer Care Services, US Army, MHMR, and Child Care group. More than 180 local human service providers have attended these sessions. In his work with the US Army, he developed the "Talk Like a Leader" training for non-commissioned officers.

For a more complete list of workforce development activities, please see *ERF>F>F3template*.

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The school has steadily built relationships with local Community Health Workers and the DFW Community Health Worker Association. These relationships include partnered projects providing education to community audiences (e.g., CEAL), as well as provision of Continuing Education programming to CHW's that meets state requirements. In addition to these activities, CHW's participate in our Academic Community Partnerships advisory board and our Community Advisors for Research Design and Strategy. Collectively, this allows our school to maintain direct connection to a front-line workforce and identify ongoing workforce development needs.

Challenges – The majority of our workforce development activities have relied on external contracts and the expertise and relationships of specific faculty. While the creation of the CHW training center has increased our organizational capacity, there is a continued need to establish formalized agreements for ongoing workforce development assessment and implementation. Preliminary dialogue has been underway with Tarrant County Public Health regarding the creation of formal partnership, but this has not yet transpired. The Department of State Health Services has sent a draft MOU for review, which includes workforce development components.

G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- incorporation of diversity and cultural competency considerations in the curriculum
- recruitment and retention of diverse faculty, staff, and students
- development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination
- reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted

- 1) List the school's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the school; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

The School's defined under-represented priority populations are:

- (1) Hispanic faculty,
- (2) African American/Black faculty, and
- (3) Hispanic students.

The basis for selecting these three under-represented priority populations arise from (1) our collective faculty, student and staff assumptions, (2) our collective perceptions of risks and assets, and (3) a review of local and national data and resources. Each are described below.

Assumptions

- Addressing the social determinants of health and promoting social justice and health equity are foundational values of the field of public health. Issues of racial equity, discrimination, and disparities have been identified by the City of Fort Worth Task Force on Race and Culture as a concern in our region. A priority for our School is to develop and maintain the experience, knowledge, expertise, and leadership capacity to address these inequities in our region. To build this capacity, we have embarked on a period of critical reflection of our internal culture, policies, and practices as they relate to diversity, equity and inclusion.
- Students need to be well-prepared to practice in our community, and having faculty and fellow students of Hispanic and African American/Black descent and lived experience will promote cultural competence.
- Our School's faculty and staff must garner community respect to successfully engage with community partners. An increase in Hispanic and African American/Black faculty and students will promote cultural competence, facilitate communication, and support

relationship-building based on trust, understanding and respect.

- Although being Hispanic or African American/Black does not, in and of itself, ensure effective practice, research and service, sharing one's lived experience offers opportunities for learning, reflection and growth for members of an academic community.
- A lack of diverse perspectives on faculty search committees can lead to biased hiring decisions.
- African American/Black and Hispanic faculty members are important for student mentoring and recruitment.
- A lack of Hispanic and African American/Black faculty may reduce the sense of "community" among those from under-represented groups. Familiarity, mentoring and support may help to promote retention of existing faculty, staff, and students of color. When recruiting new faculty, a lack of diversity may result in the perception that faculty of color are unwelcome or unsupported in our academic community.
- Having a growing body of students from underrepresented backgrounds with a shortage of faculty with similar underrepresented backgrounds may result in a workload increase for the few faculty members of color who are available. Increased workload demands may include requests for informal mentoring and participation on committees (i.e., "invisible labor" or "cultural taxation").
- Faculty members hold both real and perceived positions of power in the community and the University. With advanced degrees, they may be perceived by some as more knowledgeable or authoritative. In classrooms, they serve as judges of student performance. In this respect, a lack of diversity on our faculty may exacerbate existing real and perceived power imbalances and result in the School being perceived as unfriendly, or worse, discriminatory, towards under-represented groups.

Current Risks and Assets:

- Our faculty and students do not reflect the diversity of our surrounding community.
- The Dallas-Fort Worth metropolitan area is 28% Hispanic and this percentage is expected to increase. Currently, 14% of the School's students and 3% of faculty are identified as Hispanic. Among first generation students in our School, 27% are Hispanic.
- Currently, our School's student population is 20% African American/Black and the DFW metropolitan area is 15% African American/Black. Our faculty, however, is 3% African American/Black.
- We have not had sufficient structures in place to evaluate and address issues of equity, diversity, and inclusion in the School.
- There is uncertainty at a state and university system level around what types of efforts we can engage in to address diversity, equity, and inclusion from a faculty recruitment perspective.
- Issues of equity, diversity, and inclusion are a concern in our surrounding community. The City of Fort Worth Task for on Race and Culture has systematically reviewed disparities and inequities in seven domains: criminal justice, education, health, economic development, governance, housing and transportation. Major findings include racial and ethnic disparities in: sense of safety, workforce representation, unemployment, income, kindergarten readiness, high school graduation rates, civic participation, chronic disease, infant mortality, cognitive decline, housing cost burden, home ownership, and neighborhood street and sidewalk conditions.

- We have historical and emerging areas of strength, but these need to be more systematic in our efforts. These areas of strength include:
 - support of the Hispanic Wellness Coalition,
 - our participation in community-engaged scholarship, evaluation, and assessment,
 - cultural competency in our curriculum and research designs of our studies,
 - our recruitment and retention of international students,
 - expanded community engagement activities, including service expectations, student practice experience, and community involvement in school operations, and
 - involvement in and partnership with the UNTHSC Texas Center for Health Disparities.

Information Reviewed:

- Demographics of community, students, and faculty (U.S. Census, ASPPH database, UNTHSC viewbook)
 - MPH curriculum plans
 - Student recruitment strategies
 - Definitions/statements on diversity and inclusion
 - Faculty foci/research areas
 - MPH program competencies
 - MPH student practice experience sites
 - City of Fort Worth Task Force on Race and Culture summary report
 - Chronical of Higher Education report on Faculty Diversity and Inclusion
 - Association of American Medical Colleges Diversity and Inclusion Strategic Planning Guide
 - UNTHSC & SPH mission, vision, values
 - [Oregon State University Search Advocate training program](#)
 - External funding distribution (e.g., community contracts, projects addressing health equity)
- 2) List the school's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.
- Specific Goals:** Establish a culture of equity, diversity and inclusion that supports the recruitment and retention of African American/Black and Hispanic students and faculty. Improvements in this culture are intended to result in:
- increased proportions of African American/Black and Hispanic faculty.
 - increased proportion of Hispanic students.
 - increased engagement with under-represented scholars, alumni, and prospective students and faculty.
- 3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of school-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

To advance our goal identified in G1, Request 2, we have utilized the following processes thus far to define our forthcoming actions and strategies.

- Included community stakeholders and students on the SPH Diversity, Equity and Inclusion Committee, which was charged with addressing issues of diversity and cultural competence in our school.
- Reviewed School of Public Health and ASPPH admissions and faculty data.
- Reviewed demographic characteristics at local, state, and national levels.
- Reviewed best practices for diversity and inclusion for higher-education (e.g., AAMC).
- Developed a diversity statement and corresponding set of strategies.
- Created a logic model that links our goal, diversity statement, strategies, and anticipated outcomes.

To sustain and support these strategies, we are engaging in the following processes:

- Standing School committee for diversity, equity, and inclusion.
- Created, distributed, and assessed an equity, diversity, and inclusion climate survey (School-wide in 2020, UNTHSC-wide in 2021).
- Examined policies and procedures in the School and made recommendations for improved practices associated with diversity, equity, and inclusion (see below).

Note: Further description is provided in the text the table below.

| Specific Goal | Tactic 1 | Tactic 2 | Tactic 3 | Tactic 4 | Tactic 5 |
|--|--|---|---|--|---|
| 1. increased proportions of African American/ Black and Hispanic faculty. | Faculty Search Policies and Practices: faculty search committee members have undertaken a review of <i>An Inclusive Academy: Achieving Diversity and Excellence</i> to inform search practices. | Recognize & Allocate Time for Participation and Mentoring Efforts: The School will continue to support and encourage participation in the Texas Center for Health Disparities investigator development programs | | | |
| 2. increased proportion of Hispanic students. | Collaborative Recruitment to Extend Reach: OAS and Recruitment organizes & leads a collaborative student recruitment effort consistent with SPH goal of increasing the proportion of Hispanic students, numerous recruitment activities are aimed at Hispanic Serving Institutions (HSI), first generation (FG) and historically Under-represented Student Groups (UR). | Admissions Committee Training: Faculty members of the School's admissions committees undergo training that includes material covering: implicit bias, legal landscape of admissions, and strategies to promote diverse recruitment and engagement. | Summer Undergraduate Research Internship Program (SRIP): The SRIP provides a 10-week mentor-guided Summer research training experience for undergraduate students. School of Public Health faculty have served as Summer mentors. | Student Mentoring: Supported by the School's Office of Academic Services (OAS), there are four student organizations within the school that provide career and social support to incoming students. Government Association. In each, a mentoring process occurs in which first-year students are paired with second year students. | Orientation and Community Building: OAS facilitates community-building opportunities for students, faculty & staff that begins during new student orientation, including DEI workshops, Planned team-building activities, school-wide "welcome back" events, local outings and tours, community service events, specialized programming for first-generation and international students |
| 3. increased engagement with under-represented scholars, alumni, and prospective students and faculty. | Healthcare Homecoming Symposium in partnership with the Advancement League (Young Black Professional Society for Health Administration) (Fall 2021) Legal Implications of Diversity, Equity, and Inclusion – Robyn Diaz, JD, Chief Legal Officer for St. Jude Children's Hospital (Fall 2021) | Convergent Conversations: The Intersection of Latino/a Heritage and Effective Domestic Violence Prevention in partnership with One Safe Place (Fall 2021) Elevating Power and Black Excellence Panel -with community activists (Spring 2023) | Phenomenal Women: Leaders of Color Leveraging the Phenomena Unique to Their Leadership Journey (Part 1) –Dr. Cie Armstead, Director of Diversity for the American College of Surgeons (Fall 2021) | Phenomenal Women: Leaders of Color Leveraging the Phenomena Unique to Their Leadership Journey (Part 2) –Dr. Cie Armstead, Director of Diversity for the American College of Surgeons (Fall 2021) | Building a Program for Research on Black Men's Health - Roland Thorpe (Johns Hopkins) (Spring 2023) Immigration Enforcement, Policing and Health Panel -Alana LeBron (UC Irvine), William Lopez (University of Michigan) and Nolan Kline (UNTHSC) (Fall 2022) |

