



Downstate School of Public Health **FINAL SELF-STUDY FOR REACCREDITATION**

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Prepared for

The Council on Education for Public Health (CEPH)



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Acronyms & Abbreviations

AAB:	Alumni Advisory Board
AAIUH:	Arthur Ashe Institute for Urban Health
AANAPISI:	Asian American and Native American Pacific Islander-Serving Institution
AAQEP:	Association for Advancing Quality in Education Preparation
ACEN:	Accreditation Commission for Education in Nursing
ACEND:	Accreditation Council for Education in Nutrition and Dietetics
ACT:	Office of Academic Computing and Technology
AMP:	Application Management Program
APHA:	American Public Health Association
ASPPH:	Association of Schools and Programs of Public Health
ATSDR:	Agency for Toxic Substances and Disease Registry
BHDC:	Brooklyn Health Disparities Center
CAAHEP:	Commission on Accreditation of Allied Health Education Programs
CAB:	Community Advisory Board
CAHIIM:	Commission on Accreditation for Health Informatics and Information Management Education
CAPTE:	Commission on Accreditation in Physical Therapy Education
CASTS:	COVID-19 Asymptomatic & Sub-Symptomatic Transmission Study
CBO:	Community-Based Organization
CBPR:	Community-Based Participatory Research
CDC:	Centers for Disease Control and Prevention
CHEA:	Council for Higher Education Accreditation
CODA:	Commission on Dental Accreditation
COM:	College of Medicine
CON:	College of Nursing
CREST:	Clinical Research Scholars Training Program
CTSC:	Clinical and Translational Science Center
CUNY:	City University of New York
D2L:	Desire to Learn
DEI:	Diversity, Equity and Inclusion
DHSU:	Downstate Health Sciences University
DOSA:	Downstate Organization of South Asians
DPHSP:	Downstate Public Health Scholarship Program
DPT:	Doctor of Physical Therapy
EAP:	Employee Assistance Program
EEO:	Equal Employment Opportunity
EOHS:	Environmental and Occupational Health Services

EPA:	Environmental Protection Agency
FAPSA:	Faculty and Professional Staff Assembly
FQHC:	Federally Qualified Health Center
GCP:	Google Cloud Platform
GPPH:	Graduate Program in Public Health
HPC:	High-Performance Computing
HRSA:	Health Resources and Services Administration
H RTP:	High Roads Training Partnerships
HSCB:	Health Science Center of Brooklyn
HSEB:	Health Sciences Education Building
HSI:	Hispanic-Serving Institution
IDEAS:	Instructional Design Essentials for Academic Success
IPE:	Interprofessional Education
IRB:	Institutional Review Board
IRIS:	Integrated Risk Information System (United States Environmental Protection Agency)
IT:	Information Technology
KAVI:	Kings Against Violence Initiative
KCHC:	Kings County Hospital Center
LMS:	Learning Management System
MRLB:	Medical Research Library of Brooklyn
MSA:	Muslim Student Association
MSCHE:	Middle States Commission on Higher Education
MSI:	Minority Serving Institutions
NAACLS:	National Accrediting Agency for Clinical Laboratory Sciences
NACES:	National Association of Credential Evaluation Services
NASM:	National Association of Schools of Music
NAST:	National Association of Schools of Theatre
NCSARA:	National Council State Authorization Reciprocity Agreement
NGO:	Non-Governmental Organization
NHANES:	National Health and Nutrition Examination Survey
NIH:	National Institutes of Health
NHLBI:	National Heart, Lung and Blood Institute
NIMHD:	National Institute on Minority Health and Health Disparities
NYC DOHMH:	New York City Department of Health and Mental Hygiene
NYC DHS:	New York City Department of Homeless Services
NYC HA:	New York City Housing Authority
NYC H+H	New York City Health & Hospitals
NYSED:	New York State Education Department

ODI:	Office of Diversity and Inclusion
OER:	State University of New York Open Educational Resources
OPA:	Office of Postdoctoral Affairs
OSA:	Office of Student Affairs
OSCQR:	Open State University of New York Course Quality Review
OSHA:	Occupational Safety and Health Administration (U.S. Department of Labor)
PBI:	Predominantly Black Institution
PHAB:	Public Health Academic Building
PIN:	Personal Identification Number
PRODIG:	Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth
PROGRESS:	Promoting 1 st Generation Retention and Student Success
PRIDE:	Program to Increase Diversity Among Individuals Engaged in Cardiovascular Health-Related Research
QE:	Qualifying Exam
R:	R Statistical Computing Software
RAC:	Research Advisory Council
REDCAP:	Research Electronic Data Capture
RF:	Research Foundation
SALUD:	Strengthening the Advancement of Latino Urban Doctors
SARS-COV-2:	Severe Acute Respiratory Syndrome Coronavirus 2
SAS:	Statistical Analysis Software
SDOH:	Social Determinants of Health
SDR:	State University of New York Digital Repository
SID:	Student Identification Number
SMART:	Specific, Measurable, Achievable, Relevant, and Time-Bound
SOAR:	State University of New York Open Access Repository
SOHCO:	Single Overriding Health Communication Objective
SOPHAS:	Schools of Public Health Application Service
SPSS:	Statistical Package for the Social Sciences
SQL:	Structured Query Language
STATA:	StataCorp Statistical Software Package
SUNY:	State University of New York
SUNY CPD:	State University of New York Center for Professional Development
SUNY SLS:	State University of New York, Library Support Services
SVPR:	Senior Vice President for Research
TRANSPORT:	Translational Program of Health Disparities Research Training
UHD:	University Hospital of Downstate
URM:	Underrepresented Minority
WHO:	World Health Organization

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.)

Today SUNY's dynamic learning environment encompasses 64 campuses with 29 state-operated and five statutory colleges—including research universities, academic medical centers, liberal arts colleges, specialized and technical colleges, health science centers, land-grant colleges, and 30 community colleges with an extended online learning network.

The State University of New York Downstate Health Sciences University (DHSU) is part of the State University of New York (SUNY), the nation's largest comprehensive university system. SUNY was established in 1948 initially by consolidating 29 unaffiliated institutions, including eleven (11) teachers' colleges with unique histories and backgrounds, for a common goal of serving the New York State (NYS) communities.

DHSU is in central Brooklyn, the heart of the nation's largest, ethnically diverse urban community. If it were a separate city, Brooklyn would be the fourth-largest city in the country. It has 66 distinct neighborhoods, many known as home to specific ethnic or cultural groups, with an estimated 90 languages spoken within its borders. DHSU traces its roots back to 1860, when the medical school was founded. At that time, the science of medicine was in its infancy, and many of the current standard medical practices that our population enjoys today were nonexistent or were at a very early stage of development. DHSU played a major role in shaping the current practice of medicine and in improving the lives of today's US population. The new school then was unique and revolutionized medical education in this country by not following the common practice of training physicians exclusively in university classrooms and lecture halls. Instead, it brought the teaching of medicine to the hospital bedside.

- 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 degrees conferred by the five DHSU schools are provided in the table below.

Degree Offerings at SUNY DHSU			
School or College	Level	Professional Preparation	Degree
College of Medicine	Master's	No	<ul style="list-style-type: none"> • Master of Science in Physiology (MS) • Doctor of Medicine (MD)
	Doctoral	Yes	
College of Nursing	Bachelor's	Yes	<ul style="list-style-type: none"> • Accelerated BS in Nursing • RN to BS in Nursing
	Doctoral	Yes	
School of Public Health	Master's	Yes No	<ul style="list-style-type: none"> • Master of Public Health (MPH) • Master of Healthcare Administration (MHA)
	Doctoral	Yes	
School of Health Professions	Bachelor's	Yes	<ul style="list-style-type: none"> • Diagnostic Medical Imaging (BS) • Physical Therapy (BS)
		Yes	
	Master's	No	<ul style="list-style-type: none"> • Health/Medical Informatics (MS) • Midwifery (MS) • Occupational Therapy (MS) • Physician Assistant (MS)
		Yes	
Doctoral	Yes	<ul style="list-style-type: none"> • Physical Therapy (DPT) 	
School of Graduate Studies	Doctoral	No No No Yes	<ul style="list-style-type: none"> • Biomedical Engineering • Molecular & Cell Biology • Neural & Behavioral Science • MD/PhD Program

c. number of university faculty, staff, and students

The State University of New York (SUNY) system includes 64 campuses and serves 1.3 million students, including nearly 600,000 in credit-bearing courses and programs and more than 700,000 through continuing education and community outreach programs. SUNY offers more than 7,500 degrees and certificate programs, with more than 96,000 degrees granted every year. Moreover, SUNY offers more than 4,000 undergraduates and more than 700 online majors and has contributed to 1,781,000 graduates in the New York workforce. The University employs some 88,000 faculty and staff and is represented by three (3) million alumni worldwide. The number of DHSU students, faculty, and staff is displayed in the table below:

SUNY DHSU Fall 2023 Headcount*			
	Students	Faculty	Staff
College of Medicine	819	1,066	167
College of Nursing	548	44	10
School of Public health	520	33§	18‡
School of Health Professions	371	73	12
School of Graduate Studies †	64	0†	58
Overall	2,322	1,216	265

* Winter/Spring 2023 is the most current data available.

† Share the same faculty member with the College of Medicine

‡ Includes four vacant positions

§ Includes six vacant positions

d. brief statement of distinguishing university facts and characteristics

DHSU is first and foremost an institution of higher learning for healthcare professionals. It plays an important role, nationally and regionally, in education and meeting the nation's need for healthcare professionals. DHSU has traditionally served a distinct and diverse population of students. The majority of DHSU students are from Brooklyn itself and the NYC region; most are from economically, environmentally, and/or educationally disadvantaged backgrounds, and many are immigrants or children of immigrants. Many are the first in their family to attend college and the first to pursue a professional or graduate-level degree.

DHSU takes pride in its many achievements. DHSU was the first to offer a direct-entry midwifery program in the United States, establish a gynecologic oncology department, and offer a baccalaureate degree in diagnostic ultrasound. DHSU faculty were the first to produce full-body human images using magnetic resonance imaging (MRI), and the first to successfully perform open-heart surgery in NYS (only the second instance of this procedure being performed nationwide). Prototype MRI and heart-lung machines developed by DHSU faculty are housed in the Smithsonian Institute. DHSU was the first to establish a federally funded dialysis clinic in the United States, prove alcoholism has a genetic link, conduct a federal study of perinatal transmission of HIV disease, and identify the important role that nitric oxide plays in vascular and cardiovascular health. The last discovery led to awarding of the 1998 Nobel Prize in Physiology or Medicine to DHSU faculty member Dr. Robert F. Furchgott.

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

The list of accrediting bodies for the entire State University of New York is presented in ERF > Introduction. SUNY DHSU is accredited by the Middle States Commission on Higher Education (MSCHE) for many years. The last accreditation by the MSCHE was in 2016. Its colleges, schools, and academic programs are reviewed by eight additional accrediting bodies relevant to the specialty discipline and are listed below:

- Accreditation Commission for Midwifery Education
- Accreditation Council for Occupational Therapy Education
- American Physical Therapy Association
- Commission on Collegiate Nursing Education
- Council of Education for Public Health
- Liaison Committee on Medical Education
- Accreditation Review Commission on Education for the Physician Assistant/Commission on Accreditation of Allied health Education programs
- Commission on Accreditation of Allied health Education Programs

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 School of Public is one of five academic colleges that comprise SUNY DHSU. The SPH is the only public health school in Brooklyn and serves the entire borough of Brooklyn and beyond in New York City (NYC). Brooklyn is NYC's most populous borough, with over 2.8 million inhabitants. Brooklyn can be considered a "city" within a city. The large population size, urbanicity, rapid population growth, and diverse culture and ethnicity of native-born Brooklyn residents, coupled with relatively recent immigrants from across the world, create unique urban and immigrant public health challenges. For this reason, the SPH focuses on Urban and Immigrant Health, which has been integrated throughout the curriculum.

The need and idea to open a SPH began in the 1950s. Concrete planning ideas for the DHSU Master of Public Health (MPH) program began in the 1990s and intensified in the early 2000s. As a result, the MPH Program became one of the top three strategic planning objectives of DHSU. The program was officially established in 2001 with approval by the NYS Education Department. The MPH Program was established within the Department of Preventive Medicine and Community Health in the College of Medicine, focusing on Urban and Immigrant Health. The first twelve (12) students were admitted into the program in the summer of 2002 semester.

The MPH Program grew rapidly in student enrollment, which necessitated adding a large body of faculty to the program. In 2005, the program sought and received accreditation from the Council on Education for Public Health (CEPH).

Starting in 2005, the Program initiated four (4) additional MPH concentrations and four (4) Doctor of Public Health (DrPH) concentrations. The original Urban and Immigrant Health MPH concentration was merged into the newly created community Health Sciences (CHSC) concentration. The then newly created concentrations were developed with plans to coincide with the five (5) core public health areas required by CEPH. These concentrations were Biostatistics (BIOS), Community Health Sciences (CHSC), Environmental and Occupational Health Sciences (EOHS), and Epidemiology and Health Policy and Management (HPMG). The four (4) DrPH concentrations added include the following: Community Health Sciences, Environmental and Occupational Health Sciences, Epidemiology, and Health Policy and

Management. At that time, the school decided that Urban and Immigrant Health would be the focus of the entire academic curriculum and therefore became integrated into the curricula of all concentrations.

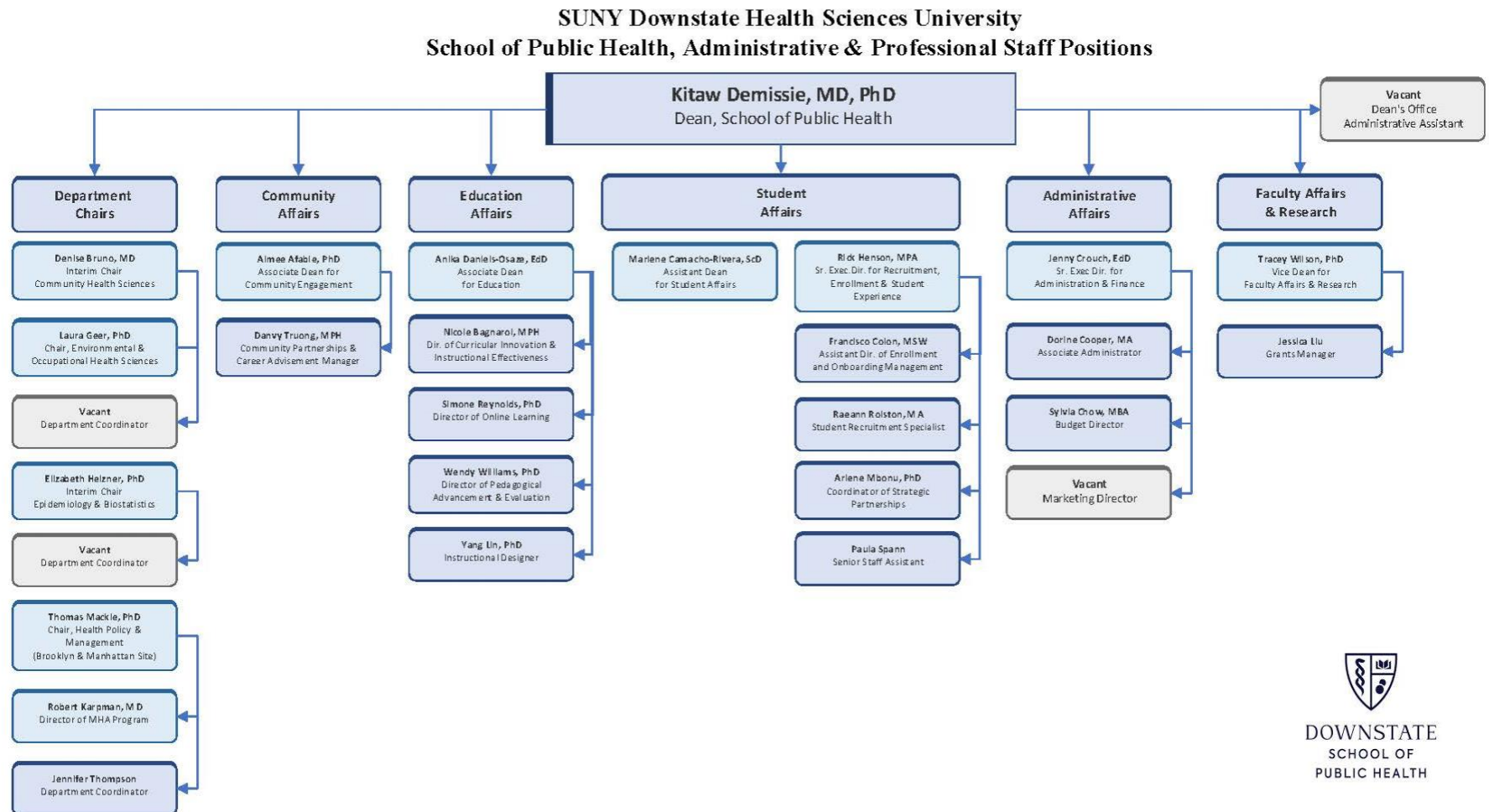
In 2007, these changes were submitted to CEPH Board and were accepted in 2008. The name of the MPH Program was also changed in 2008 to the Graduate Program in Public Health (GPPH). In April 2009, the Graduate Program in Public Health applied to CEPH and was accepted into applicant status for accreditation as a school of public health. Finally, the SPH was accredited by CEPH in 2010 for the maximum five-year period allowed for newly accredited SPHs.

Since 2010, the SPH has housed five (5) MPH concentrations and four (4) DrPH concentrations in its four (4) public health departments. In 2011, DHSU SPH discontinued its DrPH in Health Policy and Management, leaving three concentrations in the DrPH degree program. In the Fall of 2022, DHSU SPH launched a new MPH concentration in Healthcare Administration. Because of the school's focus on Urban and Immigrant Health and access to quality healthcare is a priority public health problem in this population, DHSU SPH plans to launch a new "*Equity-Focused*" Master of Healthcare Administration (MHA) program in Fall 2023. Housed in the Department of Health Policy and Management (see SPH Organizational Chart in Resource File > Introduction), the MHA Program will prepare the next generation of healthcare leaders with the skills necessary to create and sustain optimal and equitable organizational performance in our complex and dynamic healthcare landscape in Brooklyn and beyond. The four departments with their current concentration(s) are displayed below in the section "Introduction, section 3, Table Intro-1."