Faculty Search Policies and Practices: Search committees will examine all stages of their search processes to promote equity, diversity and inclusion in faculty hiring. To aid in the examination, faculty search committee members have undertaken a review of *An Inclusive Academy: Achieving Diversity and Excellence* to inform search practices. Examples of changes to search practices include:

- 1) the insertion of UNTHSC’s statement of commitment to a faculty from underrepresented backgrounds in all postings,
- 2) initiated a requirement for all faculty candidates to submit a Statement of Diversity (currently paused given pending University system and State directives),
- 3) writing job postings using language that may be more likely to capture a diverse candidate pool.

Postings are now routinely disseminated through outlets that should increase visibility to underrepresented faculty such as: The Journal of Blacks in Higher Education, Academic Diversity Search, Hispanic Outlook in Higher Education. Faculty also play a pivotal role in the recruitment process by disseminating opportunities through their diverse networks and outlets, pipelines, and organizations. Campus/community visits incorporate the needs and interests of prospective candidates when possible.

Recognize and Allocate Time for Participation and Mentoring Efforts: Mentoring and development is a crucial part of retention for faculty from underrepresented backgrounds. Faculty development initiatives are needed that include formal and informal components. The School will continue to support and encourage participation in the Texas Center for Health Disparities investigator development programs. Increasingly, government funding agencies are requiring that institutions incorporate formal mentor training as part of their responsible conduct of research programs.

Additionally, department funding is made available for faculty to seek mentorship outside of the University. As an example, funding and support was provided for faculty to attend the Institute for Implementation Science Scholars (IS-2) Program and also the Research in Implementation Science for Equity (RISE) program as a part of the Programs to Increase Diversity Among Individuals Engaged in Health Related Research.

Collaborative Recruitment to Extend Reach: The UNTHSC Office of Admissions and Recruitment organizes and leads a collaborative student recruitment effort to strengthen the diversity of applicants to all UNTHSC schools and colleges. Consistent with the School’s goal of increasing the proportion of Hispanic students, numerous recruitment activities are aimed at Hispanic Serving Institutions (HSI), first generation students (FG) and historically Underrepresented Student Groups (UR). The following table illustrates the number of conferences, presentations, campus visits or other recruiting events by targeted population for Academic Year 2022-2023.

| | | |
|----------|--|----|
| HSI | Hispanic Serving Institutions | 38 |
| HBCU | Historically Black Colleges and Universities | 1 |
| AANAPISI | Asian American and Native American Pacific Islander-Serving Institutions | 1 |
| PBI | Predominantly Black Institutions | 2 |
| UR | Underrepresented Student Groups | 2 |
| FG | First Generation Students | 2 |

Admissions Committee Training: Faculty members of the School's admissions committees undergo trainings to ensure they are using non-biased methods of reviewing and selecting potential students. The training material covers: implicit bias, legal landscape of admissions, and strategies to promote diverse recruitment and engagement.

Summer Undergraduate Research Internship Program (SRIP): Managed by UNTHSC's Institute for Health Disparities with funding from numerous sources, the SRIP provides a 10-week mentor-guided Summer research training experience for undergraduate students from across the United States. Selected students are matched with a mentor based on their research interests. School of Public Health faculty, as well as UNTHSC faculty from other schools and colleges, can serve as Summer mentors. Several SPH faculty have participated in past summers and it is anticipated will continue. Throughout their stay at UNTHSC, students work with their mentors to enrich their understanding of biomedical sciences, public health, and health disparities. In addition, students participate in mentoring workshops, role-model seminars, and other lecture series that develop their competencies in science, research presentations, professionalism, and communication skills. The overarching goal of the program is to increase the number of diverse and highly motivated students from underrepresented groups, disadvantaged population (including individuals with disabilities) that enter the fields of biomedical science and health disparities research.

Student Mentoring: Supported by the School's Office of Academic Services (OAS), there are four student organizations within the school that provide career and social support as well as resources to incoming students: International Student Association, Public Health Minority Association, Health Administration Student Association, and the Public Health Student Government Association. In each one, a mentoring process is undertaken whereby first-year students are paired with second year students to allow them to ask questions, help navigate the area, and to serve as an overall resource to the student.

Orientation and Community Building: The OAS facilitates community-building opportunities for students, faculty, and staff that begins during new student orientation. Examples of these activities include:

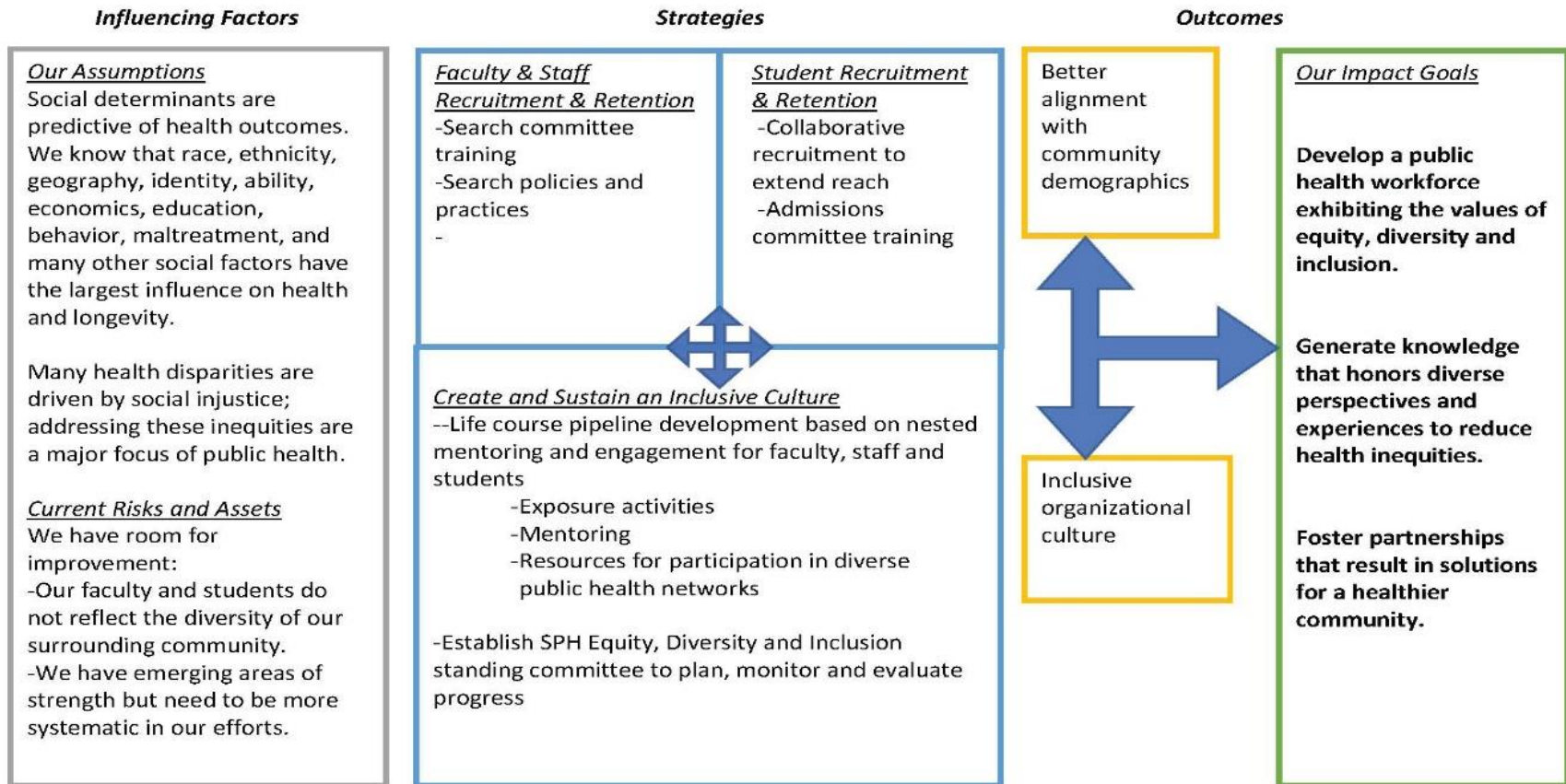
- DEI workshops, including activities that encourage students to critically reflect on power, privilege, inequality, and health equity
- Planned team-building activities and school-wide "welcome back" events
- Local outings and tours such as: Tarrant County Health Department, Northside Community Health Center (an FQHC), John Peter Smith Health System (the county safety net Hospital), the Fort Worth Stockyards, introduction to local restaurants, etc.
- Community service events such as Tarrant County Food Bank and Habitat for Humanity service projects
- Specialized programming for first-generation students and international students

- 4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

The School has developed a statement and a logic model illustrating our commitment to equity, diversity and inclusion (see *ERF>G>G. 1*). It was amended in the Spring of 2022. The sections below elaborate on the strategies and actions selected to achieve our DEI goals.