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

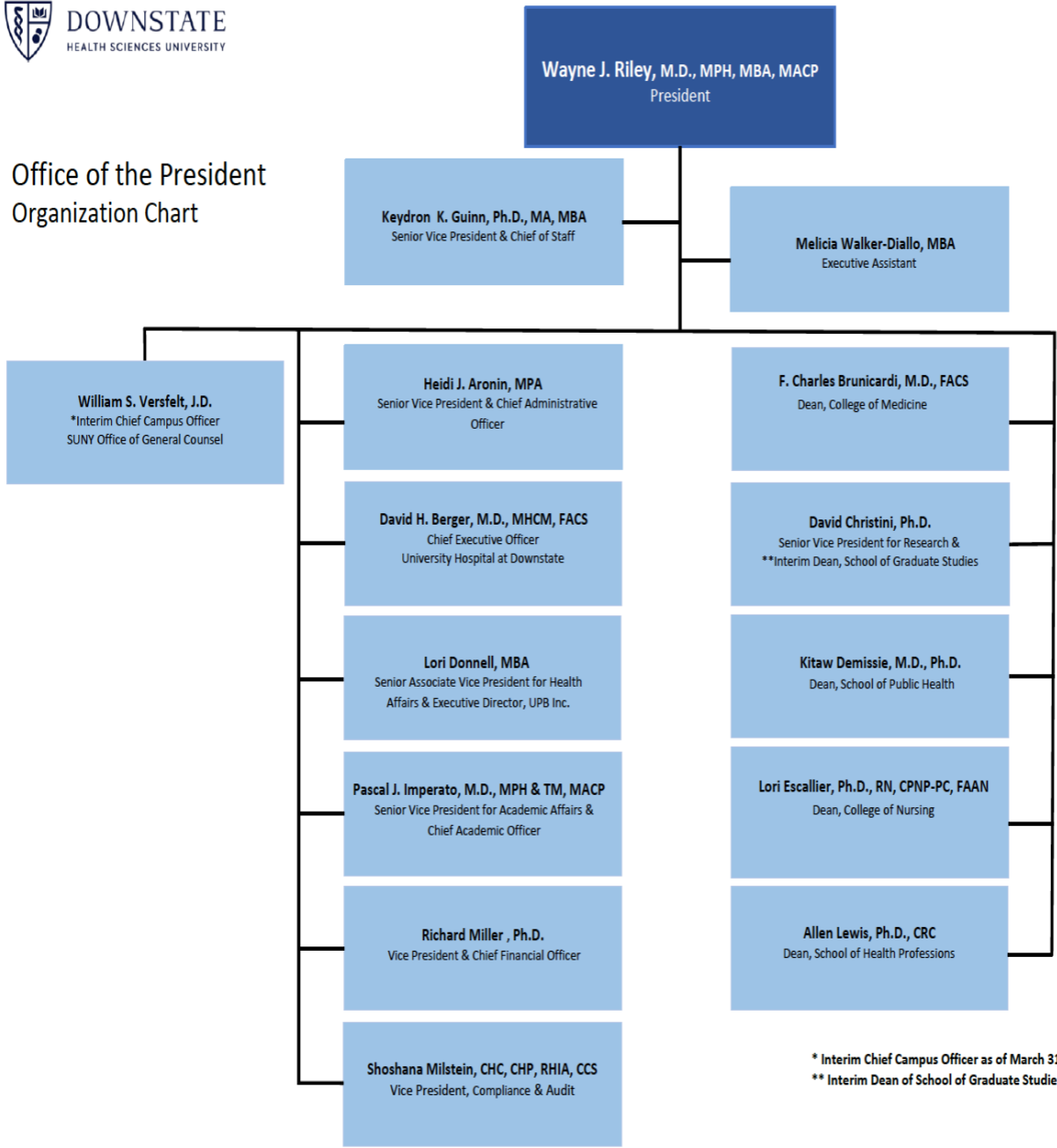
SPH Organizational Chart and President's Office Org Chart are included in ERF > Introduction.



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



Office of the President
Organization Chart



- 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)

SUNY DHSU operates within the broad framework of NYS Education Law and the policies and structures established by SUNY. Downstate also maintains its own set of administrative units and governance. The administrative body that governs the SUNY DHSU and the other 63 campuses of the SUNY System is the Board of Trustees (see SUNY BOT Policies in ERF > Criterion A1.3: Bylaws / Policy Documents). Board policies and practices allow each campus some degree of autonomy over organizational structures and administrative procedures. The SUNY Board of Trustees comprises 18 members, 15 appointed by the Governor of NYS, and three (3) of whom are elected presidents of SUNY's Student Assembly, University Faculty Senate, and Faculty Council of Community Colleges. The campuses function independently but are coordinated through System Administration under the leadership of the chancellor, appointed by the Board of Trustees, who serves as the chief administrator for the SUNY system. The offices of System Administration provide guidance and advice, as well as overall structure to the University's 64 campuses. For example, SUNY System Administration reviews requests for new programs. In addition, it serves as a liaison with the New York State Department of Education during the approval process. Nevertheless, the campus itself creates the administration of the new program. SUNY DHSU does not have a local governing board of trustees but does have an advisory Campus Council made up of nine (9) citizens directly appointed by the Governor, plus an elected student representative. The members represent a broad spectrum of the Brooklyn community, and their role is primarily advisory. The SUNY Board formally appoints the President of SUNY DHSU, who is responsible to the Board and the Chancellor. The president serves as the chief executive officer of the campus. The five DHSU deans serve as the chief administrative officers of their respective academic units, and the DHSU president appoints the deans. Organizationally, the five colleges and school deans are of equal rank, and each directly reports to the DHSU President (see the President's Office Org Chart in ERF > Introduction). They collectively meet as a group with the president and individually, giving them ready access to the president. A school- or college-specific faculty governance structure supports each dean in reviewing the curriculum periodically, preparing for accreditation visits, evaluating faculty for promotion and tenure, and establishing guidelines for admission, promotion, and graduation (see the SPH Organizational Chart in ERF > Introduction).

- 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 and concentrations, including bachelor's, master's, and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

Intro-1 Instructional Matrix of Degrees and Concentrations						
				Categorized as public health	Campus-based	Distance-based
Master's Degrees (Concentration)		Academic Degree	Professional Degree			
Biostatistics			MPH	X	X	X
Community Health Sciences			MPH	X	X	X
Environmental & Occupational Health Sciences			MPH	X	X	X
Epidemiology			MPH	X	X	X
Health Policy & Management			MPH	X	X	X
Healthcare Administration			MPH	X	X	X
Healthcare Administration		MHA			X	X
Doctoral Degrees (Concentration)		Academic Degree	Professional Degree			
Community Health Sciences			DrPH	X	X	
Environmental & Occupational Health Sciences			DrPH	X	X	
Epidemiology			DrPH	X	X	
Concurrent Degrees (no credit sharing) †		Academic Degree	Professional Degree			
2nd Degree Area	Public Health Concentration					
Medicine	Biostatistics		MD/MPH	X	X	X
	Community Health Sciences		MD/MPH	X	X	X
	Environmental & Occupational Health Sciences		MD/MPH	X	X	X
	Epidemiology		MD/MPH	X	X	X
	Health Policy & Management		MD/MPH	X	X	X
	Healthcare Administration		MD/MPH	X	X	X
	Healthcare Administration	MHA				X
†Note that the MD/MPH degree is concurrent and is not a joint degree. Also, there is no credit sharing between the two programs. Students enroll in both programs simultaneously and complete all the requirements of the two degrees specified by each college.						

- 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.

Intro-2 MPH and DrPH Instructional Matrix Enrollment Data for All Degrees		
Degree	Current Enrollment	
	MPH	MD-MPH‡
Biostatistics (MPH)	21	3
Community Health Sciences (MPH)	81	11
Environmental & Occupational Health Sciences (MPH)	21	2
Epidemiology (MPH)	123	23
Health Policy and Management (MPH)	126	9
Healthcare Administration (MPH)	25	1
Healthcare Administration (MHA)†	0	0
DrPH		
Community Health Sciences	22	
Environmental & Occupational Health Sciences	21	
Epidemiology	31	

‡ Concurrent MD-MPH (no credit sharing)

†Plan to start MHA in Fall 2023

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.

SUNY Downstate School of Public Health has five (5) broad groups of Faculty Governance boards and committees that work with the Dean of the School of Public Health to create an effective administrative process to achieve the school's mission and goals. Committee charters, meeting minutes, and attendee lists can be found in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards and Committees. These broad groups are:

- School of Public Health Advisory Boards
- School of Public Health Leadership Council and Team
- Faculty and Professional Staff Assembly (FAPSA) Standing Committees (Faculty Governance): Members are elected by the faculty and staff as detailed in the Constitution and By-laws of the Faculty and Professional Staff Governance. Two regular Faculty and Professional Staff Assembly meetings are held each year, one in the Fall and one in the Spring. The Dean calls every other month for additional Faculty and Staff meetings.
- Dean Appointed Standing Committees and Team
- Dean Appointed Ad Hoc Committees

The purpose, duties and responsibilities, membership eligibility criteria, and current members are presented in the following table.

Downstate School of Public Health Advisory Boards				
SPH Community Advisory Board (SPH CAB)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
<p>To provide regularly informed input on the school's vision, mission, and values as well as on student outcomes, curriculum, and new plans and activities</p>	<ul style="list-style-type: none"> To contribute to the regular assessment of the content and currency of public health curricula & their relevance to current practice and future directions To provide input to the ongoing operations of the school, including the development of the vision, mission, values, and goals To provide input on the development of new educational and research centers and programs in the school To advise the School of Public Health on workforce requirements To provide input in the interpretation of data obtained from the school's alums, employers, and other stakeholders. To advise the school on a range of matters related to health promotion and disease prevention in the community in which the school is involved or will be involved. 	<ul style="list-style-type: none"> This group consists of members of community-based organizations and institutions with the Associate Dean of Community Engagement as SPH faculty liaison. The SPH Community Advisory Board is made up of a cross-section of professionals from different sectors, including local governments, health care payers, community-based organizations, faith-based organizations, FQHC/safety-net providers, health technologies, women's health associations, pharmaceutical industry, disability advocacy groups, and service provider organizations. Eligibility for membership includes highly qualified and influential individuals from organizations and agencies formally associated with a community-focused organization whose mission includes public health goals and objectives. All members, including the Chair, will be appointed by the 	<p>SPH CAB Chair:</p> <ul style="list-style-type: none"> Harvey Lawrence (Brownsville Multiservice Family Health Center) <p>SPH Faculty Liaison:</p> <ul style="list-style-type: none"> Aimee Afable, PhD (Associate Dean for Community Engagement) <p>SPH CAB Members:</p> <ul style="list-style-type: none"> Cheryl Hall (Caribbean Women's Health Association) Mon Yuck Yu, MPA (Office of Brooklyn Borough President) Jacqueline Barley, BS (Brookdale Hospital Medical Center) Nathan Sherfinski, MSW (New York City Mayor's Office) Susan Beane, MD, FACP (Healthfirst, Inc), Ngozi Moses, M.Sc., (Brooklyn Perinatal Network) Marilyn Fraser, MD (Arthur Ashe Institute for Urban Health) Adam Aponte, MD, MSC (Boriken Neighborhood Health Center) Alyson Clark, MPH NYC Department of Health & Mental Hygiene) 	<p>The advisory board meets bi-annually</p>

Downstate School of Public Health Advisory Boards				
SPH Community Advisory Board (SPH CAB)				
	<ul style="list-style-type: none"> • To advise the school on suitable practicum sites for MPH and doctoral students • To advise the school about general and specific public health issues of concern to communities in Brooklyn 	Dean of the School of Public Health	<ul style="list-style-type: none"> • Milenka Berengolc (Brooklyn Center for Independence of the Disabled) • Chizoba Nwankwo, PhD (Merck) • Michael Joseph, PhD, MPH (Columbia Mailman School of Public Health) • Ramon Gist, MD, FAAP (Kings Against Violence Initiative) • Porez Luxama, MS, MA (Life of Hope) • Isaiah Marshall-Thomas, MPH (Downstate President's Office) • Cynthia de Luise, PhD (Pfizer Pharmaceuticals) • Edgar Mandeville, MD (Arthur Ashe Institute for Urban Health) • Sarita Dhuper, MD (Live Light, Live Right) • Tamer Badr, MD (Brownsville Community Culinary Center/Melting Pot Foundation) • Donnell Harvin, DrPH, MPH, MPA (The Rand Corporation) 	

Downstate School of Public Health Advisory Boards				
SPH Alumni Advisory Board (SPH AAB)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
<p>To provide regular support to the school by building ongoing alumni engagement in the assessment of the content and currency of the public health curricula</p> <p>To provide support to the school by actively participating in the school's philanthropic activities through its members acting as ambassadors for the school</p>	<ul style="list-style-type: none"> To provide input to the ongoing operations of the school, including the development of the vision, mission, and values To contribute to the regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions To provide input on the development of new educational programs relevant to current public health practice To provide input in the interpretation of data obtained from current students, alumni, and employers. To advise the school on a range of matters related to health promotion and disease prevention 	<ul style="list-style-type: none"> Eligibility for membership includes successful completion of a graduate program in the school of public health and one (1) or more alumni from across each degree program including concurrent dual MD/MPH, MPH, and DrPH Members are selected from a cross-section of alumni representing various employment sectors including health care, local government, healthcare payer, pharmaceutical industry, community-based organizations, faith-based organizations, FQHC/safety-net providers, health technologies, women's health associations, disability advocacy and service provider organizations 	<p>SPH AAB Chair:</p> <ul style="list-style-type: none"> Jake Littman (MPH 2020) <p>SPH AAB Members:</p> <ul style="list-style-type: none"> Eric Persaud (DrPH 2021) Erika Usui (MPH 2015) Erin Andrews (DrPH 2016) Gladys Figaro-Amisial (MPH 2018) Isaiah Marshall-Thomas (MPH 2021) Justin Tien (MD, MPH 2018) Karl Charles-Pierre (MPH 2008) Lauren Meador (MPH 2013) Maly Fenelus (MD, MPH 2008) Marline Attallah (MPH 2021) Mazin Khalil (MPH 2020) Natalie Octave (MPH, DrPH 2010/2022) Nitya Devireddy (MPH 2021) Rebecca Hill (DrPH 2021) Shahidul Islam (DrPH 2019) Shaquasha Shannon (MPH 2015) 	<p>The advisory board meets tri-annually</p>

Downstate School of Public Health Standing Leadership Team and Council				
SPH Core Leadership Team (SPH CLT)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To advise the Dean on the day-to-day operation of the school	<ul style="list-style-type: none"> To prioritize and implement the school's policies into action. To devise strategies for the implementation of educational, research, and community service initiatives To coordinate efforts with Downstate's and SUNY Central Administration in the implementation of activities 	<ul style="list-style-type: none"> Dean Vice-Dean for Faculty Affairs and Research. Associate Dean for Education Senior Executive Director for Administration and Finance 	SPH CLT Chair: <ul style="list-style-type: none"> Kitaw Demissie, MD, PhD (Dean) SPH CLT Members: <ul style="list-style-type: none"> Tracey Wilson, PhD (Vice Dean for Faculty Affairs & Research) Anika Daniels-Osaze, EdD (Associate Dean for Education) Jenny Crouch, EdD, (Senior Executive Director for Administration & Finance) 	The SPH CLT meets weekly

Downstate School of Public Health Standing Leadership Team and Council				
SPH Leadership Council (SPH LC)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To advise the Dean on all matters regarding the academic and administrative operations and policies of the school	<ul style="list-style-type: none"> To advise the Dean on the development of the Procedural Code of the school and act on behalf of the faculty concerning the duties and powers of the faculty as outlined in the Bylaws. To advise the Dean on strategic issues, plan activities across departments, research 	<ul style="list-style-type: none"> All Department Chairs, Vice Dean, Associate Deans, Assistant-Dean, and Directors are members of the Leadership Council 	SPH LC Chair: <ul style="list-style-type: none"> Kitaw Demissie, MD, PhD SPH LC Members: <ul style="list-style-type: none"> Tracey Wilson, PhD Anika Daniels-Osaze, EdD, Marlene Camacho-Rivera, Sc.D. 	The SPHLC meets monthly

Downstate School of Public Health Standing Leadership Team and Council				
SPH Leadership Council (SPH LC)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<p>initiatives, and infrastructure and fiscal issues and provide general guidance to the school.</p> <ul style="list-style-type: none"> • To annually review the number of instructional faculty participating in extramural service activities. • To annually review the faculty extramural service activities with connection to instruction. • To annually review the number of grant submissions among primary instructional faculty. • To review the total dollars awarded to the SPH annually in external research award. • To annually review faculty research/scholarly activities with connection to instruction. • To annually review the percentage of primary instructional faculty participating in research activities. • To annually review the number of citation references for primary instructional faculty. • To annually review the number of community-based organizations that are recognized for their support in training students and provide 		<ul style="list-style-type: none"> • Thomas Mackie, PhD • Elizabeth Helzner, PHD • Laura Geer, PhD • Denise Bruno, MD • Aimee Afable, PhD • Jenny Crouch, EdD • Simone Reynolds, PhD • Daniel Ehlke, PhD • Sylvia Chow, MBA • Janille Williams (DrPH student member) 	

Downstate School of Public Health Standing Leadership Team and Council

SPH Leadership Council (SPH LC)

Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<p>recommendations on the appropriateness and adequacy of the award.</p> <ul style="list-style-type: none"> • To annually review the percentage of assistant professors who have a faculty mentorship committee. • To annually review the number of primary instructional faculty who are currently a principal investigator on an extramurally funded grant. • To annually review student perceptions of faculty availability and provide recommendations to the dean. • To annually review student perceptions of class size and relationship to learning. • To annually review the number of current community-based service projects. • To annually review the post-graduation outcomes of students (e.g., employment and enrollment in further education). • To annually review the SPH budget table and its allocation categories and provide recommendations to the dean on allocation. 			

Downstate School of Public Health Standing Leadership Team and Council

SPH Leadership Council (SPH LC)

Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<ul style="list-style-type: none"> • To annually review the appropriateness of faculty expertise and the number of faculty members to support the vision, mission, and values of the school. • To annually review feedback from external stakeholders on changing practices and research needs that might impact school's priorities and curricula. • To annually review feedback from stakeholders on guiding statements and ongoing self-evaluation data. • To annually review professional and community service activities that students participate in. • To annually review current educational and professional development needs of self-defined communities of public health workers. • To annually review continuing education events presented for the external community with number of non-students, non-faculty attendees per event. 			

Downstate School of Public Health Standing Leadership Team and Council

SPH Leadership Council (SPH LC)

Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<ul style="list-style-type: none">• To annually review student satisfaction with career advising.• To annually review events or services provided to assist with career readiness, job search, enrollment in additional education for students and alumni.• To annually review the number of student complaints filed and information on disposition or progress.			