Our commitment to equity, diversity and inclusion

Our work, rooted in social justice, leads to solutions for a healthier community. We aspire to create an academic environment where an equitable, diverse and inclusive culture is part of our core values. We seek and embrace diversity of thought, people, culture, and experiences. These principles enhance our ability to prepare the public health workforce, generate knowledge, and make positive contributions to our community.



School of Public Health Diversity, Equity and Inclusion Standing Committee

This committee is responsible for recommending long-term plans to strengthen diversity, equity, and inclusion in the School. The committee also serves as a liaison for these efforts to be carried out by the UNT System and UNTHSC. Furthermore, the Committee conducts an ongoing review of factors that contribute to diversity, equity, inclusion, and belonging, including:

- presence of inclusive spaces (restrooms, reflection time, lactation spaces etc.),
- DEI content in the school curriculum (both courses and professional development sessions),
- School's investment in under-served localities (service and research),
- recognition of historical influences of social and health inequity (native lands and social injustices),
- recognition of multiple cultural and religiously important days that reflect a global perspective,
- providing feedback on proposed tenure and promotion criteria changes,
- engaging existing literature on efforts to enhance diversity in academic institutions and making recommendations,
- examination of structural racism and oppression through curricular, public, and other means, and
- advocacy efforts within the School to support decisions that are reflective and inclusive.

School Professional Development Requirements: Over the course of each year, OAS organizes and delivers robust diversity and cultural competence programming within the Professional Development series. In AY 2021-2022, the OAS hosted 152 cohort sessions and 65 online sessions. Cohort students are required to attend 20 sessions each fall and spring semester which is one hour per week of professional development plus 4 hours of interprofessional education and the SACSCOC QEP requirement "Be Well" activities. Online students are required to attend 4 sessions every 8 weeks in which they are enrolled in the fall and spring. Examples of these sessions include:

Fall 2021

- DEI Mixer
- Cultural Humility Session 1 & 2
- International Student Association Meeting: Promoting Cultural Awareness, and Interprofessional Awareness

Spring 2022

- 2022 UNT Equity & Diversity Conference
- Implicit Bias in Medicine Keynote and Panel

Fall 2022

- PHMA Meeting: Anti-Transgender Policies in the US: How Politics and Policy can be a Political Determinant of Health (Guest Speaker: Dr. Nolan Kline)
- IHI: The Effects of Social Determinants of Health, Stress, and Allostatic Load on Health and Health Outcomes
- SPH Comfort Food Potluck which also serves to highlight and educate regarding myriad ethnic and international foods

Student Exposure to Stakeholders

Community Service. "Serve Others First" is one of the values of the UNTHSC. The School strives to live this value and encourage students to pursue the university's vision to create solutions for a healthier community. Through community service, students lend their time and expertise by promoting health in their respective communities. Students are required to complete six hours of service every semester. Each semester the School arranges community service opportunities with Fort Worth-based nonprofit organizations to meet the needs of some of our most vulnerable community members. Common partners include Tarrant County Food Bank, United Way, American Heart Association - Tarrant County Heart Walk, and The Welman Project, to help transform Fort Worth into a healthier community.

DEI Programming. The School encourages student, faculty, and staff participation in public health dialogue related to diversity, equity, and inclusion. A robust guest lecture series seeks to expose all members of the School to critical issues in local and regional communities that impact the vulnerable amongst us. Recent topics included:

- **Healthcare Homecoming Symposium** in partnership with the Advancement League (Young Black Professional Society for Health Administration) (Fall 2021)
- **Convergent Conversations: The Intersection of Latino/a Heritage and Effective Domestic Violence Prevention** in partnership with One Safe Place (Fall 2021)
- **Phenomenal Women: Leaders of Color Leveraging the Phenomena Unique to Their Leadership Journey (Part 1)**—Dr. Cie Armstead, Director of Diversity for the American College of Surgeons (Fall 2021)
- **Legal Implications of Diversity, Equity, and Inclusion**— Robyn Diaz, JD, Chief Legal Officer for St. Jude Children’s Hospital (Fall 2021)
- **Phenomenal Women: Leaders of Color Leveraging the Phenomena Unique to Their Leadership Journey (Part 2)**—Dr. Cie Armstead, Director of Diversity for the American College of Surgeons (Fall 2021)
- **Immigration Enforcement, Policing and Health Panel**- Alana LeBron (UC Irvine), William Lopez (University of Michigan) and Nolan Kline (UNTHSC) (Fall 2022)
- **Building a Program for Research on Black Men’s Health**- Roland Thorpe (Johns Hopkins) (Spring 2023)
- **Elevating Power and Black Excellence Panel**- Simeon Henderson (community activist), Quinton “Q” Phillips (VP Fort Worth ISD school board and co-founder of CommUnity Frontline) Brandi Waller-Pace (founder of Decolonizing the Music Room and the Fort Worth African American Roots Music Festival); Kenny Mosely (executive director of Renaissance Heights Foundation, and Misty Wilder (director of HSC’s Healthy Start) (Spring 2023)

Fall student poster session. Each Fall is highlighted by a poster presentation event open to all students and faculty. Students from three courses (Introduction to Health Disparities, Human Sexuality and Reproductive Health, and Maternal and Child Health Epidemiology) jointly present their culminating projects. Faculty, staff, and students are encouraged to tour the poster floor and engage in conversations with students on critical public health challenges.

Resources for Participation in Diverse Public Health Networks. The School encourages faculty and student participation in public health networks associated with diversity, equity, inclusion, and belonging. Funds were allocated in 2019-20 to support student and faculty travel for DEI-related conferences and presentations. Two faculty attended the Oregon State University Search Advocate training program. Student committee members established a process to support student travel and compiled a list of opportunities in fall of 2019; however, in spring travel was halted due to the pandemic. Additionally, the DEI committee is proposing creating a diversity infusion grant to be used for supporting DEI-related networking and professional development.

- 5) Provide quantitative and qualitative data that document the school's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

In June of 2019, a School standing committee on Equity, Diversity, and Inclusion was established (since renamed Diversity, Equity and Inclusion). To orient new members on key issues, a training and planning retreat was held on September 6th, 2019. Dr. Kauline Cipriani (who at the time served as Assistant Dean for Inclusive Excellence at the UNC Gillings School of Global Public Health) presented "Opportunities for Change: Learning from others and charting your course" which included a review of how thoughts on inclusive excellence in higher education have evolved (Diversity 1.0, 2.0, & 3.0).

In the monthly meetings that followed in Fall of 2019, the Committee developed plans for the following activities:

- design, implementation and analysis of a climate survey (which would be used to formulate an evaluation plan and establish training priorities),
- engagement and partnership of under-represented student organizations from across UNTHSC
- fostering mentorship opportunities for students
- development of a pipeline program to promote interest in public health among high school and undergraduate students
- development of web-based resources to promote inclusive excellence
- advocacy to promote a culture of inclusive excellence including:
 - development of memo addressing concerns about the impact of employment restrictions on underrepresented students
 - development of plans for a 7th floor informational wall on the public health consequences of racism towards Black or African American populations
 - successful transition of single-stall restrooms from being gender-based to gender-neutral

The climate survey was implemented in January of 2020 with 126 responses. The DEI committee met several times to review the results and identify priority recommendations and a summary brief. The findings were presented to faculty and staff on June 15th, 2020 and students on July 8th, 2020. See table below in Response 6 and *ERF>G>G.2.1 through G.2.3*.

The Covid-19 pandemic in March of 2020 resulted in delays or cancellation of several DEI activities planned for the Spring, Summer, and Fall Semesters of 2020. This included a postponement of a pilot version of the pipeline mentorship program in partnership with a Fort Worth Independent School District high school, postponement of the installation of a photo wall exhibit on racism and public health, and postponement of in-person training initiatives. The photo wall has since been installed and was featured as part of the Elevating Power and Black Excellence Panel in Spring 2023.

An evaluation and monitoring plan was developed in the Summer of 2020 and progress on School training and policy/procedure recommendations were planned for Academic Year 2020-2021. Key activities hosted in 2020-21 included:

- implementation of training sessions that promote the development of effective and leadership dialogue skills,
- development and pilot testing of an inclusive excellence workshop series in partnership with the ASPPH Student Leadership Institute,
- development of web-based resources, including recommended educational tools and blog posts,
- recommended best practices to promote inclusive excellence in hiring faculty/staff and recruiting underrepresented students.

The School's DEI committee monitors metrics associated with our goals and strategies. Quantitative metrics are shown below and are gathered from ASPPH annual reports. Additional information reviewed includes climate survey results and feedback on specific educational or training sessions.

| Intended outcome | Metric | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|--|----------------------|-------------------|-----------------------|-----------------------|-----------------------|
| Increase faculty representation | % of Black/ African American faculty (full-time) | 1/30 (3.4%) | 2/31 (6.5%) | 3/28 (10.7%) | 2/30 (6.7%) | 2/27 (7.4%) |
| Increase faculty representation | % of Hispanic faculty (Full-time) | 1/30 (3.4%) | 1/31 (3.2%) | 2/28 (7.1%) | 2/30 (6.7%) | 2/27 (7.4%) |
| Increase faculty representation | School vs. peer institutions' average percentage of under-represented faculty** | 6.7% vs. 14.2% | 9.7% vs. 13.8% | 17.9% vs. 14.4% | 13.3% vs. 16.0% | 14.8% vs. 16.6% |
| Increase student representation | % of Hispanic students | 30/222 (13.5%) | 25/199 (12.6%) | 38/244 (15.6%) | 45/257 (17.5%) | 28/200 (14.0%) |
| Increase student retention | # and % of Hispanic students in graduating class | 12/134 (9.0%) | 13/83 (15.7%) | 13/82 (15.9%) | 6/67 (9.0%) | 18/93 (19.4%) |
| Increase pipeline of under-represented doctoral graduates in public health | Number of Black/African American or Hispanic students enrolled in PhD degree in public health/All doctoral students (% of total) | 3/21 (14.3%) | 1/16 (6.3%) | 1/11 (9.1%) | 2/16 (12.5%) | 0/11 |

** Peer institutions include East Tennessee State, Georgia Southern, UT Houston, Texas A&M, LSU, Univ. of Oklahoma, and Univ. of Arkansas (average percentage of Hispanic and Black/African American faculty members at these institutions each year).

- 6) Provide student and faculty (and staff, if applicable) perceptions of the school’s climate regarding diversity and cultural competence.

During the 2019-2020 academic year, the School administered a school-specific climate survey to faculty, staff and students. Among the results, we found that:

| Positives | % agree or strongly agree | | |
|---|----------------------------------|-----------------|--------------|
| I place a high value on diversity | 96% | | |
| Diversity is valued by the leaders of UNTHSC SPH | 83% | | |
| I have taken steps to address and minimize my own implicit biases | 95% | | |
| | | | |
| Opportunities for Improvement | Faculty | Students | Staff |
| UNTHSC SPH lacks racial/ethnic diversity among its faculty | 72% | 42% | 29% |
| Many non-Hispanic White people at UNTHSC SPH lack an understanding of the problems that people from other racial and ethnic groups face | 89% | 34% | 43% |
| UNTHSC SPH has a racist environment | 33% | 18% | 7% |
| UNTHSC SPH has a sexist environment | 39% | 14% | 7% |

The School had planned for repeat annual administrations of this survey. However, in 2020 following a Summer of racial unrest in the U.S., UNTHSC senior administration implemented a coordinated effort across all Schools and Colleges at the University, including administration of the survey (now University-wide) At that time, all UNTHSC schools and colleges were requested to cease administering school-level surveys on diversity and inclusion. A copy of the UNTHSC Campus Climate Survey can be found as *ERF>G>G.2.4*. The University has utilized the findings to implement various services in response. For example, much of the feedback was incorporated into the HSC 2020 Strategic Roadmap- establishing the Redefining Inclusive Solutions for Equity (RISE) committee and a new Title IX coordinator. For the HSC 2021-2023 Roadmap (*ERF>G>G.2.5*), the University has targeted efforts to strengthen inclusivity on campus as follows:

- Become a National Coalition Building Institute (NCBI), Campus Affiliate, November 2021
- Implement NCBI Principles into campus training and curriculum development, August 2022
- Develop a comprehensive approach to social determinants for campus
- Conduct a campus-wide assessment of experiences related to social determinants of health; April, 2022
- Develop training and resources for students and employees, June 2022

- 7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The School’s DEI committee is comprised of diverse and committed members who have contributed substantial time to the development and implementation of initial goals, strategies, and tasks. Strong commitment from the School’s students, faculty, and staff exists in support of these efforts.

Challenges – The work of the School’s DEI committee requires buy-in, resources, and collaboration across both the School and the University. This is continuing over time and at times

has resulted in competing goals. For example, the School has been asked to reschedule plans for events in order to avoid competing with University level events. The University initiative is to coordinate efforts across all units to maximize participation and reduce competing events. Also, in 2020, student admissions and recruitment functions were re-organized into a centralized operation at the University level. Thus far, this approach has not led to the targeted recruitment of qualified applicants from underrepresented groups.

The current political climate in Texas is likely also a barrier to recruiting faculty to UNTHSC.

Future Plans – The committee is searching and evaluating programs that can be offered to the SPH. Programs under consideration include a SafeZone Training, as well as “undocu-ally” training. As mentioned above, the committee is recommending a diversity infusion grant to support DEI-related networking and professional development.

Additional plans include:

1. The continuation of DEI committee task forces focused on student experiences and faculty/staff support.
2. Providing guidance on revising tenure and promotion criteria with specific attention to how criteria historically have undervalued total professional contributions from faculty of color, women, and sexual and gender minorities.
3. Propose trainings to enhance a culture of inclusion, including trainings for faculty, staff, and students on how to support undocumented immigrant students and sexual and gender minority students.
4. A review of classroom spaces for physical accessibility.

H1. Academic Advising

The school provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the school's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

- 1) Describe the school's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

Academic advising involves the collaborative efforts of the School's Office of Academic Services (OAS) and the MPH and MS/PhD program directors. All students are assigned an advisor upon admission (MPH program) or during recruitment (MS and PhD programs). In the MPH program, program directors serve as the academic advisors. Thus, advisor assignment is based on MPH concentration. In the MS and PhD programs, advisors are assigned based on research area of interest. The Office of Academic Services is the centralized location in the school for all student needs. The Associate Dean for High Impact Educational Practices and Student Services is responsible for this area and the staff in this office work with all current students from orientation through alumni. As it relates to the student, this office is responsible for general advising, enrollment management, course scheduling, career services (through professional development sessions), and alumni engagement.

MPH Program. In the MPH program, advisors (program directors) meet with their students individually to review curriculum plans and academic progress. In addition, advisors hold group meetings during the professional development sessions three to four times a semester to address any concerns or questions. Sessions also focus on career development, co-curricular activities, and program advancement.

MS/PhD Program. In October 2021, faculty with research responsibilities who are likely to be assigned an MS/PhD mentee, identified and approved a set of faculty best practices for mentoring the MS and PhD students. The practices identified below are provided to applicants during their recruitment and admission to the MS and PhD programs. They represent and describe the faculty's commitment to the student's professional development:

Enculturating Students for Careers in Academic Public Health

The faculty advisor will help students acquire a public health identity that is grounded in social justice – the bedrock principle of the field. They will routinely share guidance about academic public health.

This will include but not be limited to:

- providing feedback on the student's CV
- having students attend meetings and conferences with the faculty advisor
- introducing the student to distinguished faculty members at other universities
- sharing position announcements of post-doctoral fellowships and assistant professor position openings
- providing opportunities for "practice" job talks
- continuing to work with the student after they graduate from UNTHSC

Assessment of Student Strengths and Weaknesses

The faculty advisor has a responsibility to conduct an ongoing assessment of the student's strengths and weaknesses, and to provide constructive feedback to address the weaknesses. In

addition, the faculty advisor shall provide learning opportunities to assist the student with improving their skills. Although the 6-month student evaluations document the formal provision of student feedback, students should receive less formal but targeted performance feedback on a more frequent basis. With most students, faculty advisors should pay particular attention to the issue of dealing with negative feedback and rejection – a common experience for everyone in academia. The faculty advisor will find opportunities to recognize and celebrate their student's successes.

Weekly or Bi-Weekly Meetings for PhD students

The faculty advisor and student shall meet once a week, or every other week, either in person or via video conferencing. The student should create the agenda for the meeting and share it with their faculty advisor at least 24 hours in advance of the meeting. If the faculty advisor has multiple MS/PhD students, they may consider meeting with all students at the same time, particularly if they are working on the same project.

Project Management

The faculty advisor is responsible for project management, including determining work processes, assigning tasks, setting expectations, identifying milestones, and establishing deadlines. The faculty advisor will hold themselves accountable by completing their tasks on time and will hold students accountable by setting clear performance expectations.

Student Time Management

The faculty advisor will work with their PhD student(s) to develop time management skills. PhD students are funded to work at least 20 hours a week to support the faculty member's research program as an apprentice and collaborator in the early years of their PhD program. This apprenticeship-type experience is crucial for developing research and career skills needed to become an independent investigator. However, by the last year of the PhD program, students are expected to develop into a junior colleague. The faculty advisor will find ways to accommodate the academic demands of the student's coursework whenever necessary.

Sufficient Participation for Authorship

Before work begins on drafting a paper for peer review, the faculty advisor and student will discuss principles and guidelines for research collaboration and authorship. Sufficient participation for student authorship will be based on the criteria found in the SPH governance document titled: *Principles and Guidelines for Research Collaboration and Authorship*. This document can be found in *ERF>H>H1_Authorship Guidelines* or retrieved at: <https://www.unthsc.edu/school-of-public-health/wp-content/uploads/sites/8/SPH-Faculty-Authorship-Guidelines.pdf>

Professional Behavior

The faculty advisor and student will model professional behavior at all times.