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Executive Committee (EC)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To review the status of faculty participation in SPH governance and functions	<ul style="list-style-type: none"> Responsible for reviewing the status of faculty participation in SPH governance. Prepares agenda for the larger Faculty & Professional Staff Assembly meetings. Discusses and deliberates on reports & resolutions submitted to the Committee for review, presents these resolutions to the Dean of the SPH Recommend ad hoc committees for business that does not fall within the scope of existing sub-committees. 	<ul style="list-style-type: none"> The Committee consists of an elected representative from each department in the school and one representative from the professional staff members. Members are elected among candidates nominated at the annual meeting. In addition, The Presiding Officer, Presiding Officer Elect, and the Secretary of the Faculty & Professional Staff Assembly shall be members. Deans (including assistants, Associate, and Vice-Deans) shall not be eligible to serve on the Executive Committee (See Constitution & Bylaws of Faculty & Professional Staff Governance 	<p>Presiding Officer:</p> <ul style="list-style-type: none"> Lori Hoepner, DrPH <p>Presiding Officer Elect:</p> <ul style="list-style-type: none"> Megan Hall, ScD <p>EC Members:</p> <ul style="list-style-type: none"> Azure Thompson, DrPH Daniel Ehlke, PhD Sergios-Orestis Kolokotronis, PhD Paul Landsbergis, PhD, Janet Rosenbaum, PhD Raeann Rolston, MA 	The EC meets bi-annually

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Committee on Academic & Professional Qualifications (CAPQ)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
As stated in the Constitution and By-laws, this committee is responsible for establishing procedures for reviewing candidates nominated for promotion and tenure	<ul style="list-style-type: none"> To establish procedures for the operation of the committee To review existing criteria of qualifications for each rank and for attainment of tenure in consultation with the Dean To review the credentials of faculty nominated for an appointment at the Associate Professor and/or an award of tenure or Professor level and make recommendations to the Dean 	<ul style="list-style-type: none"> The Committee is composed of five tenured faculty. Members of the CAPQ committee are elected by the Assembly from a slate of candidates presented to the Assembly by the Dean & by the Nominations, Elections and By-Laws Committee No more than two (2) Departmental Chairs or no more than two (2) faculty from the same department may be elected 	<p>CAPQ Chair:</p> <ul style="list-style-type: none"> Paul Landsbergis, PhD <p>CAPQ Members:</p> <ul style="list-style-type: none"> Daniel Ehlke, PhD Elizabeth Helzner, PhD Christopher Roman, PhD Carla Boutin-Foster, MD 	<p>The CAPQ members meet at least bi-annually</p> <p>Ad Hoc meetings take place as necessary</p>

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Committee on Educational Policy & Curriculum (CEPC)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
As stated in the Constitution and By-laws, this Committee is responsible for review of the overall SPH curriculum and all course syllabi to ensure that stated overarching and concentration	<ul style="list-style-type: none"> To provide guidance to and oversight of the SPH's curriculum To ensure that the curriculum is academically sound, consistent with the SPH's core goals and learning objectives, current with respect to the public health needs of individuals and communities and follows accreditation standards. 	<ul style="list-style-type: none"> The committee consist of five (5) elected faculty members—one from each Department except for Epidemiology & Biostatistics which shall have two members to permit representation from both concentrations-In addition, there are two (2) non-voting student members to be elected by the Student Council, including one MPH 	<p>CEPC Chair:</p> <ul style="list-style-type: none"> Thomas Mackie, PhD <p>CEPC Members:</p> <ul style="list-style-type: none"> Megan Hall, ScD Laura Geer, PhD Marlene Camacho-Rivera, ScD Janet Rosenbaum, PhD 	<p>CEPC meets at least bi-annually</p> <p>Ad hoc meetings will take place as necessary</p>

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Committee on Educational Policy & Curriculum (CEPC)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
competencies are covered	<ul style="list-style-type: none"> To annually review the curriculum. To review modifications to existing courses and new courses and programs as needed. 	student and one DrPH student	<ul style="list-style-type: none"> Christopher Chino-Marin (MPH student member) Patrick Maseo (DrPH student member) 	

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Committee on Nominations, Elections & By-Laws (CNEB)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
As stated in the Constitution and By-laws, this Committee is responsible for overseeing all business regarding elections in the Faculty and Professional Staff Assembly	<ul style="list-style-type: none"> To recommend two (2) or more candidates for the Office of the Presiding Officer Elect and Secretary of the Faculty and Professional Staff Assembly To supervise any special elections To ensure that specified representation on the various standing committees and subcommittees is followed. To maintain an up-to-date listing of membership of all standing committees. 	<ul style="list-style-type: none"> The committee consists of three (3) members who are elected from among candidates nominated at the annual Spring meeting of the Faculty and Professional Staff Assembly 	CNEB Chair: <ul style="list-style-type: none"> Janet Rosenbaum, PhD CNEB Members: <ul style="list-style-type: none"> Paul Landsbergis, PhD Marlene Camacho-Rivera, ScD 	The CNEB meets at least bi-annually

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Committee on Research, Resources & Budget (CRRB)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
As stated in the Constitution and By-laws, this Committee is responsible for overseeing research and outcomes endeavors of the SPH with regard to procedures, activities, resources and data	<ul style="list-style-type: none"> To initiate, plan, and develop ways and means of securing and maintaining support for the research and career development activities of the faculty and Professional Staff To review procedures for development, support, and approval of research activities To review the role of the research activities in the context of the educational effort of the school To annually review the number of citation references for primary instructional faculty To annually review the number of grant submissions among primary instructional faculty To annually review the number of primary instructional faculty who are principal investigators on an externally funded grant. To annually review the total dollars awarded to the SPH in external research award. To annually review the percentage of funded research that includes student engagement and provide recommendation to the dean. 	<ul style="list-style-type: none"> The committee consists of four (4) members, who are elected from among candidates nominated at the annual Spring meeting of the Faculty and Professional Staff Assembly At least one of the members is a Professional Staff member 	<p>CRRB Chair:</p> <ul style="list-style-type: none"> Rose Calixte, PhD <p>CRRB Member:</p> <ul style="list-style-type: none"> Marcus Lambert, PhD Thomas Mackie, PhD Jessica Liu, BS 	The CRRB meets annually

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Committee on Research, Resources & Budget (CRRB)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<ul style="list-style-type: none"> To annually review the number of faculty members who are awarded seed grants to support pilot projects and assess if the amount is sufficient. To annually review the SPH budget table and its allocation categories and provide recommendations to the dean. To annually review faculty research/scholarly activities with connections to instruction To annually review the percentage of primary instructional faculty participating in research activities 			

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Committee on Student Admissions, Academic Standards & Faculty-Student Relations (CSAASFSR)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
As stated in the Constitution and By-laws, this Committee is responsible for overseeing SPH admission policies and procedures	<ul style="list-style-type: none"> The committee studies the admissions policy and academic standard of the school and make recommendations dealing with matters in this area. The committee reviews policies pertaining to the evaluation of academic performance of students, examination 	<ul style="list-style-type: none"> The committee consists of four (4) elected faculty members, one from each Department. In addition, one (1) non-voting student member is selected by the Student Council 	CSAASFSR Chair: <ul style="list-style-type: none"> Anika Daniels-Osaze, EdD CSAASFSR Member: <ul style="list-style-type: none"> Azure Thompson, DrPH Jia Sun, PhD Megan Hall, ScD 	The CSAASFSR meets at least annually Ad hoc committee meetings are held as necessary

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Committee on Student Admissions, Academic Standards & Faculty-Student Relations (CSAASFSR)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<p>procedures, awarding of honors and granting of diplomas.</p> <ul style="list-style-type: none"> • The committee reviews periodically the status of Faculty-Student relations, and initiate recommendations • To annually review the Alumni Survey and Alumni Focus Group on their self-assessed preparation for post-graduation destinations and provide recommendations to the dean. • To annually review whether the ratios for student academic advising and for supervision of MPH ILE is optimal. • To annually review the percentage of MPH students with an undergraduate GPA of 3.5 and above. 	<ul style="list-style-type: none"> • The committee elects one (1) member to serve as the faculty representative to the Student Council 	<ul style="list-style-type: none"> • Diala Hamouche (MPH student member) 	

Downstate School of Public Health Faculty & Professional Staff Assembly Standing Governance Committees				
Appeals Board (AB)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To review appeals for applications that are turned down for promotion and tenure	<ul style="list-style-type: none"> To examine appeals of applicants whose application for promotion or tenure is rejected by CAPQ. The Appeals Board will review submitted appeals, and each member of the committee will make individual recommendation to the Dean for final decision 	<ul style="list-style-type: none"> The Executive Committee selects at least two and no more than three tenured professors to serve as full voting members of the Appeals Board, plus one additional member to serve as an alternate Members of the Appeals Board cannot be current members of the Committee for Academic and Professional Qualification (CAPQ) 	AB Chair: <ul style="list-style-type: none"> Tracey Wilson, PhD AB Members: <ul style="list-style-type: none"> Jason Lazar, MD Michael Augenbraun, MD 	Ad hoc meetings will occur as needed

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Admissions (CA)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To review complete applications for all degree programs and make recommendations to the Dean on acceptance and rejections	<ul style="list-style-type: none"> To review the admissions policies and procedures and academic standards for admission To review completed applications for the degree programs To prepare a policy to define the process through which applications for the degree programs are reviewed. To annually review student admission by demographic characteristics To review the number of students who were awarded scholarships. To annually review the percentage of students recruited from the pipeline programs to increase diversity. To annually review the percentage of MPH students with an undergraduate GPA of 3.5 and above. 	<ul style="list-style-type: none"> The Assistant Dean for Student Affairs is the Chair of the committee. The committee consists of six (6) voting-appointed faculty members from each of the six (6) concentrations. In addition, one non-voting MPH student member elected by the Student Council will serve as a member 	<p>CA Chair:</p> <ul style="list-style-type: none"> Marlene Camacho-Rivera, ScD <p>SPH CA Members:</p> <ul style="list-style-type: none"> Megan Hall, ScD Simone Reynolds, PhD Carl Rosenberg, PhD Azure Thompson, DrPH LaToya Trowers, EdD Daniel Ehlke, MA, PhD Robert Karpman, MD Rawlica Sumner, MD/MPH (student member) 	The CA meets at least quarterly

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Student Evaluation, Promotion & Honors (CSEPH)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To review student progress and recommend all actions regarding probation, promotion, honors, and discipline to the Dean.	<ul style="list-style-type: none"> To evaluate the academic performance of all students To recommend students for promotion, awards, and graduation To audit graduation requirements To identify students with academic difficulty and recommend remediation or dismissal. To recommend disciplinary consequences for infractions of academic integrity. To annually review graduation rates data and provide recommendations to the dean. To recommend the conferring of honors on those students whose work is outstanding. To draft SPH School Policy to recommend students for marching in the annual May Commencement Ceremony. 	<ul style="list-style-type: none"> The committee will consist of a minimum of five voting faculty members including the Chair. One Office of Student Affairs representative will serve as a non-voting member. The Assistant Dean of Student Affairs may attend as ex-officio member 	<p>CSEPH Chair:</p> <ul style="list-style-type: none"> Azure Thompson, DrPH <p>SPH CSEPH Members:</p> <ul style="list-style-type: none"> Denise Bruno, MD Elizabeth Helzner, PhD Lori Hoepner, DrPH Anika Daniels-Osaze, EdD Marlene Camacho-Rivera, Sc.D. (Assistant Dean for Student Affairs) Francisco Colon, MSW (non-voting, representing the Office of Student Affairs). 	CSEPH meets quarterly

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on the Doctoral Program (CDP)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To foster the ongoing development and evaluation of activities and processes that support the SPH doctoral degree program. The committee is responsible for developing standards for the doctoral curriculum and has responsibility for developing and implementing policies and procedures for the doctoral program	<ul style="list-style-type: none"> To review & monitor the progress of doctoral students and to implement processes that support student progress. To set admission requirements for the doctoral program To set policies related to maximum time to complete the doctoral program. To work with the committee on educational policy and curriculum (CEPC) to review and make recommendations on the doctoral curriculum. To review the ratio for DrPH ILE advising. 	<ul style="list-style-type: none"> The committee consists of five (5) voting members. Committee members include three faculty members with primary appointment in the school, representing each of the academic departments offering a doctoral degree, the SPH Associate Dean of Education and a doctoral student. The Associate Dean for Education is a permanent member, and the doctoral student is a non-voting member. The Chair of the Qualifying Examination (QE) Committee is an ad hoc member and attends all meetings discussing the QE. The QE Committee Chair is a non-voting member 	<p>CDP Chair:</p> <ul style="list-style-type: none"> Tracey Wilson, PhD <p>SPH CDP Members:</p> <ul style="list-style-type: none"> Paul Landsbergis, PhD Janet Rosenbaum, PhD Azure Thompson, DrPH Anika Daniels-Osaze, EdD Chanée Massiah (DrPH student member) 	<p>The CDP meets at least tri-annually</p> <p>Additional Ad hoc meetings as necessary</p>

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Curriculum Innovation & Enhancement (CCIE)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To evaluate the current curriculum with respect to the needs of potential employers, its currency and approach of instruction & provide enhancement recommendations to the dean	<ul style="list-style-type: none"> To analyze and interpret quantitative & qualitative survey results collected from employers, students, alumni, and the community advisory board to understand the need for curriculum enhancement. To examine the degree of integration of the Core Curriculum To explore the merits of team-based and/or case-based integrated curriculum To present findings of the evaluation to the Committee on Educational Policy and Curriculum (CEPC) for input and feedback To arrange a school wide retreat to discuss findings and recommendations. 	<ul style="list-style-type: none"> The Associate Dean for Education chairs the committee. The four (4) academic department chairs are members of the committee. The Director of Pedagogical Advancement & Evaluation and the Director of Curricular Innovation are members. Two students representing the MPH and DrPH Programs are members of this committee 	<p>CCIE Chair:</p> <ul style="list-style-type: none"> Anika Daniels-Osaze, EdD <p>SPH CCIE Members:</p> <ul style="list-style-type: none"> Denise Bruno, MD Laura Geer, PhD Elizabeth Helzner, PhD Thomas Mackie, PhD Simone Reynolds, PhD Wendy Williams, PhD Nicole Bagnarol, MPH Hector Gonzalez (MPH student representative) Faven Araya (DrPH student member) 	The CCIE meets monthly

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Instructional Effectiveness (CIE)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To design instructional assessment tools and use them to collect data that will inform instructional effectiveness	<ul style="list-style-type: none"> To design and implement periodic student exit, alumni, employer/agency surveys on the effectiveness of the school's instruction. To collect data from the community advisory board on instructional effectiveness To develop, implement, and review all school policies and procedures related to academic assessment. To evaluate student outcomes and satisfaction with online education To design an evaluation plan for the Applied Practice Experience by working with the student council To design an evaluation tool on faculty advising. To modify the SUNY Online Student Success Inventory (SOSSI) Survey and test its reliability and validity. 	<ul style="list-style-type: none"> The committee consists of six (6) voting members inclusive of the Chair. This committee is chaired by the Associate Dean for Education and consists of faculty and students. Members of the committee include the Director of Pedagogical Advancement & Innovation, the Director of Online Learning, and the Director of Curricular Innovation and Instructional Effectiveness. Two students representing the MPH and the Doctoral Program are members of the committee 	<p>CIE Chair:</p> <ul style="list-style-type: none"> Anika Daniels-Osaze, EdD <p>SPH CIE Members:</p> <ul style="list-style-type: none"> Wendy Williams, PhD Simone Reynolds, PhD Nicole Bagnarol, MPH Rosia Pacaud (MPH student member) Janille Williams (DrPH student member) 	The CIE meets bi-annually

Downstate School of Public Health Dean Appointed Standing Committees				
Council on Instructional Quality Improvement (CIQI)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
<p>To review pertinent data from instructional effectiveness surveys and evaluations (quantitative and qualitative), including student course evaluations, student satisfaction surveys, employer surveys, preceptors' surveys, peer course observations, and other relevant data to provide recommendations to the dean to improve the quality of instruction.</p>	<ul style="list-style-type: none"> To review student course evaluations To critically analyze and evaluate the findings of student exist survey, alumni surveys and focus groups, individual course focus groups, and peer observations. To review the current curriculum and assess its alignment with the school's vision, mission, and values. To review annually the Alumni Survey and Alumni Focus Group on their self-assessed preparation for post-graduation destinations and provide recommendations to the dean. To annually review faculty participation in activities/resources designed to improve instructional effectiveness. To annually review the percentage of SPH courses whose syllabi/curricula underwent peer/internal reviews. 	<ul style="list-style-type: none"> The committee consists of three (3) voting faculty members with expertise in instructional pedagogy. The Associate Dean for Education serves as the Chair of the committee. Two additional senior faculty administrators with significant experience in curricular development serve as other faculty members because this committee is privy for confidential information such as student's course evaluations. 	<p>CIQI Chair:</p> <ul style="list-style-type: none"> Anika Daniels-Osaze, EdD <p>CIQI Members:</p> <ul style="list-style-type: none"> Tracey Wilson, PhD Jenny Crouch, EdD 	<p>The CIQI meets bi-annually</p>

Downstate School of Public Health Dean Appointed Standing Committees				
Council on Instructional Quality Improvement (CIQI)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<ul style="list-style-type: none"> To annually review the percentage of faculty who received professional development. 			

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Outcomes, Evaluation & Assessment (COEA)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To design an overall SPH Evaluation Plan and assess the school's performance in achieving its stated vision, mission, and goals.	<ul style="list-style-type: none"> To identify key indicators and measures to assess and monitor the implementation of the school's strategic plans. To define a process for the school to engage in regular, substantive review of evaluation findings, and strategic discussions about their implications. To devise processes to allow the school to make data-driven quality improvement in curriculum, student services, advising, faculty functions, research, and extramural service and school operation. To examine the alignment of the school's strategic plan to 	<ul style="list-style-type: none"> The committee will consist of seven (7) members. Members are the Associate Dean for Education, the Vice Dean for Faculty Affairs and Research, the Associate Dean for Community Engagement, the Director of Curricular Innovation, a student representative, and the DHSU Director of Evaluation, Outcomes Assessment & Accreditation The Chair will be assigned by the Dean of the School of Public Health among the members 	COEA Chair: <ul style="list-style-type: none"> Daniel Ehlike, PhD COEA Members: <ul style="list-style-type: none"> Anika Daniels-Osaze, EdD Tracey Wilson, PhD Aimee Afable, PhD Ayanna Besson (DrPH Student Representative) Nicole Bagnarol, MPH Kane Gillespie, DMA 	The COEA meets bi-annually

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Outcomes, Evaluation & Assessment (COEA)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<p>the university-wide strategic plan.</p> <ul style="list-style-type: none"> • To evaluate and provide data for accreditation standards requested by the university-wide Office of Evaluation, Outcomes Assessment, and Accreditation. • To work closely with the university-wide Office of Evaluation, Outcomes Assessment, and Accreditation Services to share resources and integrate the school's evaluation and outcomes assessment plan to the overall university-wide plan. • To prepare a milestone timetable in accordance with the strategic plan to monitor the school's performance against its stated targets. • To design a dashboard to monitor the school's progress against the strategic goals. 			

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Evidence Inventory (CEI)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To gather and arrange existing and new school of public health documentation for self-study and compliance purposes	<ul style="list-style-type: none"> To organize SPH documentation by standard, criterion, and requirement of accrediting bodies and state and federal compliance requirements. To organize and document SPH policies and procedures. To direct the development and population of the school website with appropriate and current documents and facts. 	<ul style="list-style-type: none"> The Senior Executive Director for Administration and Finance is the Chair of the Committee Three (3) members of the professional staff members serve as committee members. 	CEI Chair: <ul style="list-style-type: none"> Jenny Crouch, EdD CEI Members: <ul style="list-style-type: none"> Paula Spann, BA Danvy Truong, MPH Dorine Cooper, MA 	The CEI meets monthly

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Diversity Equity & Inclusion (CDEI)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
The CDEI promotes skills & best practices to foster the ongoing development & evaluation of activities that support a diverse workforce and an inclusive & equitable work and learning	<ul style="list-style-type: none"> Facilitate participatory DEI strategic planning. Establish a 5 (five)-year SPH DEI strategic plan aligned with SUNY-wide and DHSU-specific strategic plans. Identify key metrics to monitor the strategic goals. Support speakers, workshops, and other events 	<ul style="list-style-type: none"> The CDEI Chair will be elected from among the committee members via a consensus process. The committee consists of six members: Two SPH faculty members, two professional staff members, and two student members. Committee members will be elected through a nomination 	CDEI Chair: <ul style="list-style-type: none"> Marlene Camacho-Rivera, ScD CDEI Members: <ul style="list-style-type: none"> Thomas Mackie, PhD Anika Daniels-Osaze, EdD Jennifer Thompson Janille Williams (DrPH student member) 	The CDEI meets tri-annually

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Diversity Equity & Inclusion (CDEI)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
environment aligned with the SUNY-wide and DHSU-specific DEI Strategic Plan	<p>to develop DEI knowledge, motivation, resources and skills among students, staff, and faculty.</p> <ul style="list-style-type: none"> • Design and implement periodic faculty and staff surveys to assess work environment and satisfaction with work. • Work with SPH leadership to incorporate Diversity, Equity and Inclusion and Anti-racism into the curriculum. • To annually review the percentage of students recruited from the pipeline programs to increase diversity. • To annually review quantitative and qualitative data that demonstrates the school's ongoing efforts to increase representation and support success of self-defied priority underserved populations among students and & faculty. • To annually review the percentage of students, staff & faculty who positively perceive the Downstate's 	<p>process organized by the CDEI committee chair.</p> <ul style="list-style-type: none"> • The SUNY DHSU Associate Vice President for Institutional Equity or designee serves as a non-voting member. 	<ul style="list-style-type: none"> • Hector Gonzalez (MPH student member) • Carla Boutin-Foster, MD 	

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Diversity Equity & Inclusion (CDEI)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
	<p>SPH commitment to diversity, equity & inclusion.</p> <ul style="list-style-type: none"> To annually review the percentage of students, faculty & staff who are members of a historically underrepresented group. To annually review the percentage of students who are members of a historically underrepresented group and/or financially disadvantaged. To annually review student, faculty and staff perceptions of the school's climate regarding diversity & cultural competence. 			