Specific Best Practices for First-Year MS and PhD Students

- Guiding them on conducting a comprehensive literature review
- Teaching them how to use statistical software
- Enlisting them to contribute to the preparation of an IRB application
- Assisting with data collection
- Providing them opportunities to prepare drafts of small sections or sub-sections of a manuscript being prepared for peer review or small parts of a grant application
- Providing them opportunities to learn about the components of different types of grants
- Reviewing active grant-funded projects with them
- Connecting them to other students and finding ways for them to work together
- Sharing the experience of being a faculty member in a school of public health

In addition, in the MS and PhD programs, students and faculty advisors participate in a monthly “Dialogue in Academic Public Health” series which addresses academic as well as career issues (see examples in *ERF>A>A.1>Dialogues in Academic Public Health - examples*).

- 2) Explain how advisors are selected and oriented to their roles and responsibilities.

Department Chairs assign faculty members to the role of program director for each MPH concentration offered by the School. The major task for the MPH program directors is academic advising. They are oriented to these roles by the Associate Dean for Academic Affairs and the Associate Dean of High Impact Educational Practices & Student Services. MS and PhD advisors are selected during a matching process that occurs during applicant recruitment. Offer of acceptance letters identify the faculty member who will serve as the advisor should they accept the offer of admission. The matching process is organized and facilitated by the MS/PhD program director in collaboration with the Department Chairs.

- 3) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

During orientation, the Office of Academic Services introduces and reviews all materials with students. Students are then instructed on how to access all materials on their own through the SPH website. These materials include degree plans, course options, procedures, university policies, the academic calendar, and student handbooks. Students are then directed to the professional development Canvas course to provide instruction on navigation of the course. The staff in the Office of Academic Services then review Track it Forward and community service requirements and show students how to schedule appointments or how to find contact information for any resources they might need.

Degree Plans, Program Profiles, and Course lists: <https://www.unthsc.edu/school-of-public-health/current-students/>

*Handbook: <https://www.unthsc.edu/school-of-public-health/office-of-admission-and-academic-services-forms/pdf>

*University policies: <https://unthsc.policytech.com/?public=true&siteid=1>

*School of Public Health procedures: <https://unthsc.navexone.com/content/dotNet/documents/?docid=780&public=true>

* pdfs can be accessed in the folder *ERF>H>H1>Academic Advising*

- 4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

| | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------|-------------------------------|--|----------------------------|
| Response Rate | 45% | 67% | 88% |
| MPH | <p>45% 33% 16% 4% 2% N=55</p> | <p>42.6% 32.4% 13.2% 10.3% 1.5% N=68</p> | <p>45% 31% 22% 2% N=60</p> |
| MS | <p>50% 33% 17% N=6</p> | <p>40.0% 40.0% 20.0% N=5</p> | <p>33% 34% 33% N=3</p> |
| PhD | <p>100% N=1</p> | <p>85.7% 14.3% N=8</p> | <p>100% N=1</p> |

■ Very Satisfied ■ Satisfied ■ Neutral ■ Dissatisfied ■ No answer

5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

The School of Public Health orientation provides the incoming students with the opportunity to familiarize themselves with the school and their specific program. During orientation, incoming students are welcomed by the School's leadership and have sessions that provide in-depth discussions on campus services, resources, and student policies and procedures. Additionally, the students participate in team-building activities and group community service projects to build on the relationships they have established throughout the week with other students, faculty, and staff.

For new students in the residential cohort programs, the on-campus orientation program takes place over three days the week before the start of Fall Semester. The most recent schedule of activities and topics appear below.

- Institutional and school welcome from leadership
- Diversity, Equity, and Inclusion
- Student policies and procedures
- Program Director (academic advisor) meetings

- Chair meetings
- Campus tours
- Student resources:
 - Financial aid
 - Career Center
 - Student Development
 - Center for Academic Performance
 - Quality Enhancement Plan
 - Student organizations
 - Student Health Insurance
- Professional Development Programming
- Student Computer Technology Review
- Public Health Student Organizations
 - Public Health Student Government Association
 - Public Health Minority Association
 - Health Administration Student Association
- Community Service
- Team Building
- International Student Services

For new students in the online programs, orientation covers the same topics as above, but excludes the on-campus tour, the service project, and the team-building activity. Content for the online orientation, including narrative and screenshots, are provided in *ERF>H>H.1_Online Student Orientation*.

During these sessions students receive documents related to formal student policies and procedures, degree plans, class schedules, professional development programming, and campus resources.

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – Orientation is a collaboration of a variety of departments, groups, and individuals within the school and university. This allows students to interact and meet with advisors, faculty, other students, and various offices that are focused on student success. In addition, time is allotted to the School of Public Health to organize community engagement, team-building activities, and the opportunity for students to get to know others within the program.

Challenges – Students have commented that the university-specific portion of orientation is too long and covers too much material in a short-time frame. The school has made efforts to invite the Center for Academic Performance, Career Services, Care & Civility, and other offices within the Division of Student and Academic Affairs to present and interact with public health students during professional development throughout the academic year. The idea is that this will reinforce the information that is covered during orientation.

Future Plans – The Office of Academic Services has worked with the university level orientation team to condense the orientation from 5 days of content to two days of university content and one day of SPH specific content. The student will then complete community service and team-building activities the other day. Follow-up on the information covered in orientation will occur during the first week of classes during professional development in order to provide a refreshed and to ensure students understand what was covered. In addition to this, the Office of Academic Services will continue their two check-in sessions during each semester in case questions arise.

H2. Career Advising

The school provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The school provides such resources for both currently enrolled students and alumni. The school may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) Describe the school's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

UNTHSC provides students and alumni with career support and leadership development through the Career Readiness Center (CRC). The mission of the CRC is to provide comprehensive resources, programs and personal advising that prepares current and former students to be career ready in their respective field. Career services staff are available to talk with students and alumni about their career plans and goals. CRC staff can help with resume writing, mock interviews, career fairs and professional panels, job searching, internship placement, and networking events and skills. CRC provides both individual and group advising, along with a host of online resources for building out robust and industry-current application documents. Examples of CRC services and events are described below.

- General Campus Workshops: The CRC team offers co-curricular as well as classroom speakers and special events over any career-readiness topic. The Center hosts two major event series annually: National Career Development Month in November and Career Readiness Month in April.
- Interviewing and Etiquette Skills: The CRC offers both individual and group advising for all-occasion interviewing skills. CRC hosts three versions of the Big Interview training and provides self-paced video interview practice and learning resources. Additional interview resources include no-cost/low-cost professional attire, etiquette dinner, and HSC-branded student business and "thank you" cards.
- Job Boards (HSC Connect/Handshake): For those seeking part-time or full-time employment or internships, the CRC uses Handshake — the primary campus online job board — selectively filtered for HSC academic programs and disciplines through HSC Connect, which also serves as the premier HSC networking and event clearinghouse.
- Job Fairs/Employer Networking Events: The CRC hosts annual job fairs and employer networking events.

MPH & MHA Students. While UNTHSC provides students and alumni career support and leadership development through the CRC, the School also offers career services tailored to MPH students. The School's Office of Academic Services (OAS) provides career advising through formal professional development sessions where they receive resume and cover letter reviews, are exposed to public health alumni panels and guest speakers, and participate in mock interviews. In addition, the School's faculty program directors (n=6) provide career advising to

MPH students which is tracked electronically through advising notes. Evidence of career development sessions can be found in *ERF>H>H.2_Career Advising*.

As part of the year-long practice experience course, Faculty Course Coordinators and Site Supervisors are advised to provide career mentoring as part of their roles and students evaluate the quality of mentoring received in a formal survey.

MS/PhD Students. Every MS and PhD student is assigned a faculty advisor(s) upon admission into the program. The faculty advisor provides ongoing career and academic guidance and mentoring, including formal feedback every six months. In addition, all MS and PhD students, and invited faculty, participate in the Dialogues in Academic Public Health series led by the MS/PhD program director. The Dialogues are panel discussions on issues, challenges, and trends in the field of academic public health, and focus on the evolving role of serving as a faculty member at an ASPPH member institution specifically, and on faculty career development issues in general. The panel discussions seek to impart tacit (implicit) knowledge about higher education to the MS and PhD students. As such, they represent one of SPH faculty's efforts to help prepare them for the unique aspects of the world of academia. Evidence of these interactions may be found in *ERF>A> A.1_Dialogues in Academic Public Health - examples*.

- 2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

Department Chairs assign faculty members to the role of program director for each MPH concentration offered by the School. In addition to providing academic advising, MPH program directors also provide career advising that is tailored to the field of public health. Faculty selected as MPH program directors typically have professional experience in the practice of public health. They are oriented to these roles by the Associate Dean for Academic Affairs.

MS and PhD advisors are selected during a matching process that occurs during applicant recruitment. Offer of acceptance letters identify the faculty member or members who will serve as their advisor should they accept the offer of admission. The matching process is organized and facilitated by the MS/PhD program director. For MS and PhD students, career advising is geared to assisting students with developing a career in academia.