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Student Technology Fee Fund (CSTFF)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To provide decisions on how the technology fee funds will be distributed to assist students with software and other technology-related material to enhance their educational experience	<ul style="list-style-type: none"> To review proposals from students and faculty and make decision for which priority projects to appropriate the technology fee funds. To identify technology needs for smart classrooms. To annually review the amount of funds appropriated for assisting students for their technology needs & assess its adequacy. 	<ul style="list-style-type: none"> A faculty member with special interest in technology chairs the committee. Members include the Budget Director, the Senior Executive Director for Administration and Finance, the Director of Online Learning, a student representing the DrPH Program and a student representing the MPH program. 	CSTFF Chair: <ul style="list-style-type: none"> Sergios Kolokotronis, PhD CSTFF Members: <ul style="list-style-type: none"> Sylvia Chow, MBA Simone Reynolds, PhD Jenny Crouch, EdD Hector Gonzalez (MPH student member) Janille Williams (DrPH student member) 	The CSTFF meets quarterly Ad hoc meetings will occur as needed

Downstate School of Public Health Dean Appointed Standing Committees				
Committee on Distance Learning Instructional Quality (CDLIQ)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To cultivate the ongoing development and evaluation of the distance learning program and online course design to improve the quality of online learning & maintain a standard informed by best practices for online course delivery	<ul style="list-style-type: none"> To draft policies and procedures for the online program To provide oversight for online course design, quality, and revision to maintain academic standards and rigor. To ensure compliance with federal & state regulations To support the faculty with current online instructional tools. To develop an online teaching handbook. To annually review the percentage of online student who have had their learning needs & readiness for online learning assessed. To develop or adapt and evaluate the psychometric properties of an online student needs assessment survey. To design an evaluation tool to compare the educational outcomes of in-person, synchronous online, and asynchronous online students. 	<ul style="list-style-type: none"> The committee consists of seven (7) voting members inclusive of the Chair and one ad hoc non-voting member. The Director of Online Learning serves as the chair of the committee. Members include one faculty member representing each department, two (2) instructional designers, and the Chair of the Committee on Student Technology Fee (CSTF, non-voting member) 	<p>CDLIQ Chair:</p> <ul style="list-style-type: none"> Simone Reynolds, PhD <p>CDLIQ Members:</p> <ul style="list-style-type: none"> Megan Hall, ScD Daniel Ehlke, PhD Azure Thomson, DrPH Yang Lin, PhD Wendy Williams, PhD Danvy Truong, MPH Sergios Kolokotronis, PhD (non-voting CSTF chair) Brianna Caldwell-Williams (online MPH student) 	<p>The CDLIQ meets tri-annually</p> <p>Ad hoc meetings as necessary</p>

Downstate School of Public Health Dean Appointed Ad Hoc Committees				
Steering Committee on 2023 CEPH Reaccreditation (SCR)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To provide guidance in preparing the self-study document for accreditation	<ul style="list-style-type: none"> To identify accreditation standards and criteria To provide guidance in the collection of the required data elements for accreditation Monitor and review data elements provided by the Committee on Curriculum, Committee on the Doctoral Committee, Committee on Outcomes, Evaluation and Assessment Establish deliverables and timelines for concrete deliverables in relation to accreditation related products Identify fully or partially unmet standards 	<ul style="list-style-type: none"> Associate Dean for Community Engagement Vice Dean for Faculty Affairs & Research Faculty Member from each Department Director of Online Learning and Instructional Innovation Two members representing alumni A doctoral student representing the Doctoral Program and a student representing the MPH & MD programs Chair of the Committee on Student Evaluation, Promotion and Honors 	SPH SCR Chair: <ul style="list-style-type: none"> Daniel Ehlike, PhD SPH SCR Members: <ul style="list-style-type: none"> Aimee Afable, PhD Marlene Camacho-Rivera, ScD Laura Geer, PHD Elizabeth Helzner, PhD Simone Reynolds, PhD Azure Thompson, DrPH Tracey Wilson, PhD Jenny Crouch, EdD Dorine Cooper, MA Paula Spann, BA Ayana Besson (DrPH Student member), Lily Lee (MD/MPH Student member) Isaiah Marshall-Thomas, MPH (Alumni member) Jake Littman, MPH (Alumni member) 	The SCR Meets monthly until re-accreditation is completed

Downstate School of Public Health Dean Appointed Ad Hoc Committees				
Committee on Faculty Searches (CFS)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To advise and recommend to the Dean of the School of Public Health faculty members that aligns to the school's mission, vision and goals	<ul style="list-style-type: none"> Identify and contact all potential candidates and applicants for the position. Attend all scheduled meetings to review candidate's application materials, host candidates, participate in the interview process. Obtain and compile evaluation of candidates, check references, maintain appropriate confidentiality about search committee proceedings. 	<ul style="list-style-type: none"> The Vice Dean of Faculty Affairs & Research chairs the search committee. Other members of the committee are one faculty from each department. The Chair of the hiring department will serve as the hiring manager and will co-chair the search with the Vice Dean for Faculty Affairs & Research 	SPH CFS Chair: <ul style="list-style-type: none"> Tracey Wilson, PhD SPH CFS Members: <ul style="list-style-type: none"> Daniel Ehlke, PhD Megan Hall, ScD Simone Reynolds, PhD Elizabeth Helzner, PhD Thomas Mackie, PhD Denise Bruno, MD 	The CFS meets as needed

Downstate School of Public Health Dean Appointed Ad Hoc Committees				
Committee on Professional Staff Search (CPSS)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To advise and recommend to the Dean of the School of Public Health professional staff members that align to the school's mission, vision, and goals	<ul style="list-style-type: none"> Identify and contact all potential candidates and applicants for the position. Attend all scheduled meetings to review candidate's application materials, host candidates, participate in the interview process. Obtain and compile evaluation of candidates, check references, maintain appropriate confidentiality about search committee proceedings 	<ul style="list-style-type: none"> The Senior Executive Director of Administration and Finance will serve as the Chair of the Search Committee One member from the Executive committee of the Faculty & Professional Staff Assembly One faculty representing each department Director of the hiring unit One staff member representing the professional staff 	SPH CPSS Chair: <ul style="list-style-type: none"> Jenny Crouch, EdD SPH CPSS Members: <ul style="list-style-type: none"> Marlene Camacho-Rivera, ScD Dorine Cooper, MA Raeann Rolston, MA Sylvia Chow, MBA Thomas Mackie, PhD Tracey Wilson, PhD 	The CPSS meets as needed

Downstate School of Public Health Dean Appointed Ad Hoc Committees				
Committee on Student Appeals (CSA)				
Purpose	Duties & Responsibilities	Membership Eligibility	Current Members	Meeting Frequency
To review appeals of students who have been recommended for dismissal for academic failure or unprofessional behavior by the Committee on Student Evaluation,	<ul style="list-style-type: none"> To provide notification to the student in writing that the student is being granted an opportunity to appear before the committee to discuss reasons of the appeal To inform the student on the date, time and place of the meeting To seek information from the chair, faculty and student's 	<ul style="list-style-type: none"> The voting members of the Ad Hoc Appeals Committee may not be members of the Committee on Student Evaluation, Promotion & Honors (CSEPH) and will be selected among those faculty not directly involved with the student's case 	SPH CSA Chair: <ul style="list-style-type: none"> Laura Geer, PhD SPH CSA Members: <ul style="list-style-type: none"> Megan Hall, ScD Elizabeth Helzner, PhD Simone Reynolds, PhD Marlene Camacho-Rivera, ScD (Ex-Officio Non-voting member) 	The CSA meets as needed

<p>Promotion & Honors (CSEPH)</p>	<p>advisor that will inform decision making</p> <ul style="list-style-type: none"> • To provide final recommendation to the dean 	<ul style="list-style-type: none"> • There will be a minimum of three voting members on the committee • The Assistant Dean for Student Engagement and Success will serve as ex-officio, non-voting member 		
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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

For the review and approval of degree programs, SUNY adheres to the directives of the New York State Education Department (NYSED). A minimum number of semester hours must be completed at each graduate degree level to fulfill the minimum academic year of full-time and comparable part-time requirements for graduate study. Additionally, it is a requirement that each curriculum and degree program is coherently designed, executed the program's philosophy, purposes, and educational goals, and is in line with industry standards.

New degree programs undergo a multi-step examination with the campus faculty governance review and approval as an initial step. Two Faculty and Professional Staff assembly committees set and monitor academic standards and policies. These are:

- The Committee on Student Admission, Academic Standards, and Faculty-Student Relations advises the Chairs and the Deans on admissions policy, academic standards, and issues regarding faculty-student relations (see the SPH FAPSA-Bylaws in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > FAPSA Committees > Admissions, Standards & Relations).
- The Committee on the Educational Policy and Curriculum is actively involved in reviewing syllabi, course offering forms, and the entire curriculum to ensure that all degree and concentration competencies are being met and that the overall curriculum for each degree is current in the public health field (see the Subcommittee Charter and the SPH FAPSA-Bylaws in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > FAPSA Committees > Edu Policy & Curriculum).

For new degree authorization, the proposal is evaluated by multiple external evaluators who are known in the area of the proposed program. The proposing campus must address all the external evaluators' comments before the application moves to the next stage for review. Once that phase is completed, SUNY program review evaluates and provides comments on the proposal. Following the resolution of the program review comments, the SUNY Board of Trustees approves the program and moves the application to the NYSED (see the SUNY Academic Program Guide in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents). After NYSED approves the program, approvals are sought from Middle States and field-specific accreditors (CEPH). In the event that the program requires a master plan amendment, the Governor of the NYS approval is required.

Awarding degrees after successfully completing a program of study has a set of procedures. Final grades for all academic requirements are submitted to the Central Office of the Registrar by the SPH Assistant Dean for Student Affairs, who then requests final transcripts for those students who have completed all academic requirements toward a degree. These transcripts are forwarded to the Committee on Student Evaluation, Promotion, and Honors for review (audit of study program degree requirements) and approval to award degrees.

b. curriculum design

The design of our MPH and DrPH curriculum took place in the context of the overall SUNY and DHSU policies. The minimum number of hours for a credit is set by the NYSED and strictly followed by SUNY and SUNY DHSU. The curriculum of our degree programs follows a series of steps to be approved by SUNY Board of Trustees and the NYSED (see the SUNY Academic Program Guide in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents). Approval for a credit-bearing academic program curriculum primarily rests on the faculty's responsibility for academic content and

quality. Academic program proposals and approvals should reflect campus shared governance decisions, mission, and goals, meet NYS and other external requirements and avoid unnecessary duplication and costs. Three levels of approval are required for new and significantly revised academic programs (local campus governance, SUNY Board of Trustees, and the NYSED.)

Changes in curriculum design are initiated and shaped by student and faculty demands, emerging trends in the field of study, the school's strategic plan, CEPH requirements, and inputs from the Council on Instructional Quality Improvement (CIQI), Committee on the Doctoral Program (CDP) and Committee on Curricular Innovation and Enhancement (CCIE) that analyzes and interprets student, alumni, employer, and community advisory board inputs (see the various Committee Charters in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > Dean Appointed Committees). The Committee on the Educational Policy and Curriculum (CEPC) reviews the curriculum each semester to ensure that concentration and overarching competencies are covered, syllabi are complete in content, and courses are designed to be taught at a level appropriate to the doctoral or master's degree level. CEPC also reviews modifications to existing courses and new courses as needed and ensures that the overall curriculum for each degree is current in the public health field. Each year the committee also reviews courses approved on a provisional basis the previous year. In addition to the work of the CEPC, department chairs meet with their department faculty members, and department chairs, along with the Vice Dean for Faculty Affairs and Research and the Dean once a semester to ensure that all degree and concentration competencies are being met (see Competency Review Minutes in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Leadership & Departments).

c. student assessment policies and processes

Student assessment policies and procedures conform to SUNY-wide and SUNY DHSU policies. They are detailed in MPH Student and DrPH Student Handbooks (see ERF > Criterion A > Criterion A1 > A1.3 Bylaws–Policy Documents). The faculty is charged with being objective and fair in evaluating student performance. Course requirements, competencies, learning objectives, learning outcomes, and grading rubrics are included in the course syllabi. Instructors evaluate graduate students based on the competencies embedded in their courses. The assessment can take the form of an examination (written and/or oral), participation in class, a class presentation, or listening to group discussions. The Committee on Student Admissions, Academic Standards & Faculty-Student Relations (CSAASFSR), a committee of the Faculty and Professional Staff Assembly (see the SPH FAPSA-Bylaws in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > FAPSA Committees > Admissions, Standards & Relations) reviews policies pertaining to the evaluation of the academic performance of students, examination procedures, awarding of honors and granting of diplomas. Additionally, the Committee on Student Evaluation, Promotion & Honors (CSEPH), one of the dean-appointed committees (see the Committee Charter in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > Dean Appointed Committees > Student Eval, Promo & Honors) assesses each student's academic performance, recommends promotions, awards, and graduation, reviews graduation requirements, identifies students who are having academic difficulties and propose interventions or dismissal, and makes disciplinary recommendations. Moreover, specific requirements are associated with the MPH and the DrPH Applied Practice Experience (see the DrPH Apex Handbook, MPH Apex Handbook, and MPH ILE Handbook in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents). The Council on Instructional Quality Improvement (CIQI) reviews each faculty's student course evaluations and qualitative and quantitative surveys on courses and proposes strategies to improve the quality of the course.

d. admissions policies and/or decisions

Student recruitment efforts are directed toward various populations based on age, race, ethnicity, educational background, and profession to achieve the most diverse student population possible based on the quantity and demographic distribution of applications submitted to the Committee on Admissions. This occurs naturally at the SUNY Downstate School of Public Health because Brooklyn and the greater NYC serve as our primary catchment areas. Our applicant pool and student population are diverse, including people of various racial/ethnic backgrounds, languages, countries of origin, educational and occupational backgrounds, and first-generation applicants.

Admission criteria are routinely reviewed at meetings to address policies and procedures. Revisions are made based on achieving the most diversified and highly qualified student population possible. Following input from its Committee on Student Admissions, Academic Standards, and Faculty-Student Relations, the Executive Committee of the Faculty and Professional Staff Assembly makes recommendations. Applications are evaluated considering various variables, such as scholastic achievement, public health experience, interest, and personal circumstances (see Committee Charter in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > Dean Appointed Committees > Admissions). A majority vote is used to decide who gets admitted.

e. faculty recruitment and promotion

The State University of New York is an Equal Opportunity Employer/Affirmative Action (EOE/AA) employer. Faculty recruiting at the SUNY Downstate School of Public Health is subject to normal SUNY regulations. The diversity of the SUNY Downstate SPH faculty (22% African American, 11% Hispanic/Latinx, 11% Asian, and 56% White) mirrors that of our students (41% African American, 12% Hispanic/Latinx, 21% Asian, 17% White, and 9% other races). The Department of Human Resources at SUNY DHSU oversees all job postings. The SPH hiring department has full authority in the selection and hiring decisions. The State University of New York (SUNY) mandates that all vacancies be advertised and listed on the SUNY DHSU website and job board to attract candidates from the largest pool of faculty and staff.

Faculty positions in all concentrations are posted at the following locations:

- SUNY Downstate Health Sciences University career page
- American Public Health Association's career mart website
- Public Health Employment Connections at Emory University
- Print listings at SUNY Downstate booth at APHA Annual Exposition
- *American Journal of Public Health*
- APHA Official Newspaper: *The Nation's Health*

Moreover, department- or concentration-specific advertisements are placed in journals and websites relevant to the department or concentration. Below are a few instances:

- Epidemiology: Epidemiology Monitor, Chronicle of Higher Education, and American Journal of Epidemiology
- Biostatistics: Journal of the American Statistical Association, AMSTATNEWS and indeed.com, Simply Hired, New York Times Classified Website and LinkedIn
- Community Health Sciences: Indeed.com, Public Health Jobs, and Higher Education Recruitment Consortium (hercjobs.org)

- Environmental and Occupational Health Sciences: Environmental Health Perspectives, indeed.com, public health jobs, Partnerships for Environmental Health (PEPH) Newsletter, and New York Times Classified Website
- Health Policy and Management: Academy Health Interest Groups, The Health Politics and Policy Section of the American Political Science Association, American College of Healthcare Executives, Association of University Programs in Health Administration (AUPHA), Association for Health Services Research, and Healthcare Leaders of New York

Faculty and Professional Staff Selection, Recruitment, and Retention: The faculty and administration of the School of Public Health have the primary responsibility and total authority for hiring new faculty and staff. The Downstate School of Public Health has separate ad hoc search committees for hiring faculty and professional staff. The position description created by the department chair for posting is subject to evaluation by the Committee on Faculty Search (CFS). The search committee is co-chaired by the SPH Vice Dean for Faculty Affairs and Research and the Chair of the hiring department. The CFS oversees posting job advertisements on relevant websites, locating, and contacting all prospective applicants, setting up meetings to assess applicants' credentials, short-listing candidates for interviews, organizing interviews, and obtaining and compiling evaluations of candidates. Checking the candidates' references is another duty of the committee. A similar procedure is followed by the Committee on Professional Staff Search (CPSS) to recruit a professional staff member. The only difference between the two committees is that the Chair of the CPSS is the Senior Executive Director for Administration and Finance, and the hiring manager is the Director of the hiring unit. After interviewing candidates, the search committee recommends the top leading candidates to the Department Chair. The Department Chair then chooses a candidate and begins negotiations to finalize a hiring letter of understanding. The Chair forwards his recommendation to the Dean of the School of Public Health. The Dean then makes a recommendation to the President of SUNY DHSU, who then forwards the signed paperwork to the Department of Human Resources after approval. In accordance with SUNY and affirmative action regulations, the Department of Human Resources makes a final offer to the candidate. The United University Professions (UUP) contract, which establishes a salary range for each rank, significantly impacts faculty salaries at the State University of New York. Nonetheless, the academic unit may determine the salary based on market compensation. The United University Professions (UUP) is the union that represents the university's faculty and regularly negotiates three-year contracts. These agreements cover salaries, raises, discretionary raises, tuition, and other fringe benefits.

Personnel Advancement: Promotion and Tenure: The offer letter for a newly hired faculty member outlines the mutual expectations upon which the appointment was made and the assistance that will be provided to help the new faculty member advance in their career. A one-time startup fund of \$70,000 is given to a newly employed Assistant Professor faculty member (see Offer Letter Example in ERF > Criterion A > Criterion A1.3 > Bylaws-Policy Documents). This discretionary fund may support the School of Public Health faculty members' independent research projects. The equivalent startup fund for an Associate Professor is \$100,000. Promising projects may also be eligible for pilot funding from the Office of the Senior Vice President for Research. A statement regarding the formation of a mentorship committee is also included in the offer letter to support the career development of the newly hired faculty member (see Offer Letter Example in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents). Downstate School of Public Health has a formal "Faculty Mentoring Program" to enhance the career development of early-stage and underrepresented faculty members. The "Faculty Mentoring Program" Charter includes information on the organizational structure, membership of the mentoring committee, mentor criteria, procedures for mentoring activities, mentee's responsibilities, mentee's preparation for regular meetings, the content of the meetings, and mentor's responsibilities with an example of an Individual Development Plan (IDP) (see Mentoring Program Charter in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents). The School of Public Health has established an "SPH Extramural Incentive Program," supported by the SPH Dean's Office, to encourage research output. Through this initiative, faculty members who offset part of their salary from research support are financially rewarded. The total incentive is estimated from half of the effort charged and expended on externally funded grants. From that total estimate, 40% is directed toward

a salary component and 10% to a discretionary fund which can be used to support research expenses not covered by grants (see Extramural Incentive Policy in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents).