- 3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

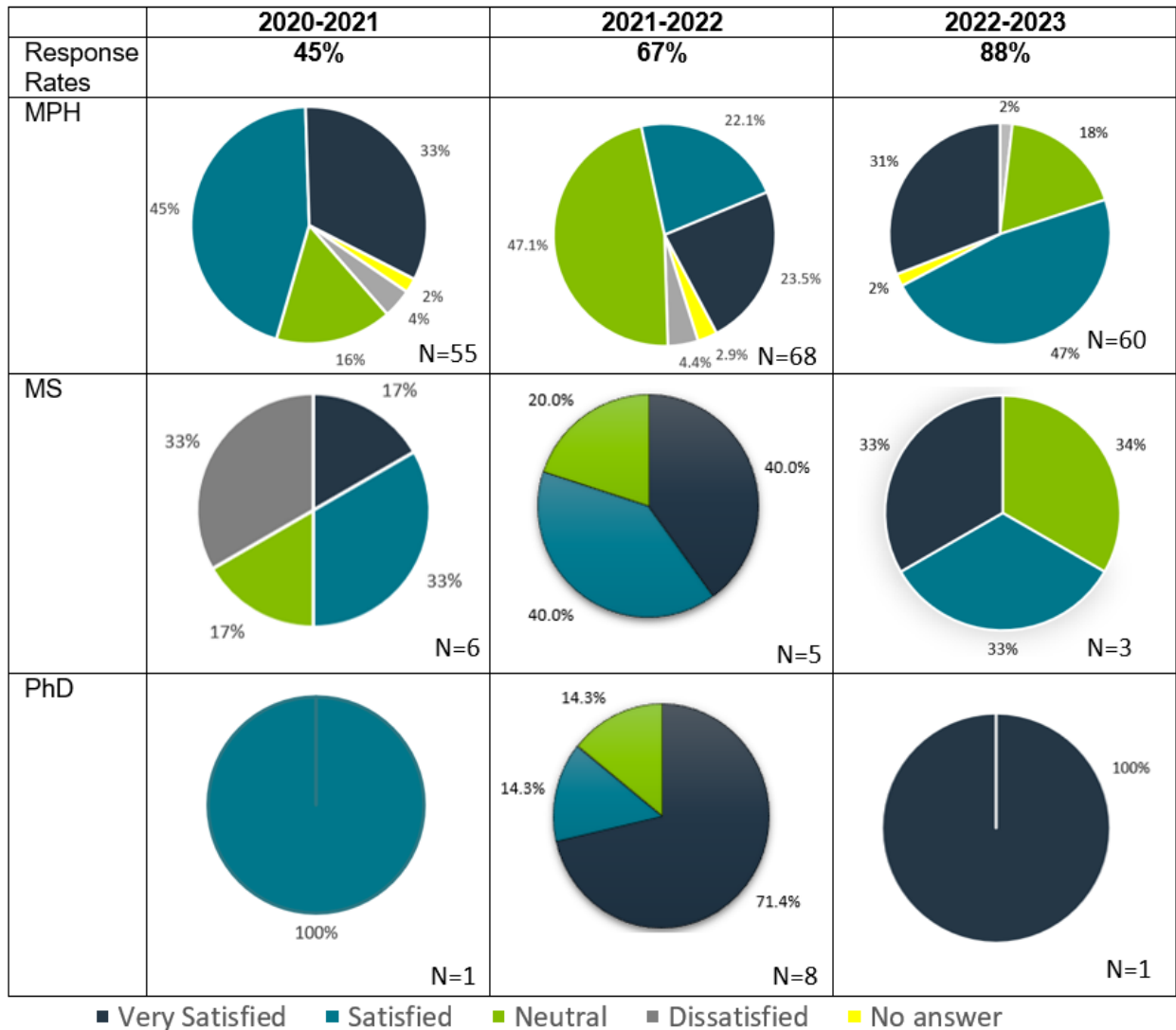
The School's career advising programs cover a wide range of topics and are open to both current students and alumni. While all of the sessions below are open to both audiences, the numbers below represent student participation. Oftentimes, our alumni reach out on an individual basis and would like help with networking or resume advice. That is provided on a one-on-one basis and we have only received three requests in the past academic year. All three were for networking advice and resume review which was provided in a career advising session directly with the Associate Dean of High Impact Educational Practices and Student Services. Examples of past topics have included: interviewing skills, women in leadership, employer benefits, and salary negotiation. A complete list of career advising programs that have been provided since Fall 2020 appear below.

| Fall 2020 – Spring 2021 | Session Title | Number of Participants |
|------------------------------------|---|-----------------------------------|
| Aug 26 | Working in Teams | 47 |
| Sep 23 | Media Skills | 99 |
| Sep 30 | Online Interviewing Practice | 28 |
| Oct 21 | Creating a 5 Year Plan | 55 |
| Oct 28 | Alumni Zoom Session | 45 |
| Nov 18 | A Discussion on Inclusive Leadership with Jennifer Brown | 13 |
| Nov 20 | CV/Resume Writing | 8 |
| Jan 20 | PHSGA: Salary Negotiation & Interview Prep | 73 |
| Feb 17 | Thriving as a Black Leader-Influencing the Future of Health | 16 |
| Apr 7 | Virtual Career Fair | 10 |
| Apr 13 | Alumni Industry Leaders Panel | 2 |
| Apr 21 | Communication 101 | 11 |
| Apr 28 | Understanding Employer Benefits | 25 |

| Fall 2021- Spring 2022 | Session Title | Number of Participants |
|-----------------------------------|---|-----------------------------------|
| Sep 15 | Interviewing Skills | 18 |
| Sep 22 | Resume/CV/Cover Letter Review | 10 |
| Sep 22 | Developing a LinkedIn Profile | 89 |
| Oct 6 | Types of Careers in Public Health: How to Job Search | 51 |
| Oct 13 | Phenomenal Women: Leaders of Color Leveraging the Phenomena Unique to Their Leadership Journey (Part 1) | 38 |
| Oct 20 | DEI Programs in Workplaces: Legal and Compliance Considerations | 60 |
| Oct 20 | Media Skills | 12 |
| Nov 3 | Types of Careers in Health Administration: How to Job Search | 34 |
| Nov 10 | Phenomenal Women: Leaders of Color Leveraging the Phenomena Unique to Their Leadership Journey (Part 2) | 56 |
| Nov 17 | Imposter Syndrome | 22 |
| Nov 17 | 5 Year Career Plan | 13 |
| Jan 26 | Resume Review | 11 |
| Feb 16 | Salary Negotiation | 68 |
| Mar 2 | Networking Strategies | 26 |
| Mar 2 | Creating Your Professional Presence | 57 |
| Mar 30 | Big Interview Online Practice | 3 |
| Apr 27 | Understanding Employer Benefits | 30 |

| Fall 2022 | Session Title | Number of Participants |
|------------------|--|-------------------------------|
| Aug 31 | Ochsner Health System - Fellowship Programs Recruitment | 24 |
| Aug 31 | Motivating Change in Others | 43 |
| Aug 31 | HASA Meeting: Networking, LinkedIn, ACHE & Guest speaker | 23 |
| Sep 14 | CV/Resume Building and Reviews | 20 |
| Sep 21 | Interviewing Skills | 23 |
| Sep 21 | Stifled: Where Good Leaders Go Wrong | 93 |
| Sep 28 | Types of Careers in Health Administration (how to job search) | 21 |
| Oct 5 | Types of Careers in Public Health (how to job search) | 24 |
| Oct 12 | Imposter Syndrome | 26 |
| Oct 19 | Leading in Uncertain Times | 47 |
| Oct 26 | CMS Survey & Certification Process: The Regulatory Impact on Healthcare | 18 |
| Oct 26 | Leveraging LinkedIn for Networking/Social Media | 19 |
| Asynchronous | Navigating Office Dynamics and Family Life While Working in the Clinical World | 23 |

4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.



5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – All students have access to a University-level career services office (the CRC) for general career support and leadership development. The School’s students have ready access to more specialized career advising from the faculty and the OAS. Also, specific faculty members are selected to be MPH program directors in part because of their backgrounds in public health practice and for their ability to effectively provide career advising.

Challenges – The CRC is primarily oriented to the needs of medical students and other clinical fields. The School’s students make limited use of the services for this reason.

Future Plans – The Dean has requested additional staffing for the Office of Academic Services during our annual budget request for to enhance the career services offered to our students.

H3. Student Complaint Procedures

The school enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to school officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

- 1) Describe the procedures by which students may communicate complaints and/or grievances to school officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.

Email solicitations are sent to all active students once a month throughout the year reminding students of the complaint process as well as providing the link to submit. The emails state:

The Division of Student and Academic Affairs is committed to treating all students fairly and respectfully. To file a complaint, please complete the Student Complaint Form electronically. If you choose to provide your contact information, you will be contacted via phone or e-mail to confirm that the formal complaint has been received.

Information about the Student Complaint process as well as the electronic Student Complaint Form can be found at: <https://www.unthsc.edu/students/student-complaints/>.

In addition, all students review the Student Code of Conduct and Student Handbook at the university level during orientation. During the school-specific orientation, the resources are highlighted again and the Office of Academic Services has students review and acknowledge via signature that they are aware of these resources and sign and submit the document.

- 2) Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes progresses. Include information on all levels of review/appeal.