Additionally, Downstate School of Public Health has other mechanisms to provide incentives to hire outstanding faculty members. Downstate School of Public Health has also secured substantial funds for cluster hires from the SUNY Empire Innovation Program (“SUNY EIP”), a state-funded grant program designed to help recruit and retain world-class faculty at the State University of New York. Downstate plans to hire a cluster of faculty in two thematic areas: (1) Aggressive breast cancers among women of African descent, and (2) Opioid use and opioid use disorder among women. In thematic area 1, we have funds to recruit a cluster of faculty (EIP Professor with expertise in big data analytics who will be supported by the Chancellor’s Early Stage Career Scholar and a post-doctoral fellow). In thematic area 2, we plan to recruit a cluster of faculty (A senior EIP Professor in metabolomics who will be supported by the Chancellor’s Early Scholar in Bioinformatics and a post-doctoral fellow). This type of cluster hire will work synergistically with a practical mentorship structure whereby the senior scholar will serve as a mentor for the early-stage scholar, and in turn, the early-stage scholar provides mentorship to the post-doctoral fellow.

The State University of New York Board of Trustees policies (see SUNY BOT Policies in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents) and procedures and the agreement between the State of New York and United University Professions (July 2, 2016—July 1, 2022) govern promotion and tenure practices for faculty. Faculty promotions at the SPH follow SUNY Policies of the Board of Trustees, Article XI, and guidelines established by the Committee on Academic and Professional Qualifications (CAPQ). The Committee on Academic and Professional Qualifications (CAPQ), a Faculty and Professional Staff Assembly committee, established procedures for examining candidates for promotion and tenure. The Dean of the School of Public Health receives recommendations from CAPQ after reviewing the qualifications of faculty members recommended for appointments at the Associate Professor and/or Professor level or for an award of tenure. The Committee on Academic and Professional Qualifications’ (CAPQ) Policies & Procedures manual (see CAPQ Policies & Procedures in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents) has a detailed description of the school’s policies, procedures, and criteria for advancement. The general areas of evaluation and criteria for promotion vary depending on the faculty track appointment and include teaching, research, scholarship, and professional and community service. The School of Public Health has a four-track system for appointment and promotion, of which two (the Academic Track and the Education and Community/Professional Service Track) are eligible for tenure, and the other two (the Research Track and the Voluntary, Adjunct, and Clinical Faculty Track) are not. For each track, the Committee on Academic and Professional Qualification (CAPQ) has created weighted criteria for tenure and promotion.

The SPH system prioritizes teaching and service over research for the Education and Community/Professional Service Track. On the other hand, research is weighted more toward the Academic Track. Additionally, the SPH is exceptional in establishing tenure eligibility for the Education and Community/Professional Services Track, which is uncommon in most academic institutions. To acknowledge contributions in these two areas, the SUNY Board of Trustees additionally grants the ranks of “Distinguished Service Professorship” and “Distinguished Teaching Professorship”. Four (4) academic members of the Downstate School of Public Health hold the rank of “Distinguished Service Professorship” (Tracey E. Wilson, PhD; Pascal James Imperato, MD, MPH; Howard L. Minkoff, MD; and Jack DeHovitz, MD).

To assess whether a faculty member is eligible for promotion, the university criteria mandate an annual performance appraisal by the department chair. Faculty performance is evaluated annually using the Faculty Activity Summary Form (FASF) and the Faculty Evaluation Form (FEF) – (these forms can be found in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents). The faculty member’s effort distribution is reflected in the Faculty Activity Summary Form (FASF) -- teaching, research, and service. It lists the number of courses taught, the semester, the course number, the number of students enrolled, and the faculty member’s involvement in each course for teaching purposes (e.g., course director, co-director, and so forth). The faculty member’s mentoring and advising activities are described in a separate section. The faculty is asked to list publications, conference presentations,

and other dissemination items in the scholarship area. Faculty are also expected to record all internal and external grant funding obtained during the academic year. Institutional and extramural service activities are also a significant part of the evaluation. Professionalism is another element the school of public health requires each faculty member to be evaluated on. Faculty are expected to self-evaluate their performance in each area outlined above. Faculty are also expected to outline their professional development needs and document individual goals and objectives for the next academic year. The faculty member will submit the FASF to the chair after completing it. The Chair schedules a meeting with each faculty in the department to meet in person and discuss the self-evaluation. The Chair will then conclude her/his evaluation by completing the Faculty Evaluation Form (FEF) using the instruction for faculty performance evaluation provided by the Dean of the School of Public Health. Completed forms are kept in DHSU Human Resources Office, a copy is provided to the faculty, and the chair retains one copy for his/her file.

f. research and service activities

The School of Public Health expects and requires all faculty members to engage in research and service activities. Faculty are evaluated annually on their service and research efforts (see the Faculty Activity Summary Form and Faculty Evaluation Form in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents), and the offer letter to faculty explicitly outlines the requirements for both (see Offer Letter Example in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents). The School of Public Health has prioritized and included community-engaged research and service in its strategic plan (see SPH Strategic Plan 2030 in ERF > Criterion B > Criterion B1 > B1.2 Strategic Plan). At SUNY and SUNY DHSU, extramural research initiatives are supported by the Research Foundation for the State University of New York. Policies, procedures and forms, compliance, and ethical issues, including submission of research for approval by the Institutional Review Board (IRB), are described on the [SUNY Foundation website](#). The SPH complies with all policies set forth by the Federal and State governments, the SUNY DSU, and the Downstate School of Public Health. Guidelines for ethical research and service activities are included in the policies and regulations and are described in the [SUNY Corporate Compliance Program](#). SUNY DHSU also emphasizes the necessity of abiding by Federal and State regulations and the responsible conduct of research, and faculty members at DHSU and SPH receive periodic [training](#) in these topics (see SUNY Research Integrity Statement and SUNY Research Code of Conduct in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents).

All research initiatives are overseen by the Vice Dean for Faculty Affairs and Research at the school level. The creation of the Office of Faculty Affairs and Research is a goal of the school's strategic planning, and it has already been accomplished (see SPH Strategic Plan 2030 in ERF > Criterion B > Criterion B1 > B1.2 Strategic Plan). A full-time grants manager who supports research-related activities and assists faculty in seeking grants supports this office. To assist pre- and post-award operations, the grant manager acts as a liaison between the School of Public Health and the Office of the Vice President for Research (DHSU Research Foundation). The Committee on Research, Resources & Budget (CRRB) of the Faculty and Professional Staff Assembly works closely with the Vice Dean's Office of Faculty Affairs and Research at the School of Public Health (see RRB Policies & Procedures in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > FAPSA Committees > Research, Resources & Budget). In addition to making recommendations to the Vice Dean and Dean, the committee also monitors research efforts. The group initiates, develops, plans, and implements strategies to secure and sustain research support for faculty. The committee also reviews procedures for developing, supporting, and approving research activities. It examines the role of the research activities in the context of the educational effort of the school.

The School of Public Health's community service initiatives are overseen by the Associate Dean for Community Engagement. This office allows faculty and students to engage in community service and community-based research. The Committee on Academic & Professional Qualifications (CAPQ) views service and research as prerequisites for promotion in addition to teaching (see CAPQ Policies & Procedures in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents).

- 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.

FAPSA-Bylaws and CAPQ Policies & Procedures are provided in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents.

- 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.

The SUNY DHSU Center-wide Faculty Governance plays a vital role in university governance. The Center-wide Faculty and Professional Staff Assembly represents the faculty and professional staff members of the five (5) schools and the University Hospital of Downstate (UHD). The Center-wide Faculty and Professional Staff Assembly takes an active role in the formulation, development, and implementation of SUNY DHSU policies. The Center-wide Faculty and Professional Staff Assembly by-laws (see DHSU FAPSA-Bylaws in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents) outline the various standing committees, which include the Committee of Educational Policy and Curriculum Integration, the Committee of Research, Resources, Planning, and Budget, the Committee of Faculty and Professional Staff Personnel Policies, the Committee of Nominations, Elections, and Ballots, the Committee of Bylaws, and the Committee of Library. SPH faculty and professional staff members serve on the Center-wide Committee's Executive Committee. For example, Drs. Anika Daniels-Osaze (SPH Associate Dean for Education) and Lori Hoepner (SPH Primary Instructional Faculty) are both members of the Center-wide Executive Committee of the Center-wide Faculty and Professional Staff Assembly. The School of Public Health faculty and professional staff members contribute to the Middle States Self-Study and accreditation process by serving in several Middle States Self-Study Working Groups (see DHSU Accreditation in ERF > Criterion A > Criterion A1 > A1.4 SPH's Role in DHSU). SPH primary instructional faculty and professional staff members and their working group, and their role in the Middle States Self-Study is provided in the table below:

SPH Faculty & Staff Involvement in Middle States Self-Study Working Groups				
Standard	Name	Role	Professional Title	Faculty / Staff
Standard I: Mission and Goals	Kitaw Demissie	Chair	Professor & Dean	Faculty
	Jenny Crouch	Member	Senior Executive Dir for Admin & Finance	Staff
Standard III: Design and Delivery of the Student Learning Experience	Laura A. Geer	Member	Chair & Associate Professor	Faculty
	Simone Reynolds	Member	Director of Distance Learning	Faculty
Standard IV: Support of the Student Experience	Marlene Camacho-Rivera	Member	Assistant Dean for Student Affairs	Faculty
Standard VI: Planning, Resources & Institutional Improvement	Tracey Wilson	Member	Vice Dean for Faculty Affairs and Research	Faculty

SPH Faculty & Staff Involvement in Middle States Self-Study Working Groups				
Standard	Name	Role	Professional Title	Faculty / Staff
Standard VII: Governance, Leadership & Admin	Thomas Mackie	Co-chair	Chair & Associate Professor	Faculty
	Anika Daniels- Osaze	Member	Associate Dean for Education	Faculty
Communications Working Group	Sylvia Chow	Member	Budget Director	Staff

The Executive Management Council (EMC) makes University-wide (center-wide) decisions. The EMC meets monthly and is chaired by the President of DHSU. The EMC is comprised of leadership from all university operating units, and the dean of the School of Public Health, along with the other five (5) deans, is a member of the EMC.

The Dean’s Council is a Center-wide (University-wide) body made up of the five (5) school deans, the Vice President of Academic and Student Affairs, and the Senior Vice President of Academic Affairs and Chief Academic Officer. The Dean’s Council meets weekly and makes decisions and recommendations to the DHSU President on issues concerning students and academic affairs. Each semester, the DHSU President meets separately with the deans of the five (5) schools to make key decisions on academic and other school-related issues. The Dean of the School of Public Health is a member of the planning team for Academic and Research capital projects, as well as position searches for university executives. The Senior Management Council (SMC) is another administrative structure that includes representatives from the School of Public Health Leadership. This council is chaired by the DHSU President and consists of deans, vice deans, and administrators from the five (5) schools. It meets twice a year.

SPH faculty members also contribute to university-wide research decisions. At DHSU, there is a quarterly meeting of the DHSU Research Advisory Council (DHSU RAC), chaired by the DHSU Senior Vice President for Research, who reports to the University President. The RAC is a research advisory structure that consists of two research subcommittees (the Human Research Advisory Sub-Committee and the Laboratory Research Advisory Sub-committee). The School of Public Health has faculty members on the DHSU RAC (member: Dr. Tracey Wilson, SPH Vice Dean for Faculty Affairs and Research), the Human Research Advisory Sub-committee (members: Dr. Aimee Afable, SPH Associate Dean for Community Engagement, and Dr. Tracey Wilson, SPH Vice-Dean for Faculty Affairs and Research) and the Laboratory Research Advisory Sub-committee (member: Dr. Sergios-Orestis-Kolokotronis).

As NYC became the Coronavirus epicenter and significant COVID-19 infections, hospitalization, and mortality were recorded in Brooklyn, primarily among black and brown residents with underlying health conditions, Governor Andrew Cuomo designated our clinical arm, the University Hospital of Downstate (UHD), as a **COVID-only hospital**. This imposed a tremendous burden on the entire institution, including the School of Public Health, and caused significant disruption in the school’s operations and day-to-day activities (teaching and research). Because of responsive leadership, the school successfully transitioned quickly to remote learning.

The Downstate School of Public Health was charged by the DHSU President with instituting and leading COVID-19 surveillance on campus to limit its spread among employees, students, and the surrounding communities. The SUNY Downstate COVID-19 Case Investigation, Testing, and Contact Tracing Corps was established under the leadership of the School of Public Health and by bringing together students from the five (5) schools (see DHSU COVID Protocol in ERF > Criterion A > Criterion A1 > A1.4 SPH’s Role in DHSU). The Case Investigation, Testing, and Contact Tracing Corps was governed by the SUNY Downstate Campus Safety and COVID-19 Investigation, Testing, and Contact Tracing Workgroup. The program is overseen by the Campus Safety Officer (Dr. Kitaw Demissie, Dean of the School of Public Health), along with the campus surveillance officer (Dr. Aimee Afable, SPH Associate

Dean for Community Engagement) and three contact tracing leads (faculty members from the SPH, School of Health Professions, and College of Nursing). Initially, about 60 student tracers were recruited, and a core group of six (6) tracers was chosen from among them. The Campus Safety Officer met with the campus surveillance officer, the SPH lead tracer, the director of employee/student health, and the vice president for academic and student affairs daily. The New York City Department of Health and the NYC Test and Trace Corps collaborated with the Tracing and Testing Corps. Using guidance from the Centers for Disease Control and Prevention (CDC), the Downstate Tracing and Testing Corps developed protocols and scripts for case investigation and tracing. The Contact Tracing and Testing Program's implementation was published under the "*Innovation Report*." In the *Journal of Academic Medicine* 2022; Vol 97; No. 6; pages 863-866 (see SPH COVID Publication in ERF > Criterion A > Criterion A1 > A1.4 SPH's Role in DHSU).

Furthermore, faculty and professional staff from the School of Public Health are involved in the Commencement Committee (Drs. Marlene Camacho-Rivera and Mr. Francisco Colon), administrative leadership searches, including Presidential Searches (Drs. Michael Joseph), Library Collection Committee (Dr. Daniel Ehlke), and Outcomes Assessment Coordinating Council (Dr. Anika Daniels-Osaze). The tables below provide an additional listing of faculty memberships on university committees and faculty appointments in other schools.

Faculty Holding Membership on University Committees/Contribute to University Activities		
Faculty Member Name	Role	University Committee
Aimee Afable, PhD, (CHSC)	Member	Human Research Advisory Committee
	Member	Research Advisory Council
	Member	TRANSPORT (Translational Program of Health Disparities Research Training) Symposium Planning Committee
Denise Bruno, MD, (CHSC)	Member	President's Advisory Committee in International Student Electives and Programs
	Member	DHSU Campus Safety and COVID-19 Investigation and Contact Tracing Workgroup
Marlene Camacho-Rivera, ScD (CHSC)	SPH Representative	Diversity, Equity, and Inclusion Committee
	SPH Representative	Interprofessional Case Study Committee
	SPH Representative	Student Orientation Committee
	SPH Representative	Commencement Committee
	Member	Search Committee for DHSU Associate Registrar
	Member	Search Committee for DHSU Director of Admissions
Anika Daniels-Osaze, Ed.D (HPMG)	Senator	SUNY University Faculty Senate
	Senator	Center-wide Executive Committee of the Downstate Assembly of Faculty and Professional Staff
	Member	Center-wide Digital On-line Education Workgroup

Faculty Holding Membership on University Committees/Contribute to University Activities		
Faculty Member Name	Role	University Committee
Daniel Ehlke, PhD (HPMG)	Member	Library Collection Committee
Megan Hall, Sc.D (EOHS)	Member	Centerwide Executive Committee of the SUNY Downstate Assembly of Faculty and Professional Staff
Elizabeth Helzner, PhD (EPI/BIO)	Chair	Committee on Plant-Based Health and Nutrition
	Co-Chair	Task Force on Lifestyle Medicine
	Member	Brooklyn Initiative to Develop Geriatrics Education (BRIDGE) Steering Committee
	Member	Research Committee, BRIDGE
	Member	Aging Health Task Force
	Member	Institutional Review Board
	Member	Review Committee, Annual Research Day
	Member	Ad Hoc Committee on Plant-based Nutrition and Health
Lori Hoepner, DrPH (EOHS)	Member	Graduate Medical Education (GME) Research Sub-Committee
	Member	Research Capacity Building Group, DSHU School of Health Professions
	Member	SUNY Interprofessional Education Committee at DSHU and Upstate Medical University
	Sector Representative	Centerwide Faculty Senate
	Senator	Centerwide Faculty Senate
	Presiding Officer	Faculty and Professional Staff Association (FAPSA), School of Public Health
	Member	Innovative Instructional Technology Grant Review Panel, SUNY Central
	Member	DSHU Institutional Space Planning and Policy Committee
	Member	DSHU Dynamic Learning Environments Committee
	Sector Representative	University Centerwide Faculty Senate
Sergios Kolokotronis, PhD (EPI/BIO)	Member	Laboratory Research Advisory Committee
	Member	Institutional Biosafety Committee

Faculty Holding Membership on University Committees/Contribute to University Activities		
Faculty Member Name	Role	University Committee
	Member	High Performance Computing Faculty Advisory Committee
	Member	Institute for Genomics in Health Steering Committee
	Member	Coronavirus Task Force
Paul A. Landsbergis, PhD (EOHS)	Reviewer	Annual Research Day Review Committee,
	Member	Centerwide By-Laws Committee
Thomas Mackie, PhD (HPMG)	Member	Self-study Steering Committee for Middle States Commission on Higher Education Re-accreditation
Azure Thompson, DrPH (CHSC)	Member	TRANSPORT Symposium Planning Committee
	Instructor	Program to Increase Diversity in Cardiovascular Health Related Research (PRIDE-CVD)
	Co-Chair	University-wide Working Group VII on Governance, Leadership, and Administration
Tracey Wilson, PhD (CHSC)	Member	Health Equity and Social Justice Research Committee, Centerwide Committee, SUNY Downstate
	Member	Research Advisory Council, Centerwide Committee
	Member	Distinguished Service Professorship Advisory Council
	Member	Health Equity and Social Justice Workgroup, Research Subgroup Centerwide Committee
	Member	Human Research Advisory Committee, Centerwide Committee
	Member	Executive Committee Member, Brooklyn Health Disparities Center
	Member	HIV/AIDS Intra- and Inter-personal Determinants and Behavioral Interventions Study Section

Faculty with Appointments or Role in Other DHSU Schools		
Faculty Member Name	Role	Schools or Departments
Denise Bruno, MD (CHSC)	Course Director	College of Medicine, Global Health in Developing Countries Elective
	MD/MPH Liaison	College of Medicine

Faculty with Appointments or Role in Other DHSU Schools		
Faculty Member Name	Role	Schools or Departments
Elizabeth Helzner, PhD (EPI/BIO)	Member	School of Health Professions: Department of Occupational Therapy Advisory Board
Lori Hoepner, DrPH (EOHS)	Faculty	Assistant Professor, School of Health Professions
Sergios Kolokotronis, PhD (EPI/BIO)	Appointment	College of Medicine, Division of Infectious Diseases
	Appointment	College of Medicine, Department of Cell Biology
	Appointment	School of Graduate Studies, Molecular and Cell Biology Program
	Member	College of Medicine Scholarly Activities Committee
	Member	College of Medicine, COVID-19 Research Oversight Committee
Azure Thompson, DrPH (CHSC)	Member	Coalition of Urban Serving Universities
Tracey Wilson, PhD (CHSC)	Faculty	UAlbany Center for Collaborative HIV Research in Practice and Policy (CCHRPP)
	Appointment	College of Medicine, Division of Infectious Diseases

- 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.

SPH full-time and part-time faculty interact in a variety of ways:

- **SPH Standing Committees:** Part-time faculty members serve on many of the School of Public Health's standing committees. Dr. Carla Boutin-Foster, for example, is a part-time faculty member in the School of Public Health's Department of Community Health Sciences. She is a member of the School of Public Health's Committee on Academic and Professional Qualifications (CAPQ) (see the committee member list in the table provided in A1. Organization and Administrative Processes). Drs. Jason Lazar and Michael Augenbraun, both part-time faculty members in the Department of Epidemiology and Biostatistics, serve on the Appeals Board (AB), one of the standing governance committees of the School of Public Health Faculty and Professional Staff Assembly (see the committee member list in the table provided in A1. Organization and Administrative Processes). The AB reviews appeals for applications that have been denied. Dr. Carla Boutin-Foster (SPH part-time faculty) of the Department of Community Health Sciences also serves on the Committee on Diversity, Equity, and Inclusion (CDEI) (see the committee members list in the table provided in A1. Organization and Administrative Processes).
- **SPH Departmental Meetings:** Part-time faculty are always encouraged to attend monthly departmental meetings at SPH. Although part-time faculty are expected to attend all monthly department meetings in some departments, all departments have quarterly meetings that both part-time and full-time faculty attend. Part-time faculty members Drs. Jane Zucker, Carla Boutin-Foster,

and Christina Padro, for example, attended the departmental meeting on April 19, 2022 (see CHSC Minutes 04-19-22 in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > FT PT Meeting Minutes). Dr. Sherene Sharath, a part-time faculty member in the Department of Epidemiology and Biostatistics, attended the departmental meeting on November 15, 2022 (see EPID-BIOS Minutes 11-15-22 in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > FT PT Meeting Minutes). Part-time faculty Dr. Maceau Medozile also attended the Health Policy and Management Department Meeting on November 28, 2022 (see HPMG Minutes 11-28-22 in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > FT PT Meeting Minutes). At these quarterly meetings, department course competencies, as well as programmatic and student issues, are discussed. Department chairs will review part-time faculty-student evaluations in the same way that full-time faculty-student evaluations are reviewed. The Council on Instructional Quality Improvement (CIQI), like full-time faculty, reviews student course evaluations and quantitative and qualitative surveys of courses taught by part-time faculty on a regular basis and makes recommendations to improve course quality.

- **SPH Public Health Week:** Every year in the first week of April, the Downstate School of Public Health brings together full-time and part-time SPH faculty members, students, and Downstate faculty and staff, as well as community-based and governmental organizations from across Brooklyn to observe the National Public Health Week. Several public health issues affecting our community are discussed, and solutions are proposed at this event. For example, during the SPH Public Health Week of 2022, SPH full-time and part-time faculty prepared the public health activities presented in the table below in recognition of the contribution of public health to our society (see Public Health Week Flyer in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Public Health Week). The public health topic “Brooklyn’s Solution to NYC’s Maternal Health Crisis was co-sponsored by the Brooklyn Borough President Reynoso’s Office. The keynote speaker for the session was Mr. Antonio Reynoso, the Brooklyn Borough President (see Discussion Flyer and Social Media Maternal Health in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Public Health Week). Dr. Aimee Afable, SPH Primary Instructional Faculty and Associate Dean for Community Engagement, and Drs. Christina Padro, SPH part-time CHSC faculty, and Tenya Blackwell, SPH part-time EOHS faculty (see Webinar Screenshots and Interdisciplinary Discussion Power Point in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Public Health Week) were panelists for this event. This event drew 186 people, including non-primary part-time faculty (see Attendee Report with an asterisk indicating non-primary part-time faculty in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Public Health Week).

Public Health Week 2022 – Public Health is Where You Are			
Date	Time	Public Health Topic	Mode of Participation
Monday, April 4 th , 2022	12PM–1:30PM	The Role of Public Health in Emergency Preparedness and Response	Webinar
Tuesday, April 5 th , 2022	All Day Event	Climate Inclusive Clinical Research: Inter-professional Engagement and Training around Climate and Health Equity	All day in-person event – SUNY Global Center
Wednesday, April 6 th , 2022	5:30PM--7:30PM	Evolving Health Messaging and Public Mistrust during the COVID-19 Era	Webinar
Thursday, April 7 th , 2022	12PM--1:30PM	Brooklyn’s Solution to NYC’s Maternal Health Crisis (co-sponsored with Brooklyn Borough President Reynoso’s office)	Webinar

Public Health Week 2022 – Public Health is Where You Are			
Date	Time	Public Health Topic	Mode of Participation
Friday, April 8 th , 2022	3PM--5PM	Brooklyn Health Equity Index: Introductions and Reception	In-Person Event

- Transport Symposium: The Translational Program of Health Disparities Research Training (TRANSPORT; NIH S21MD012474) is a \$10 million NIH endowment to position Downstate as a national leader in translational disparities health research by training a diverse biomedical research workforce. The annual TRANSPORT symposium is a collaboration between the Downstate College of Medicine and the School of Public Health. The 5th Annual Transport Symposium held on March 11th, 2022, had the theme “Advancing the Science of Community Engaged Research: Lessons Learned from COVID-19” (see Symposium Flyer in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Transport Symposium). Dr. Eliseo Pérez-Stable, Director of the National Institute on Minority Health and Health Disparities (NIMHD), delivered the keynote address (see Symposium Recording in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Transport Symposium). SPH Primary Instructional faculty and SPH part-time faculty members served on the Transport Symposium Planning Committee. SPH Primary Instructional faculty included Drs. Marcus Lambert (SPH Department of Epidemiology & Biostatistics), Aimee Afable (SPH Associate Dean for Community Engagement), Marlene Camacho-Rivera (SPH Assistant Dean for Student Affairs), and Azure Thompson (SPH Assistant Professor in the Department of Community Health Sciences). Part-time faculty members included Drs. Moro Salifu (SPH Department of Health Policy & Management) and Carla Boutin-Foster (SPH Dept of Community Health Sciences) (see Planning Committee and Planning Cmte Minutes in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Transport Symposium). Additional panelists included Drs. Christina Padro (SPH Department of Community Health Sciences part-time faculty) and Marilyn Fraser (SPH Department of Community Health Sciences part-time faculty) (see Symposium Brochure in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Transport Symposium). The 2022 Transport Symposium had over 100 participants (see Attendee List with an asterisk indicating non-primary SPH part-time faculty in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Transport Symposium), and the 6th Annual Transport Symposium is scheduled for April 28th, 2023 (see Symposium Flyer 23 in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Transport Symposium).
- Climate Symposium: The School of Public Health organized this symposium in response to existing knowledge gaps in training healthcare workers in climate and health. Dr. Laura Geer (Chair of the Department of Environmental and Occupational Health Sciences) and Dr. Camille Clare (non-primary part-time faculty) co-chaired the symposium. The Downstate Research Symposia Grant Program funded the “Climate Inclusive Clinical Research: Interprofessional Engagement and Training Around Climate and Health Equity,” which had two themes: 1) Climate and Health Epidemiology in Compound Disaster Research, and 2) Clinical Research Response and Approaches. The symposium took place at SUNY Global Center in Manhattan, NY (see Symposium Report in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Climate Symposium). The symposium agenda depicts the interaction of SPH primary instructional faculty members (Drs. Lori Hoepner, Marlene Camacho-Rivera, and Sergios Kolokotronis) and SPH part-time faculty leading the various sessions of the symposium (see Symposium Agenda in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Climate Symposium). The symposium was a success, and several people attended the symposium (see RSVP List with an asterisk indicating non-primary part-time faculty in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Climate Symposium).

- Health Equity Symposium: Downstate hosted a variety of health equity symposia with the help of SPH full-time and part-time faculty members. For example, on November 18, 2022, the Research Ethics to Advance Health Equity Symposium was conducted with a special presentation by Dr. Roseann Peterson on “Missing Diversity in Human Genetic Studies Limits Precision Medicine” and by Dr. Marcus Lambert (SPH PIF) on “What Henrietta Lacks Teaches Us About Research Ethics”. Following the keynote address, an interprofessional panel discussed research ethics to advance health equity. The panel included Dr. Marlene Camacho-Rivera (SPH PIF) and Dr. Carla Boutin-Foster (SPH part-time faculty) (see Symposium Flyer and Symposium PPT in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Health Equity Symposium).
- Other Events: Monthly SPH Seminars are an additional opportunity for part-time and full-time faculty to interact, for example, Dr. Jane Zucker was the speaker in the Public Health Seminar Series on March 23, 2023, on “Epidemiology of Vaccine-Preventable Diseases: Impact of Vaccines on Public Health” (see the PH Seminar Series flyer in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Other Events). The “Interfaith Conversations on COVID-19,” which took place on May 5th, 2021, was another event in which full-time SPH Primary Instructional Faculty and part-time faculty collaborated. The event’s primary goal was to reduce COVID-19 vaccine hesitancy. Drs. Marlene Camacho-Rivera (SPH PIF in CHSC) and Moro Salifu (part-time SPH HPMG), Jameela Yusuff (part-time SPH HPMG), Marilyn Fraser (part-time SPH CHSC), and Carla Boutin-Foster (part-time SPH CHSC) participated in this event (see Interfaith COVID in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Other Events). Another example of full-time and part-time SPH faculty participation is the 5th Annual Dale Blackstock, MD Award Ceremony (see Faculty & Staff Awards in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Other Events). On the 2022 Annual Education Retreat for medical residents at Downstate, Dr. Anika Daniels-Osaze (SPH Associate Dean for Education, PIF) and Dr. Jameela J. Yusuff (SPH HPMG part-time faculty) were speakers, and many residents from all disciplines attended the event (see DHSU Education Retreat in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Other Events).
- Participation in Courses: SPH part-time faculty also teach a session in a course taught by full-time primary instructional faculty. For instance, in the Fall of 2022, Dr. MaccEAU Medozile (SPH part-time faculty in the Department of Health Policy & Management) co-taught HPMG 5206 with Dr. Dan Ehlike (SPH Primary Instructional Faculty in the Department of Health Policy & Management) - (see HPMG 5206 Fall 2022 in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Participation in Courses). Similarly, Dr. Tenya Blackwell (SPH part-time faculty in the EOHS Department) lectured on Community-Based Participatory Research – Part 1 in PUBH 7201 course taught by PIF Dr. Elizabeth Helzner in the Department of Epidemiology & Biostatistics (see PUBH 7201 Spring 2023 in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Participation in Courses).

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

Strengths:

The SPH maintains strong organizational and administrative processes with heavy faculty and professional staff governance involvement in decision-making. The process works effectively, and students are part of the school's governance structure.

Challenges and Opportunities:

As the school continues to grow, we will increase the number of professional staff. As part of this process, we will then have a stronger representation of professional staff in standing committees.

A2. Multi-Partner Schools

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.

SUNY has established a governance structure for student participation that extends from the school level to the highest level of SUNY System Administration. The School of Public Health Student Council is an organization at the school level. A member of the SPH Student Council represents students from the school of public health at the University Council (DHSU level), which has representation at the SUNY Student Assembly. According to Article XVII, Student Councils at various levels and the Student Assembly are the official organizations through which students participate in school, and university governances. The Councils serve as a forum for consultation and information exchange among students, the Chancellor (Assembly), the president (the University Council), and the Dean (School Student Council).

The School of Public Health Student Council is represented by two student officers (Sai Akhila Reddy Bhumanapalli, secretary, and Chimzy Ugbala, member) at the DHSU University Council Governance. Students from the School of Public Health (Alyson Clarke, MPH Student, Class of 2019, and Kirsten Weisbeck, MPH Student, Class of 2018) served on the committee that developed the University Council's Student Strategic Plan (see Student Strategic Plan in ERF > Criterion A > Criterion A3 > A3.1 Student Engagement). There are several critical school-specific recommendations in the Student Strategic Plan, and the School of Public Health has already adopted most of these recommendations.

The Student Council at the School of Public Health has its own Constitution and Bylaws (see Student Council Constitution in ERF Criterion A > Criterion A3 > A3.1 Student Engagement) and meets regularly (see Student Council Minutes in ERF > Criterion A > Criterion A3 > A3.1 Student Engagement). All matriculated SPH students are automatically members of the SPH Student Council and have the right to vote in all Student Council elections. The SPH Student Council is an organization that promotes the learning of SPH students by creating a supportive environment for them. Its mission is to strengthen the SPH student body's cohesion and to advocate for SPH students' interests to the School of Public Health's leadership. The Student Council meets regularly to discuss current student issues, provides feedback to the SPH leadership and faculty, and plans and executes Student Council-sponsored activities and charitable events. The SPH Student Council's mission includes essential community services. In the table below, the current School of Public Health Student Council's Officers (Leadership) are listed:

Student Council Leadership, Academic Year 2022-2023		
Title	Student Name	Degree Program
President	Janille Williams	DrPH
Vice-President	Asad Mannan	DrPH
Treasurer	Hector Gonzalez	MPH
Secretary	Brianna Caldwell Williams	MPH

Officers and members of the School of Public Health Student Council provide input to SPH administration and faculty on the school's educational, research, and service endeavors, as well as participate in school governance in the following ways and forums:

- Participation in the SPH Strategic Planning Process: Students from the School of Public Health played an essential role in developing our strategic plan by participating in various Strategic Planning Workgroups. The table below lists the names of students as well as the strategic planning workgroups in which they participated with our faculty and professional staff members.

Participation of SPH Faculty, Staff and Students in SPH Strategic Planning				
Branding	Leadership	Education	Research	Community
Elizabeth Helzner (Chair)	Janet Rosenbaum (Chair)	Daniel Ehlke (Chair)	Tracey Wilson (Chair)	Karen Benker (Chair)
Gwyneth Eliasson	Evelyn Alleyne	Aimee Afable	Francine Benjamin	Denise Bruno
Kirklyn Escondo	Barbara Delano	Lori Hoepner	Kitaw Demissie	Dorine Cooper
Laura Geer	Usha Govindarajulu	Yamina Kezadri*	Megan Hall	Michael Joseph
Daniel Ilyayev	Lucy Grassi	Michael Megafu*	Christine Murrell	Paul Landsbergis
Sergios Kolokotronis	Judie LaRosa	Mariecia Pook	Stephanie Myers*	Arlene Mbonu
Chanée Massiah*	Lily Lee*	Catherine Seelig	Uche Nwokoma*	Natalie Octave*
Azure Thompson	Carl Rosenberg	LaToya Trowers	Michael Szarek	Simone Reynolds

*Denotes SPH student participation

- Membership in SPH Standing Committees: SPH students are active members of the SPH leadership and governance structure and are represented at all levels of the school's governance by serving in the highest level of the school's leadership body (SPH Leadership Council) and serving on numerous SPH standing and ad hoc committees (see section A1. Organization and Administrative Processes). Student members of the School of Public Health Committees are listed in the table below.

SPH Student Membership in 2022-2023 School-Wide Committees		
Standing Committee Name	Student Representative	Degree Program
SPH Leadership Council (SPH LC)	Janille Williams	DrPH
Committee on the Doctoral Program (CDP)	Chanée Massiah	DrPH
Committee on Diversity, Equity & Inclusion (CDEI)	Janille Williams	DrPh

SPH Student Membership in 2022-2023 School-Wide Committees		
	Hector Gonzalez	MPH
Committee on Student Technology Fee Fund (CSTFF)	Janille Williams Hector Gonzalez	DrPH MPH
Committee on Outcomes, Evaluation & Assessment (COEA)	Ayanna Besson	DrPH
Committee on Curriculum Innovation & Enhancement (CCIE)	Hector Gonzalez Faven Araya	MPH DrPH
Committee on Distance Learning Instructional Quality (CDLIQ)	Brianna Caldwell-Williams	MPH
Committee on Educational Policy & Curriculum (CEPC)	Patrick Maseo Christopher Chino-Marin	DrPH MPH
Committee on Student Admissions, Academic Standards & Faculty-Student Relations	Diala Hamouche	MPH
Committee on Admissions (CA)	Rawlica Sumner	MD/MPH
Committee on Instructional Effectiveness (CIE)	Rosia Pacaud Janille Williams	MPH DrPH
Ad Hoc Committee Name	Student Representative	Degree Program
Steering Committee on 2023 CEPH Reaccreditation (SCR)	Ayanna Besson Lily Lee	DrPH MD/MPH

- Regular Meetings with the Assistant Dean of Student Affairs and the Faculty Liaison with the Student Council: The SPH Student Council holds monthly general body meetings. Dr. Camacho-Rivera, Assistant Dean for Student Affairs, and Dr. Megan Hall, Student Council Faculty Liaison (elected by the Committee on Student Admission, Academic Standards & Faculty-Student Relation) attend monthly meetings to provide updates on behalf of faculty and the administration and to listen first-hand to student concerns. Drs. Camacho-Rivera and Hall also collect input and feedback from the Student Council on curriculum offerings, advisement, instructional effectiveness, and programmatic support for career development through biweekly meetings with the Student Council Executive Board. Dr. Camacho-Rivera brings these concerns to the Leadership Council of the School of Public Health. Dr. Camacho-Rivera serves on the Leadership Council of the School of Public Health.
- Monthly Meetings with the Dean of the School of Public Health: The Dean of the School of Public Health meets with Student Council Officers to discuss student concerns (see Student Council & Dean in ERF Criterion A > Criterion A3 > A3.1 Student Engagement). For example, at a recent meeting, the Student Council expressed concerns about the lack of a lactation room for public health students, a dedicated study space for public health students, and faculty and student engagement activities. The Dean has addressed these concerns, and there is now a lactation room in the new School of Public Health Academic Building (PHAB), as well as a dedicated large space with study pods for the school of public health students on the 4th and 5th floors of the PHAB building. During meetings, the Student Council has also mentioned the lack of faculty-student engagement activities, which is due in part to the COVID-19 pandemic. The Dean's Office, in consultation with the Student Council, is working to enhance student engagement by providing

student incentives for participation in Student Council-sponsored activities, as well as facilitating a hybrid virtual-in-person format to maximize faculty and student participation at events.

- Town Hall Meetings: Town Hall forums hosted by the Dean of the School of Public Health in conjunction with the Student Council provide another platform for students and school leadership to consult and exchange information.
- Self-Study Process: The above table lists the student members who are serving on the Steering Committee on the 2023 CEPH Reaccreditation (SCR). These students had been attending monthly meetings for the last two years and were active participants in the reaccreditation process (see Minutes & Attendees in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > Ad-Hoc Committees > CEPH Steering Committee).
- Instructor Recognition for Teaching Excellence: The SPH Student Council, in consultation with the school's leadership, has established the "Excellence in Teaching Award," and instructors are chosen by majority student vote. The goal of this award is to recognize outstanding instructors and encourage other instructors to do the same. Dr. Daniel Ehlike, an Associate Professor in the Department of Health Policy and Management, received the Student Government Excellence in Teaching Award in 2021.
- Additional Student Engagement: Students are also engaged through additional mechanisms, such as course evaluations for courses taught each semester. Student experience surveys for current students, student exit surveys for graduating students, and current student focus groups provide additional information. These surveys provide an opportunity to receive valuable feedback, allowing us to make the necessary changes to improve our curriculum and student services.

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

Strengths:

This criterion has several strengths, including the formal inclusion of students in shared governance across educational policies, research, and services. The numerous ways the school has designed platforms for student engagement with the school's governance are a further strength. An additional strength is that students participated in the school's strategic planning process and are represented at all levels of the school's governance by serving in the highest level of leadership body (SPH Leadership Council) and on all standing committees (such as in Diversity, Equity, and inclusion, Admissions, and Curriculum) as well as ad hoc committees (Reaccreditation).