The university gathers the complaints through the system and then distributes to the appropriate School/College Dean. In SPH, depending the information, the Dean often shares the information with the appropriate Department Chair, Associate Dean for Academic Affairs, or Associate Dean of High Impact Educational Practices & Student Services. The Dean requires a response regarding how the situation was addressed. Students who provide their name rather than anonymous receive an email response. The Dean also responds to the UNTHSC regarding the outcome.

This is different than a complaint about a course or school-level concern that might be handled directly with a faculty member or sent to the Office of Academic Services. These general concerns are addressed immediately by following the corresponding procedure such as the grade appeal for example.

- 3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

Table H3-1 - Formal Student Complaints and Grievances: 2019-2023

| Date | Complaint | Resolution |
|--|--|---|
| AY 2022-23 | | |
| 8/6/2022 | Four complaints were submitted regarding the assignment of a faculty member to teach a course for second year students. (The student or students had the faculty member in first year). The faculty member was described as too young, too inexperienced, and unqualified to teach the course. | The faculty member's assignment to the course did not change. Dept. Chair discussed student concerns with the faculty member. No complaints regarding the course occurred during the term. |
| AY 2021-22 | | |
| 6/9/2022 | Student submitted information alleging peer cheating among multiple online students using Group Me group texts. | Case was referred to Student Conduct in Division of Student Affairs and Division of Academic Innovation who oversees Canvas. Investigation concluded no support of cheating allegations. |
| 5/26/2022 | Student indicated personal challenges preventing learning during the term. Requested help in maintaining GPA given their difficulties. Student indicated experiencing microaggressions in the course. | Due to the inclusion of microaggressions in the complaint, this matter was forwarded to the UNTHSC and UNT system Title IX and legal offices. The case was investigated by both offices. The allegations were not upheld. Student took a leave of absence. |
| 5/12/2022 | A student complaint was submitted claiming a final exam was too difficult and students' grades were too low. Claims were made that the Dept. Chair was not addressing previous complaints from students. | Dean discussed complaint with Dept. Chair and the Dept. Chair discussed it with faculty. Changes were made in response to student feedback. Students were reminded of the grade appeal process. None were submitted by students. |
| 3/4/2022 (complaint sent directly to the Dean - not through DSAA) | A student complaint claimed that an instructor did not respond to email, was inconsistent in grading practices with very little feedback, and provided no lectures. | The Dept. Chair encouraged students to use the grade appeal process; some appeals were granted given lack of feedback on work. The Dept. Chair spoke with the adjunct faculty member regarding expectations. Dept. Chair and adjunct jointly agreed to discontinue their appointment. |
| 12/7/2021 | Three students submitted complaints regarding a faculty member not grading work in two courses. | The Dept. Chair verified the lack of appropriate grading. The faculty member was in their last term prior to separating from the University. SPH had planned to use the faculty member as an adjunct instructor after their departure, but revoked this offer upon learning of their inappropriate conduct. |
| AY 2020-21 | | |
| 06/18/2021 | A student complained that EOHS 5300 was requiring citations when using outside sources for all work. The student's concluding comment was that "this is not a literature class." Their request was that the professor be fair in grading. | The faculty decision to require proper citation for all work was upheld; The Dept. Chair concluded that the faculty member was fair in their grading practices. |

| | | |
|-------------------|---|---|
| 10/27/2020 | A student complained that an instructor's feedback is subjective and biased. Student also indicated that use of Turnitin was a FERPA violation. | Due to the FERPA allegation, the complaint was sent not only to SPH Dean but to the UNTHSC Registrar's office as well. Investigation indicated this was not a FERPA violation. Faculty member's Dept. Chair was alerted to the complaint and discussed with faculty member. |
| AY 2019-20 | | |
| 8/5/2020 | A complaint was submitted indicating that an instructor was not helpful or responsive. | After semester grades were finalized (due to timing of these being due), the complaint was shared with the identified faculty member and Dept. Chair. |
| 10/7/2019 | A complaint was submitted claiming that a faculty member was unkind and demeaning. | Dean forwarded the anonymous complaint to the identified faculty member and their Dept. Chair. |

Student complaints are captured by the Division Student and Academic Affairs and reported immediately to the Dean. Complaints are submitted electronically via UNTHSC's Student Complaint Form: <https://www.unthsc.edu/students/student-complaints/>. Complaints can be submitted anonymously or if they choose the student can identify themselves. Anonymous complaints preclude the School from engaging with the specific student in the resolution process.

Departments have flexibility in addressing student's formal complaints, and/or grade appeals. In many cases, Chairs, program directors, and faculty can resolve the issue at the department level without further action involving the Dean's Office. If a student remains dissatisfied with the resolution after working with the faculty and/or Chair within the Department structure, depending on the nature of the complaint (i.e., grade appeal), the student can ask for a Dean's office review, which is typically reviewed by the Associate Dean for Academic Affairs. (Since 2021 with Dr Barnett in both the Associate Dean for Academic Affairs and Chair of the Dept of Epidemiology and Biostatistics, some appeals required review by the Dean).

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The University and the School have well-established and accessible policies and procedures for student complaints and grade appeals. Such procedures are frequently and clearly communicated to students. The School provides a variety of avenues for students to communicate with school leadership to address complaints proactively. Students and faculty both participate in grievance hearings. The number of formal complaints and grade appeals filed remains relatively small over time.

Challenges – When students use the University complaint system they often choose to remain anonymous, which does not allow SPH follow-up to demonstrate that all submissions are taken seriously and addressed.

H4. Student Recruitment and Admissions

The school implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

- 1) Describe the school's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

In 2019, UNTHSC contracted with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Consulting to assess the University's admissions and recruitment processes. AACRAO provided recommendations to improve and centralize recruitment and admissions processes. Based upon the recommendations from AACRAO, in 2020 two new administrative positions were created: Assistant Vice Provost of Enrollment Management and Executive Director of Admissions. Across all five UNTHSC schools and colleges, recruitment and admissions activities were centralized within a newly formed Office of Admissions and Recruitment. Four new functional areas of recruitment and admissions were designated and now report to these two leadership positions.

One functional area is recruitment. The Office of Recruitment houses a team of higher education professionals who manage applicant interaction from inquiry through application, including for the School of Public Health. Recruitment associates travel throughout the United States promoting the academic programs with prospective students and advisors, assisting with campus events and communications, and creating online recruitment and admissions activities for those who are unable to attend on campus events.

A second functional area is application processing. The Office of Application Processing is responsible for processing all applications for admission, including for the School of Public Health. Each application is verified for completion of all program admission requirements. The Office of Application Processing also maintains current records and status of each application, facilitates the faculty review of applications in the School of Public Health admissions committees by conducting a precursory review, following a prescribed rubric, and records all admission decisions made by faculty committees. The Office of Application Processing then distributes acceptance or denial letters to applicants. Accepted applicants receive communication and engagement newsletters from the Office of Events and Communications until matriculation.

A third functional area is events and communications. The Office of Events and Communications designs and conducts all aspects of admission interviews. Additionally, to facilitate matriculation this office connects accepted applicants to the School of Public Health. The team plans and hosts on-campus events and organizes campus tours. The Office of Events and Communications also select, train and manage the School of Public Health's Ambassador program. Coordination of email communication within the Office of Admissions and Recruitment is handled by the Events and Communications team.

A fourth functional area is information technology. The HSC Office of Information Technology supports the Office of Admissions and Recruitment with the management of all program applications, support, and updates in SOPHAS and HAMPCAS, and the migration of data to University's student information system. In addition, the UNTHSC Office of Information Technology supports admissions website updates and future system improvements. This office also prepares and enters data for the annual ASPPH reporting requirements.

The School of Public Health works closely with the UNTHSC Office of Admissions and Recruitment in recruiting degree program applicants. Each Summer, the Office of Recruitment meets with School's Senior Associate Dean for Administration and Student Services to develop a

recruitment plan for the upcoming recruitment cycle. Events that are scheduled and facilitated for the recruitment of applicants include in-person activities (HSC Experience, Preview Days, individual/group/outreach tours, on-campus information sessions, and HSC@ events at targeted university campuses) and virtual events (general SPH information sessions, under-represented minority targeted sessions, first generation student targeted sessions, re-applicant targeted sessions, faculty panels, “How to Apply” webinars, and One-on-One student appointments). Social media and streaming platforms are also used to engage with prospects (Inside HSC podcast, HSC Talks Video Series, Instagram, and Facebook).

- 2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor’s vs. graduate degrees), a description should be provided for each. Schools should discuss only public health degrees. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

The School of Public Health admits a diverse and qualified student body by:

- ensuring that UNTHSC values are at the forefront of the recruitment efforts,
- relying on effective communication of admission policies and standards,
- making the admission process informative, accessible, inclusive, and supportive,
- working collaboratively with the Division of Student and Academic Affairs (DSAA) offices, including the Office of Admissions and Recruitment to ensure that all prospective and current students receive a quality experience in their introduction to the School of Public Health, one that will enable them to achieve their personal and educational goals.

In regard to applicant recruitment and program promotion, the School of Public Health relies on the Schools of Public Health Application Service (SOPHAS), where applicants can find information regarding its programs and apply for admission electronically. The University also has a comprehensive website where prospective applicants can learn about the School’s academic programs, admission requirements and procedures, student life, and faculty research. They may also register to visit campus, attend a Preview Day event, or participate in the SOPHAS Virtual Fair. Admissions representatives, faculty, and current students attend select graduate fairs, classroom presentations, student organizational meetings, and professional conferences across the Nation.