Challenges and Opportunities:

As noted in the monthly meetings section, Student Council has expressed the lack of general student participation in Student Council meetings and faculty-student activities due to the program drawing working professionals and most students holding full-time jobs, as well as the COVID-19 pandemic. SPH Leadership, in conjunction with Student Council, has collaborated to plan events with in-person and virtual participation, and SPH has provided swag incentives for students to participate. We plan to continue collaborating with the SPH Student Council to guide them as they design better participatory mechanisms via remote means and a very brief, frequent mobile phone survey.

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 Downstate President serves as the Chief Executive Officer for the Institution (Downstate Health Science University, DHSU). The Downstate President reports to the SUNY Chancellor, who serves as Chief Executive Officer for the SUNY system of 64 colleges and universities and is appointed by the SUNY Board of Trustees. The Dean of the School of Public Health reports directly to the President of Downstate Health Science University (see the President's Office Org Chart in the "Introduction" section and in ERF > Introduction).

- 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 SPH Dean reports directly to the President of DHSU, mirroring a reporting structure identical to that of DHSU's other schools and colleges, including the College of Medicine and Nursing, School of Health Professions, and School of Graduate Studies (see the President's Office Org Chart in the "Introduction" section and in ERF > Introduction). There are four (4) formal committees chaired by the Downstate President, in which all Deans participate, including an Executive Management Council (EMC) consisting of leadership from all operating units at the institution that meets monthly and a weekly meeting on academic affairs held jointly with the Vice President for Academic & Student Affairs and the Senior Vice President for Academic Affairs and Chief Academic Officer (the Dean's Council), the Senior Management Council (SMC) that meets twice a year, and Council of the President with the Deans.

Each of DHSU's five Schools and Colleges operates independently and maintains autonomy for their academic unit under this shared and supportive administrative infrastructure. The DHSU President delegates authority to each of the campus's Colleges and Schools, including the School of Public Health, autonomy in proposing and developing academic-unit specific strategic plans, new programs, and curricula, in interviewing and hiring faculty and staff, developing lines of research inquiry, and in the selection and admission of students, subject to SUNY and DHSU policies. The SPH follows SUNY-wide and DHSU-specific annual budget processes and has autonomy over expenditure decisions once the President approves the requested budget.

Some of the shared and supportive administrative offices and services under DHSU include Classroom Services, Scientific Computing Resources, a Cell Biology Imaging System, the Office of Planning, Sponsored Programs, Core Facilities, Facilities Management and Development, Human Resources, Medical Research Library Services, Office of Compliance and Audit Services, Finance Division, Division of Information Services, Employee Assistance Program, The Office for Institutional Equity, University Police, Student, and Employee's Health Center, the Office of Communication and Marketing, Institutional Research, Center for Healthcare Simulation and the Office of General Counsel.

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

Strengths:

The SPH has autonomy in establishing its mission, vision, values, and goals, aligning with the broader goals of SUNY and SUNY DHSU. Additionally, the SPH has the autonomy to make long-term strategic planning decisions as well as the authority to oversee day-to-day operations, including but not limited to curricula, departmental leadership structures, faculty lines, staffing, and financial expenditures. The SPH is provided institution-wide organizational infrastructure to ensure compliance with the broader policies of the Board of Trustees and support institution-wide functions. The SPH is afforded the same autonomy and support as all other schools and colleges within Downstate regarding education, research, and fiscal decisions.

Challenges and Opportunities:

None noted.

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 described in the Introduction section of the self-study in Table Intro-1, the SPH offers MPH degree concentrations in six areas (Biostatistics, Community Health Sciences, Environmental and Occupational Health Sciences, Epidemiology, Health Policy and Management, and Healthcare Administration) and the DrPH degree concentration in three areas (Community Health Sciences, Environmental and Occupational Health Sciences, and Epidemiology).

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

Please see SPH Bulletin in ERF > Criterion A > Criterion A5 > A5.2 Official Bulletin

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.

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

Vision

To lead the way to urban health equity in New York and beyond.

Mission

To improve the health status of urban and immigrant populations by educating the next generation of diverse public health leaders, conducting innovative research that promotes health equity, and enhancing public health practice that transforms policy implementation and interventions to create healthy communities.

Values

<i>Health Equity</i>	To minimize the health impacts of racial, ethnic, gender, and sexual orientation and other forms of stigma and discrimination, we actively promote health equity in all aspects of educational instruction, research, and service activities.
<i>Social Justice</i>	Everyone deserves equal rights and opportunities, including the right to good health. We work to reduce health and income inequalities that are avoidable, unnecessary, and unjust.
<i>Optimism</i>	We believe that public health practices yield measurable and sustainable benefits to society and improve population health in the future.
<i>Compassion</i>	We seek to empathize with a wide array of diverse communities, recognizing the common humanity that binds us all together and the mutual struggle to achieve and maintain well-being.
<i>Service</i>	Service to our community allows us to understand the needs of our community more deeply and voice them with the community. We live in diverse neighborhoods with socioeconomic disadvantages and strong assets, and it is an honor and a privilege to learn and work with them. Serving our community is our number one priority and is integral to what we do every day.
<i>Collaboration</i>	We cultivate interdisciplinary approaches to public health challenges both within the University and through a partnership with community-based organizations, businesses, healthcare organizations, and health departments. We will build our collaboration on the principles of reciprocal relationships, co-learning, partnership and transparency, honesty, and trust.

Priority Strategic Goals

SUNY Downstate School of Public Health has the following strategic priority goals. The broad strategic priority goals are listed in this section for brevity and clarity. Each strategic priority goal has a subset of additional goals and objectives. See each priority strategic goal, additional goals and objectives, as well as the SPH Strategic Plan 2030 in ERF > Criterion B > Criterion B1 > B1.2 Strategic Plan.

1. Advance the Education of Motivated Future Public Health Leaders

Attract, motivate, engage, and monitor the success of our diverse students to become transformative public health leaders.

2. Create and Deliver Leading Educational Programs.

Provide the highest quality of rigorous, affordable, innovative public health education that sets national standards.

3. Advance Practice-Changing Research

Advance innovative research that promotes health equity and scholarship that impacts public policy and transforms public health practice.

4. Ensure Impactful Community Engagement

Develop and nurture strong community partnerships based on principles of reciprocity, co-learning, transparency, honesty, and trust to support healthy communities.

5. Maintain a Culture of Excellence, Equity, and Commitment to Diversity and Inclusiveness

Instill leadership with public accountability that supports a culture of excellence and commitment to diversity, equity, and inclusion in all aspects of the school's mission.

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

Please see SPH Strategic Plan 2030 in ERF > Criterion B > Criterion B1 > B1.2 Strategic Plan.

In 2019, Dr. Kitaw Demissie was appointed Dean of the SUNY Downstate School of Public Health. Under his leadership, each department faculty performed a SWOT analysis in preparation for a strategic planning process. In 2019, all faculty and professional staff members, students, and alumni formed five (5) Strategic Planning Workgroups and performed preparatory work before a school-wide retreat in May 2019. The Strategic Planning Workgroups are Leadership, Education, Research, Community, and Branding. The DSU Office of Planning organized and facilitated the retreat with the assistance of the Assistant Vice President of the DHSU Office of Planning, and the Director of Strategy and Community Campus Initiatives. During this retreat, we articulated our mission, vision, and values. Because of the COVID-19 Pandemic, the production of the SPH Strategic Plan document was delayed. The SUNY DHSU School of Public Health Impact 2030 Strategic Plan can be found in the Resource File (see Criterion B1.2. Strategic Plan). In our strategic plan document, each strategic priority goal has a subset of additional goals and objectives. See the Additional Strategic Goals and the SPH Strategic Plan 2030

in ERF > Criterion B > Criterion B1 > B1.2 Strategic Plan. SPH Impact 2030 Strategic Plan was presented and discussed with the SPH Community Advisory Board, SPH Alumni Advisory Board, and CEPH Reaccreditation Steering Committee. The Strategic Plan was modified based on feedback obtained from the members of these advisory groups before it was finalized. The Downstate IMPACT 2030 Strategic Plan is also included in the ERF (see IMPACT 2030 Strategic Plan in ERF > Criterion B > Criterion B1 > B1.2 Strategic Plan).

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

Strengths:

The full engagement of stakeholders, including faculty, students, alumni, and professional staff members, in developing a shared vision, mission, and values is instrumental to implementing the plan (major strength). Input from the SPH Community Advisory Board and Alumni Advisory Board is an additional strength.

Challenges and Opportunities:

The outbreak of the COVID-19 pandemic disrupted and delayed the completion and implementation of the strategic plan. Creating processes to support the implementation plan and aligning the strategic plan with the school's evaluation plan is an opportunity to monitor the school's progress in implementing the plan.

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)

DHSU maintains a central Office of Evaluation, Outcomes, and Assessment and Accreditation Services. The center-wide office conducted a SWOT analysis of assessment practices throughout campus and established the Outcomes Assessment Coordinating Council, including members from the public health school (Dr. Anika Daniels-Osaze, Associate Dean for Education). The DHSU Office of Evaluation, Outcomes, and Assessment Director reviewed our evaluation plan and provided feedback. A committee (Committee on Outcomes Evaluation & Assessment) has been established in the school of public health to monitor the entire evaluation and quality improvement strategy. The Chair of that committee and SPH leadership worked on the evaluation plan described below.

The evaluation measures provided in Template B2-1 were developed based on the school's vision, mission, and goals, in addition to the measures required by CEPH. The school's strategic priority goals are stated below. Each of these strategic priority goals has a subset of additional goals and objectives (see Additional Strategic Goals and SPH Strategic Plan 2030 in ERF > Criterion B > Criterion B1 > B1.2 Strategic Plan).

The school's five main strategic priority goals are:

- 1) Advance the Education of Motivated Future Public Health Leaders:

Attract, motivate, engage, and monitor the success of our diverse students to become transformative public health leaders.

2) Create and Deliver Leading Educational Programs:

Provide the highest quality of rigorous, affordable, and innovative public health education that sets national standards.

3) Advance Practice-Changing Research:

Advance innovative research and scholarship that impacts public policy and transforms public health practice.

4) Ensure Impactful Community Engagement:

Spur Impactful Community partnerships on principles of reciprocal relationship, co-learning, transparency, honesty, and trust to create healthy communities.

5) Maintain a Culture of Excellence, Equity, and Commitment to Diversity and Inclusiveness:

Instill leadership with public accountability that supports a culture of excellence in all aspects of the school's mission.

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
Student enrollment	<i>Intro-2</i>	<p><u>Data Source:</u> A banner record of student data in the Office of the Registrar.</p> <p><u>Method of Analysis:</u> Records of student applications, admissions decisions, acceptances, and enrollments</p> <p><u>Responsible for Data Summary:</u> The Office of the Assistant Dean for Student Affairs.</p> <p><u>Review Coordinator:</u> The Office of the Senior Executive Director for Administration and Finance.</p> <p><u>Review Frequency:</u> Bi-annually</p>	Committee on Admissions (CA)	X				
<i>Unit-defined measure 1: Percentage of online students who have had their learning needs & readiness for online learning assessed</i>	<i>B2-1</i>	<p><u>Data Source:</u> The SUNY Online Student Success Inventory (SOSSI) Survey.</p> <p><u>Method of Analysis:</u> Frequency distributions.</p> <p><u>Responsible for Data Summary:</u> The Office of the Director for Pedagogical Advancement & Evaluation.</p> <p><u>Review Coordinator:</u> The Office of the Senior Executive</p>	Committee on Distance Learning Instructional Quality (CDLIQ)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		Director for Administration and Finance Review Frequency: Bi-annually						
Unit-defined measure 2: The number of students who were awarded scholarships in an academic year	B2-1	<u>Data Source:</u> Records of Student Scholarship awards in the Office of Education & Student Affairs. <u>Method of Analysis:</u> Frequency tabulations. <u>Responsible for Data Summary:</u> The Office of the Associate Dean for Education. <u>Review Coordinator:</u> The Office of the Senior Executive Director for Administration and Finance. <u>Review Frequency:</u> Annually.	Committee on Admissions (CA)	X				
Unit-defined measure 3: Amount of funds appropriated for assisting students with their technology needs	B2-1	<u>Data Source:</u> SUNY DSU Business Intelligence (BI) dashboard. <u>Method of Analysis:</u> Frequency tabulations by account number. <u>Responsible for Data Summary:</u> The Office of the Budget Director.	Committee on Student Technology Fee Fund (CSTFF)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<u>Review Coordinator:</u> The Office of the Senior Executive Director for Administration and Finance. <u>Review Frequency:</u> Annually.						
<i>Unit-defined measure 4: The number of community-based organizations that are recognized for their support in training students</i>	B2-1	<u>Data Source:</u> Roster of SPH annual award recipients available in the Office of the Senior Executive Director for Administration & Finance. <u>Method of Analysis:</u> Count by type of organization. <u>Responsible for Data Summary:</u> The Office of the Associate Dean for Community Engagement. <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance. <u>Review Frequency:</u> Annually.	SPH Leadership Council (SPHLC)				X	
<i>Unit-defined measure 5: The percentage of funded research that includes student engagement</i>	B2-1	<u>Data Source:</u> Research Inventory spreadsheet available in the Office of the Grants Manager. <u>Method of Analysis:</u> Frequency distribution by key personnel	Committee on Research, Resources & Budget (CRRB)			X		

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<u>Responsible for Data Summary:</u> The Office of Grant's Manager <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Unit-defined measure 6: The percentage of Assistant Professors who have a faculty mentorship committee	B2-1	<u>Data Source:</u> An excel spreadsheet in the Office of the Vice Dean for Faculty Affairs & Research <u>Method of Analysis:</u> Count the number of faculty with mentoring committee. <u>Responsible for Data Summary:</u> The Office of the Vice Dean for Faculty Affairs & Research <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	SPH Leadership Council (SPHLC)					X
Unit-defined measure 7: The number of faculty	B2-1	<u>Data Source:</u> Research Inventory spreadsheet available in Grant's Manager Office	Committee on Research, Resources & Budget (CRRB)			X		

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
<i>members who were awarded seed grant(s) to support pilot projects</i>		<u>Method of Analysis:</u> Frequency distributions by type of funded grant <u>Responsible for Data Summary:</u> The Office of Grant's Manager <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
<i>Unit-defined measure 8: The percentage of students, faculty & staff who positively perceive the Downstate SPH's commitment to diversity, equity & inclusion</i>	B2-1	<u>Data Source:</u> Student, staff & Faculty Climate Surveys <u>Method of Analysis:</u> Qualitative & quantitative analysis of surveys <u>Responsible for Data Summary:</u> The Office of the Director for Curricular Innovation & Instructional Effectiveness. <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration & Finance <u>Review Frequency:</u> Annually	Committee on Diversity, Equity & Inclusion (CDEI)					X
At least three specific examples of improvements	B2-2							

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
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								
Graduation rates	B3-1	<p><u>Data Source:</u> A banner record of student data available in the Office of the Registrar & the Office of the Director for Institutional Research at SUNY DSU.</p> <p><u>Method of Analysis:</u> Frequency tabulation</p> <p><u>Responsible for Data Summary:</u> Office of the Assistant Dean for Student Affairs</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually in the Spring semester</p>	Committee on Student Evaluation, Promotion, and Honors (CSEPH)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
Doctoral student progression (e.g., # newly admitted, # completed coursework)	B3-2	<p><u>Data Source:</u> The Committee on the Doctoral Program maintains data on newly admitted students, those who completed coursework, advanced to candidacy and those who graduated.</p> <p><u>Method of Analysis:</u> Frequency distribution</p> <p><u>Responsible for Data Summary:</u> The Chair of the Committee on the Doctoral Program</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>	Committee on the Doctoral Program (CDP)	X				
Post-graduation outcomes (e.g., employment, enrolment in further education)	B4-1	<p><u>Data Source:</u> Inquiry before commencement, calling alumni, update from social media such as LinkedIn & Facebook & Alumni Survey conducted by the Office of the Associate Administrator.</p> <p><u>Method of Analysis:</u> Counting & frequency tabulation, annually in the Fall semester</p>	SPH Leadership Council (SPHLC)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<p>by Office of the Associate Dean for Education</p> <p><u>Responsible for Data Summary:</u> The Office of the Associate Administrator.</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually in the Fall Semester</p>						
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations	B5	<p><u>Data Source:</u> Alumni Survey, Alumni Focus Group, and Alumni Advisory Board Meeting Minutes.</p> <p><u>Method of Analysis:</u> Frequency tabulation and qualitative analysis.</p> <p><u>Responsible for Data Summary:</u> The Office of the Coordinator for Alumni Affairs</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Biennially.</p>	<p>Committee on Student Admissions, Academic Standards & Faculty-Student Relations (CSAASFSR)</p> <p>Council on Instructional Quality Improvement (CIQI)</p>	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
Budget table	C1-1	<p><u>Data Source:</u> SUNY Downstate Business Intelligence (BI) Dashboard</p> <p><u>Method of Analysis:</u> simple tabulations and descriptive statistics by account type</p> <p><u>Responsible for Data Summary:</u> The SPH Office Budget Director</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>	<p>Committee on Research, Resources & Budget (CRRB)</p> <p>SPH Core Leadership Council (SPHLC)</p>					X
Student perceptions of faculty availability	C2	<p><u>Data Source:</u> The SPH Office of the Director for Curricular Innovation & Instructional Effectiveness conducts “The Student Exit Survey” and “The Student Experience Survey.” To supplement the above surveys, the Office of the Director for Curricular Innovation & Instructional Effectiveness additionally conducts focus groups and in-depth interviews among students enrolled in the program.</p>	<p>Council on Instructional Quality Improvement (CIQI)</p> <p>SPH Leadership Council (SPHLC)</p>	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<p><u>Method of Analysis:</u> Quantitative analysis including descriptive statistics and qualitative analysis using qualitative methodology.</p> <p><u>Responsible for Data Summary:</u> The Office of the Director for Curricular Innovation & Instructional Effectiveness</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually.</p>						
Student perceptions of class size & relationship to learning	C2	<p><u>Data Source:</u> The SPH Office of the Director for Curricular Innovation & Instructional Effectiveness conducts “The Student Exit Survey” and “The Student Experience Survey”. To supplement the above surveys, the Office of the Director for Curricular Innovation & Instructional Effectiveness additionally conducts focus groups and in-depth interviews among</p>	<p>Council on Instructional Quality Improvement (CIQI)</p> <p>SPH Leadership Council (SPHLC)</p>	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<p>students enrolled in the program.</p> <p><u>Method of Analysis:</u> Quantitative analysis including descriptive statistics and qualitative analysis using qualitative methodology</p> <p><u>Responsible for Data Summary:</u> The Office of the Director for Curricular Innovation & Instructional Effectiveness.</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>						
List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	C2-1, E1-1, E1-2	<p><u>Data Source:</u> The Department of Human Resources & the Office of the Vice-Dean for Academic Affairs & Research maintains this data.</p> <p><u>Method of Analysis:</u> simple descriptive data analysis with frequency distribution</p> <p><u>Responsible for Data Summary:</u> The Office of the</p>	SPH Leadership Council (SPHLC)					X