MPH Admissions Policies and Procedures. MPH applicants must hold a minimum of a bachelor’s degree or its equivalent from a recognized institution of higher education. All applicants must complete an application and submit all materials through SOPHAS. The School of Public Health does not require a supplemental application. Applicants submit official transcripts from all colleges or universities attended, a statement of purpose, three letters of recommendation, and a resume or curriculum vita. Once the application is completed through SOPHAS, the UNTHSC Office of Admissions and Recruitment compiles all application materials and prepares them for the School’s Masters Admission Committee comprised of faculty. In addition to the admissions requirements identified above, applicants to dual degree programs must follow one of the following non-public health degree program’s admissions requirements:

- MS in Applied Anthropology offered at UNT-Denton
- DO offered at UNTHSC Texas College of Osteopathic Medicine
- PA offered at UNTHSC School of Health Professions
- PharmD offered at UNTHSC System College of Pharmacy

In addition to the requirements identified above, applicants to the MPH concentration in Public Health Leadership, 42-credit hour program, offered in the online format, must meet one of the following eligibility requirements:

- Applicants who hold an advanced degree e.g., PhD, DO, MD, JD, MSN, MBA, MPA, PA; or
- Applicants currently enrolled in a master's or doctoral program other than an MPH; or
- Three or more years of work experience in a health profession.

MS Admissions Policies and Procedures. Applicants to the Master of Science (MS) in Public Health Sciences degree program must hold a minimum of a bachelor's degree from a recognized institution of higher education. Applicants must submit all of their application materials through SOPHAS, including: official transcripts from all colleges or universities attended, three letters of recommendation, a statement of purpose, a resume or curriculum vita, and graduate examination scores from the GRE, GMAT, MCAT, LSAT, PCAT, or DAT. The examination score requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States. Applicants must meet a 3.2 minimum graduate GPA requirement. Once application is complete through SOPHAS, the UNTHSC Office of Admissions and Recruitment compiles all application materials and prepares them for faculty review by the School's MS/PhD Committee. Faculty reviewers determine which MS applicants will be selected for interviews. If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview with at least three School faculty members. After the interviews, the faculty members independently submit to the MS/PhD Program Director one of the following recommendations: "admit," "reject," or "hold." The MS/PhD Program Director subsequently interviews those applicants who a majority of the faculty recommended "admit." The purpose of the Director's interview is to whether the applicant's career goals are aligned with the program's purpose, and in collaboration with the appropriate Department Chair, to determine whether the Department has adequate faculty resources to mentor and support the applicant as a student.

PhD Admissions Policies and Procedures. Applicants to the Doctor of Philosophy (PhD) degree program must hold a minimum of a bachelor's degree from a recognized institution of higher education. Completion of a MA, MS, MPH or a related master's degree is preferred. Applicants must submit all of their application materials through SOPHAS, including: official transcripts from all colleges or universities attended, three letters of recommendation, a statement of purpose, a resume or curriculum vita, and graduate examination scores from the GRE, GMAT, MCAT, LSAT, PCAT, or DAT. The examination score requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States. Applicants must meet a 3.2 minimum graduate GPA requirement. Once application is complete through SOPHAS, the UNTHSC Office of Admissions and Recruitment compiles all application materials and prepares them for faculty review by the School's MS/PhD Committee. Faculty reviewers determine which PhD applicants will be selected for interviews. If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview with at least three School faculty members. After the interviews, the faculty members independently submit to the MS/PhD Program Director one of the following recommendations: "admit," "reject," or "hold." The MS/PhD Program Director subsequently interviews those applicants who a majority of the faculty recommended "admit." The purpose of the Director's interview is to determine whether the applicant's career goals are aligned with the program's purpose, and in collaboration with the appropriate Department Chair, to determine whether the Department has adequate faculty resources to mentor and support the applicant as a student.

- 3) Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the school may add measures that are significant to its own mission and context. Schools should focus data and descriptions on students associated with the school's public health degree programs.

The Admission Committee has set a goal to accept applicants that will be successful in graduate study. There is concern over setting up any student for failure, and possibly place a student in a situation where they could not complete the desired degree and would be saddled with loan debt as well. The measure to determine that the acceptances made by the Admission Committees is that eighty percent of the students who are accepted and matriculate will achieve a cumulative 3.0 grade point average, or higher, after completing nine semester credit hours. This measure provides feedback to the Admission Committee that the choices they made regarding acceptance and a student's ability to handle the rigors of graduate school, by earning a 3.0 GPA in the first nine hours of attempted coursework, were correct. This target outcome measure has been met for the three years.

Template H4-1

| Outcome Measures for Recruitment and Admissions | | | | |
|---|--------|---------------------|---------------------|---------------------|
| Outcome Measure | Target | Year 2019 - 2020 | Year 2020 - 2021 | Year 2021 - 2022 |
| Accepted students who matriculate will achieve a cumulative 3.0 GPA or higher after completing 9 semester credit hours. | 80% | 87% | 85% | 88 % |

A second measure is to increase completed applications of students from underrepresented backgrounds as defined by race/ethnicity. The Admission & Recruitment Office in the division of Student Affairs has increased recruiting visits and graduate fairs with minority serving institutions (more information in Criterion G). While the percentages of completed applications from minority applications are fairly steady, there has not been substantial increases. The Hispanic/Latino percentages do not mirror the community population in the region. The greatest increases, however, have come from Unspecified, Non-U.S. Citizens*.

| Applications by Race/Ethnicity and SOPHAS Cycle | | | | | | |
|---|--------------|--------------|------------|--------------|------------|--------------|
| Race/Ethnicity | SOPHAS Cycle | | | | | |
| | 2020 | % of apps | 2021 | % of apps | 2022 | % of apps |
| Hispanic/Latino | 67 | 13.1% | 69 | 12.9% | 43 | 10.3% |
| Asian | 68 | 13.3% | 69 | 12.9% | 49 | 11.7% |
| Black or African-American | 101 | 19.8% | 99 | 18.6% | 61 | 14.6% |
| White | 116 | 22.7% | 108 | 20.3% | 73 | 17.4% |
| Two or More Races | 15 | 2.9% | 9 | 1.7% | 4 | 1.0% |
| Race Unknown | 5 | 1.0% | 10 | 1.9% | 2 | 0.5% |
| Unspecified, Non-U.S. Citizen* | 139 | 27.2% | 169 | 31.7% | 187 | 44.6% |
| Grand Total | 511 | | 533 | | 419 | |

* international students

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths – The School has a strong record of attracting diverse and successful students.

Challenges – In 2020, the University implemented a centralized admissions and recruitment strategy to strengthen these processes for all UNTHSC schools and colleges. At that time, most school- and college-based recruitment and admissions processes, procedures, and resources transitioned to the Division of Student and Academic Affairs. Thus far, the implementation of this new centralized operation has been associated with decreases in new student enrollment in Fall 2021 and Fall 2022. One probable cause of these enrollment decreases is the discontinuation of post-acceptance recruitment of MPH and MHA applicants in the new centralized approach to admissions and recruitment. To address this weakness, the School created a new outreach specialist position to focus on post-acceptance recruitment of MPH applicants. The position was filled in December 2022.

Another challenge is the need for additional scholarship support for MPH and MHA students. This is critical for enrolling a qualified student body. The School's Immediate Past Dean (Thombs) attempted to make this a priority for the Office of Institutional Advancement.

Future Plans – The new Admissions Outreach Coordinator has several positions objectives:

1. Work with “accepted” master degree applicants to convert from accepted to enrolled. Maximize the yield rate (Accepted/Enrolled).
2. Develop “Admitted Student” events to bring accepted students on campus or through remote events to connect with faculty, alumni, and fellow students. A budget has been developed and dedicated to this purpose.
3. Responsible for social media management training and updated the “Accepted Students” page of the SPH website.
4. Build a sense of community with accepted students to ensure enrollment works to prevent “summer melt.” Plan contact points that let the accepted student know: a.) we have their back, and b.) engage in forward-looking activity to which they feel like they belong.
5. Design and supervise the logistics of a “Welcome Pack” that includes logo branded items and a complimentary copy of the Inter-Professional Education assigned reading for all new, incoming cohort students.
6. Develop assessment tools (dashboards) to analyze and monitor enrollment progress.
7. Understand and disseminate information regarding the costs of attendance, scholarships, and act as a liaison to the Office of Financial Aid.
8. Keep abreast of career options for public health graduates.
9. Act as a liaison with the centralized Office of Admissions & Recruitment.
10. Work collaborative with the SPH Office of Academic Services in pre-matriculation activities and other initiatives that promote student retention.

H5. Publication of Educational Offerings

Catalogs and bulletins used by the school to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

- 1) Provide direct links to information and descriptions of all degree schools and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

Current Student website (academic calendar, degree completion requirements, catalog, grading policies; pdfs can be found in *ERF>H>H1>Academic Advising*): <https://www.unthsc.edu/school-of-public-health/current-students/>

Policy Tech Policies: <https://unthsc.policytech.com/?public=true&siteid=1>

Procedure manual on forms page current students (pdf can be found in *ERF>H>H1>Academic Advising*)– <https://unthsc.navexone.com/content/dotNet/documents/?docid=780&public=true>

Admissions Policies: <https://www.unthsc.edu/school-of-public-health/admissions/>