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		Vice-Dean for Faculty Affairs & Research <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Ratios for student academic advising (all degree levels)	C2-2	<u>Data Source:</u> Each department pairs students with an advisor and the department chairs and the Office of the Assistant Dean for Student Affairs maintains this data. <u>Method of Analysis:</u> Calculations of ratios and maximum and minimums by degree level and by department (concentration) <u>Responsible for Data Summary:</u> The Office of the Assistant Dean for Student Affairs <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	Committee on Student Admissions, Academic Standards & Faculty-Student Relations (CSAASFSR) SPH Leadership Council (SPHLC)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
Ratios for supervision of MPH ILE	C2-2	<p><u>Data Source:</u> The Office of the Community Engagement Coordinator & the Associate Dean for Community Engagement maintain the required data.</p> <p><u>Method of Analysis:</u> Calculations of ratios and maximum and minimums by degree level and by department (concentration).</p> <p><u>Responsible for Data Summary:</u> The Office of Community Engagement Coordinator under the Office of the Associate Dean for Community Engagement.</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>	Committee on Student Admissions, Academic Standards & Faculty-Student Relations (CSAASFSR)	X				
Ratios for DrPH ILE advising	C2-2	<p><u>Data Source:</u> DrPH Doctoral Committee Nomination Data.</p> <p><u>Method of Analysis:</u> Chair of the Committee on the Doctoral Program maintains database extracted from the Committee Nomination Form</p>	Committee on the Doctoral Program (CDP)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<p>and calculates ratios for faculty committee chair and committee.</p> <p><u>Responsible for Data Summary:</u> Chair of the Committee on the Doctoral Program.</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually.</p>						
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	<p><u>Data Source:</u> The SPH Office of the Director for Pedagogical Advancement & Evaluation, under the Associate Dean for Education maintains this data.</p> <p><u>Method of Analysis:</u> Counting and frequency distributions</p> <p><u>Responsible for Data Summary:</u> The Office of the Director for Pedagogical Advancement & Evaluation,</p>	Council on Instructional Quality Improvement (CIQI)					X

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		under the Associate Dean for Education <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Faculty currency & instructional technique measure 1: Percentage of courses whose syllabi/curricula underwent peer/internal reviews	E3	<u>Data Source:</u> Department Chairs maintain the currency data for each department. <u>Method of Analysis:</u> Count by department <u>Responsible for Data Summary:</u> The Office of the Associate Dean for Education <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	Council on Instructional Quality Improvement (CIQI)		X			
Faculty currency & instructional technique measure 2: Percentage of faculty who received	E3	<u>Data Source:</u> The Office of the Director of Pedagogical Advancement and Evaluation maintains this data. <u>Method of Analysis:</u> Count and calculation of percentage	Council on Instructional Quality Improvement (CIQI)					X

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
<i>professional development & training in instructional pedagogy</i>		<u>Responsible for Data Summary:</u> The Office of the Director of Pedagogical Advancement and Evaluation, under the Associate Dean for Education <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
<i>Faculty currency & instructional technique measure 3: Percentage of student assistants trained in pedagogical techniques</i>	E3	<u>Data Source:</u> The Office of the Director for Pedagogical Advancement and Evaluation provide training and evaluation for teaching assistants and documents data on the trainees <u>Method of Analysis:</u> Simple Descriptive Analysis, annually in the Summer by Council on Instructional Quality Improvement <u>Responsible for Data Summary:</u> The Office of the Director of Pedagogical Advancement and Evaluation, under the Associate Dean for Education	Council on Instructional Quality Improvement (CIQI)		X			

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	E4	<u>Data Source:</u> The Office of the Vice-Dean for Faculty Affairs and Research maintains this data. <u>Method of Analysis:</u> Descriptive statistics <u>Responsible for Data Summary:</u> The Office of the Vice-Dean for Faculty Affairs and Research. <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	Committee on Research, Resources & Budget (CRRB) SPH Leadership Council (SPHLC)			X		
Faculty scholarship measure 1: Percentage of primary instructional faculty participating in	E4-1	<u>Data Source:</u> Annual Faculty Evaluation Forms <u>Method of Analysis:</u> Count by office of Vice Dean of Faculty Affairs and Research <u>Responsible for Data Summary:</u> The Office of the	Committee on Research, Resources & Budget (CRRB) SPH Leadership Council (SPHLC)			X		

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
research activities		Vice Dean for Faculty Affairs and Research <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Faculty scholarship measure 2: Number of citation references for primary instructional faculty	E4-1	<u>Data Source:</u> Online databases <u>Method of Analysis:</u> Online check of references <u>Responsible for Data Summary:</u> The Office of Vice Dean for Faculty Affairs and Research <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	Committee on Research, Resources & Budget (CRRB) SPH Leadership Council (SPHLC)			X		
Faculty scholarship measure 3: Number of grant submissions among primary	E4-1	<u>Data Source:</u> The SPH Office of Grant's Manager, under the Office of the Vice-Dean for Faculty Affairs & Research and DHSU Research Foundation maintains this information.	Committee on Research, Resources & Budget (CRRB)			X		

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
<i>instructional faculty</i>		<p><u>Method of Analysis:</u> Count descriptive analysis.</p> <p><u>Responsible for Data Summary:</u> The Office of the Grant Manager, under the Office of the Vice-Dean for Faculty Affairs & Research</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>	SPH Leadership Council (SPHLC)					
<i>Faculty scholarship measure 4: Number of primary instructional faculty who are currently a principal investigator on an extramurally funded grant</i>	E4-1	<p><u>Data Source:</u> The SPH Office of Grant's Manager, under the Office of the Vice-Dean for Faculty Affairs & Research and DHSU Research Foundation maintains this information.</p> <p><u>Method of Analysis:</u> Count descriptive analysis.</p> <p><u>Responsible for Data Summary:</u> The Office of the Grant Manager, under the Office of the Vice-Dean for Faculty Affairs & Research</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director</p>	<p>Committee on Research, Resources & Budget (CRRB)</p> <p>SPH Leadership Council (SPHLC)</p>			X		

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		for Administration and Finance <u>Review Frequency:</u> Annually						
Faculty scholarship measure 5: Total dollars awarded to the SPH annually in external research award	E4-1	<u>Data Source:</u> SPH Grants Manager and SUNY Research Foundation maintain Notices of Award. Defined as direct costs awarded to a grant on which an SPH primary instructional faculty member serves in PI role, including as MPI with contact PI at other institutions or DHSU schools. <u>Method of Analysis:</u> Sum of total dollars awarded annually in extramural research. <u>Responsible for Data Summary:</u> Vice Dean for Faculty Affairs & Research <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	Committee on Research, Resources & Budget (CRRB) SPH Leadership Council (SPHLC)			X		
Faculty extramural service activities	E5	<u>Data Source:</u> The Office of the Vice Dean for Faculty Affairs & Research and the	SPH Community Advisory Board (CAB)				X	

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
with connections to instruction (maintain ongoing list of exemplars)		<p>Associate Dean for Community Engagement collects this information.</p> <p><u>Method of Analysis:</u> Frequency tabulations</p> <p><u>Responsible for Data Summary:</u> The Office of the Vice Dean for Faculty Affairs & Research and the Associate Dean for Community Engagement</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>	SPH Leadership Council (SPHLC)					
Faculty service measure 1: Percentage of primary instructional faculty participating in extramural service activities	E5	<p><u>Data Source:</u> The Office of the Associate Dean for Community Engagement maintains such data.</p> <p><u>Method of Analysis:</u> Count</p> <p><u>Responsible for Data Summary:</u> The Office of the Associate Dean for Community Engagement</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director</p>	<p>SPH Community Advisory Board (CAB)</p> <p>SPH Leadership Council (SPHLC)</p>				X	

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		for Administration and Finance <u>Review Frequency:</u> Annually						
Faculty service measure 2: Number of faculty-student service collaborations	E5	<u>Data Source:</u> The Office of Community Engagement Coordinator, under the Office of the Associate Dean for Community Engagement collects this data. <u>Method of Analysis:</u> count <u>Responsible for Data Summary:</u> The Office of the Associate Dean for Community Engagement <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	SPH Leadership Council (SPHLC)				X	
Faculty service measure 3: Number of community-based service projects	E5	<u>Data Source:</u> The Office of Community Engagement Coordinator, under the Office of the Associate Dean for Community Engagement collects this data <u>Method of Analysis:</u> count	SPH Community Advisory Board (CAB) SPH Leadership Council (SPHLC)				X	

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<u>Responsible for Data Summary:</u> The Office of the Associate Dean for Community Engagement <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	<u>Data Source:</u> Employer quantitative survey and focus groups. <u>Method of Analysis:</u> Descriptive statistics and qualitative methods <u>Responsible for Data Summary:</u> The Office of the Director for Curricular Innovation & Instructional Effectiveness, under the Office of the Associate Dean for Education <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	Council on Instructional Quality Improvement (CIQI)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1	<u>Data Source:</u> Meeting minutes and survey of SPH Community Advisory Board and Community Based Organizations <u>Method of Analysis:</u> Descriptive analysis <u>Responsible for Data Summary:</u> The Office of the Associate Dean for Community Engagement <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	SPH Leadership Council (SPHLC)				X	
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1	<u>Data Source:</u> meeting minutes and survey of SPH Community Advisory Board and Community Based Organizations <u>Method of Analysis:</u> Descriptive analysis <u>Responsible for Data Summary:</u> The Office of the Associate Dean for Community Engagement	SPH Leadership Council (SPHLC)				X	

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2	<u>Data Source:</u> The Committee on Evidence Inventory (CEI) maintains this data element. <u>Method of Analysis</u> counts, qualitative and display <u>Responsible for Data Summary:</u> The Office of Community Engagement Coordinator, under the Office of the Associate Dean for Community Engagement <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	SPH Leadership Council (SPHLC)				X	
Current educational and professional development needs of self-defined communities of	F3	<u>Data Source:</u> Needs assessment surveys of public health professionals in community-based organizations.	SPH Community Advisory Board (CAB) SPH Leadership Council (SPHLC)				X	

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
public health workers (individuals not currently enrolled in unit's degree programs)		<u>Method of Analysis:</u> descriptive statistics <u>Responsible for Data Summary:</u> The Office of the Community Engagement Coordinator, under the Office of the Associate Dean for Community Engagement <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list)	F3-1	<u>Data Source:</u> Needs assessment surveys of public health professionals in community-based organizations. <u>Method of Analysis:</u> descriptive statistics <u>Responsible for Data Summary:</u> The Office of the Community Engagement Coordinator, under the Office of the Associate Dean for Community Engagement <u>Review Coordinator:</u> Office of the Senior Executive Director	SPH Community Advisory Board (CAB) SPH Leadership Council (SPHLC)				X	

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		for Administration and Finance <u>Review Frequency:</u> Annually						
Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable)	G1	<u>Data Source:</u> DHSU Human Resource and the School of Public Health (SPH) student admission data <u>Method of Analysis:</u> Descriptive analysis <u>Responsible for Data Summary:</u> The Office of the Assistant Dean for Student Affairs and the Senior Executive Director for Administration & Finance <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	Committee on Diversity, Equity & Inclusion (CDEI)					X
Percentage of students, faculty and staff who are members of a historically underrepresented group	G1	<u>Data Source:</u> Banner student data, data from the SPH Office of Student Affairs and DHSU Human Resources data <u>Method of Analysis:</u> Frequency tabulation of	Committee on Diversity, Equity & Inclusion (CDEI)					X

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		banner data supplied from the registrar & human resources. <u>Responsible for Data Summary:</u> The Office of the Assistant Dean for Student Affairs and the Office of the Senior Executive Director for Administration & Finance <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration & Finance <u>Review Frequency:</u> Annually						
Percentage of students who are members of a historically underrepresented group and/or are financially disadvantaged	G1	<u>Data Source:</u> data from the Office of the Associate Dean for Education & the Assistant Dean for Student Affairs <u>Method of Analysis:</u> Frequency tabulation by race/ethnicity and by socioeconomic status <u>Responsible for Data Summary:</u> The Office of the Associate Dean for Education & Assistant Dean for Student Affairs <u>Review Coordinator:</u> Office of the Senior Executive Director	Committee on Diversity, Equity & Inclusion (CDEI)					X

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		for Administration and Finance <u>Review Frequency:</u> Annually						
Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1	<u>Data Source:</u> Annual Climate Survey <u>Method of Analysis:</u> Descriptive statistics <u>Responsible for Data Summary:</u> The Office of the Director for Curricular Innovation & Instructional Effectiveness. <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration & Finance <u>Review Frequency:</u> Annually	Committee on Diversity, Equity & Inclusion (CDEI)					X
Student satisfaction with academic advising	H1	<u>Data Source:</u> The Student Experience Survey, The Student Exit Survey, and Student Focus Groups <u>Method of Analysis:</u> Descriptive quantitative analysis and qualitative methodology <u>Responsible for Data Summary:</u> The Office of the	Council on Instructional Quality Improvement (CIQI)	X				

B2-1 Evaluation Measures

Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		<p>Director for Curricular Innovation & Instructional Effectiveness.</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>						
Student satisfaction with career advising	H2	<p><u>Data Source:</u> Student Exit Survey, Student Exit Focus Group, Student Experience Survey, and Student Experience Depth Interview</p> <p><u>Method of Analysis:</u> Frequency tabulation and qualitative analysis techniques, annually at the end of the Spring Semester</p> <p><u>Responsible for Data Summary:</u> The Office of the Director for Curricular Innovation & Instructional Effectiveness.</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>	SPH Leadership Council (SPHLC)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
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	<p><u>Data Source:</u> Office of SPH Career Advising collects data on the office activities and from SPH Student Council promotional materials and event recordings.</p> <p><u>Method of Analysis:</u> Count of events offered annually by Office of Student Affairs</p> <p><u>Responsible for Data Summary:</u> The Office of the Director for Career Advisement</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>	SPH Leadership Council (SPHLC)	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
Number of student complaints filed (and info on disposition or progress)	H3	<p><u>Data Source:</u> Office of the Assistant Dean for Student Affairs collects data on student complaints and their disposition.</p> <p><u>Method of Analysis:</u> Count and Dossier Analysis, annually.</p> <p><u>Responsible for Data Summary:</u> The Office of the Assistant Dean for Student Affairs</p> <p><u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance</p> <p><u>Review Frequency:</u> Annually</p>	SPH Leadership Council (SPHLC)	X				
Recruitment & admissions measure 1: Percentage of students recruited from the pipeline programs to increase diversity	H4	<p><u>Data Source:</u> Downstate Office of Admission and SPH Office of Student Affairs collects students' undergraduate institution and if students are applying from pipeline programs</p> <p><u>Method of Analysis:</u> Frequency tabulation by Office of Student Affairs</p> <p><u>Responsible for Data Summary:</u> The Office of the</p>	<p>Committee on Admissions (CA)</p> <p>Committee on Diversity, Equity & Inclusion (CDEI)</p>	X				

B2-1 Evaluation Measures								
Measures	Criteria	Data Source & Method of Analysis	Who has Review & Decision-making Responsibility?	Does it Measure the Strategic Priority				
				Goal 1? [Public Health Leaders]	Goal 2? [Educational Programs]	Goal 3? [Research]	Goal 4? [Community Engagement]	Goal 5? [Culture]
		Assistant Dean for Student Affairs <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually						
Recruitment & admissions measure 2: Percentage of MPH students with an undergraduate GPA of 3.5 and above	H4	<u>Data Source:</u> Downstate Office of Admission and SPH Office of Student Affairs collects students' undergraduate GPA for student who applied to SPH for admission. <u>Method of Analysis:</u> Frequency tabulation. <u>Responsible for Data Summary:</u> The Office of the Assistant Dean for Student Affairs <u>Review Coordinator:</u> Office of the Senior Executive Director for Administration and Finance <u>Review Frequency:</u> Annually	Committee on Admissions (CA) Committee on Student Admissions, Academic Standards & Faculty-Student Relations (CSAASFSR)	X				

- 2) Provide evidence of the 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.

Data Summary and Meeting Minutes are presented under committee folders in Criterion B2.2. Evaluation Plan.

- 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.

B2-2 Improvement Initiatives Based on the Evaluation Plan			
	Measure that informed the change	Data that indicated improvement was needed	Improvement undertaken
Example 1	Total dollars awarded annually in extramural research	The total dollars awarded to SPH was about 2.6 million dollars and there was a plan to increase this amount by at least 10% <i>annually</i> (see <i>Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > Research, Resources Cmte</i>)	The Office of Vice Dean for Faculty Affairs and Research was established and a committed Grants Manager that supports the office was hired.
Example 2	The percentage of students, faculty, and staff who positively perceive the Downstate SPH's commitment to diversity, equity, and inclusion	Climate survey results reflect that the proportion of students, professional staff, and faculty who knew how to report acts of discrimination requires improvement (see <i>Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > DEI Committee</i>)	SPH established the Committee on Diversity, Equity, and Inclusion. Previously there was no committee charged with diversity, equity, and inclusion.
Example 3	Progression of doctoral students in the program	Although our DrPH graduation rates exceed the CEPH requirement, SPH plans to increase the DrPH students' graduation rate substantially more (see <i>Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > Doctoral Program Committee</i>)	In 2020, the SPH established a Committee on the Doctoral Program (CDP) to oversee the doctoral program. DrPH students required to submit progress review reports each Fall and Spring to receive credit for PUBH 8001 (dissertation credit) Expansion of time to graduation Plan to start workshop for Fall 2023

B2-2 Improvement Initiatives Based on the Evaluation Plan			
	Measure that informed the change	Data that indicated improvement was needed	Improvement undertaken
			Dean's Review of Doctoral Student Progression begun
Example 4	Percentage of courses whose syllabi/curricula underwent peer/internal reviews	None of the courses in the School of Public Health in the past underwent a peer review to assess their currency (<i>see Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > Quality Improvement Council</i>)	SPH designed a special worksheet for assessing currency of courses and Chairs implemented the policy of regularly assessing course currency
Example 5	Percentage of faculty who received professional development and training in instructional pedagogy	The lack of professional development training in instructional pedagogy has been recognized for the last four (4) years (<i>see Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > Quality Improvement Council</i>)	SPH hired the Director of Pedagogical Advancement and Evaluation to design professional development and training in instructional pedagogy and several trainings have been conducted
Example 6	Percentage of student assistants trained in pedagogical techniques	Student assistants were not receiving pedagogical training in the past (<i>see Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > Quality Improvement Council</i>)	SPH hired the Director of Pedagogical Advancement and Evaluation to design professional development and training in instructional pedagogy and several trainings have been conducted
Example 7	Student satisfaction with career advising	Student satisfaction on career advising survey revealed the need for a separate office of career advisement (<i>see Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > SPH Leadership Council</i>)	Career Advisement Manager with 50% FTE hired and several initiatives are being implemented
Example 8	Number of grant submissions among primary instructional faculty in a PI role	The need for improvement in the number of grant submission among primary instructional faculty in a PI role has been recognized for the past four (4) years by the new SPH leadership (<i>see Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > SPH Leadership Council</i>) and (<i>see Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > Research, Resources Cmte</i>)	The Office of Vice Dean for Faculty Affairs and Research was established and a committed Grants Manager that supports the office was hired. The Office of Vice Dean for Faculty Affairs and Research established the SPH Research Extramural Incentive Award

B2-2 Improvement Initiatives Based on the Evaluation Plan			
	Measure that informed the change	Data that indicated improvement was needed	Improvement undertaken
Example 9	The number of students who were awarded scholarships in an academic year	Scholarship opportunities were limited before SPH was awarded new training grants and training grants were not available in the school to support students (<i>see Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > Admissions Committee</i>)	SPH focused on competing for student scholarship awards and was awarded several large HRSA awards to support our students
Example 10	The number of community-based organizations that are recognized for their support in training students	Despite the significant contribution from Community Based Organizations and feedback obtained from the SPH Community Advisory Board, the establishment of ways to recognize community-based organizations for their support in training students was a high priority supported by data (<i>see Data Summary and Meeting Minutes in ERF > Criterion B > Criterion B2 > B2.2 Evaluation Plan > SPH Leadership Council</i>)	SPH for the first time in 2022 acknowledged the Chair of the SPH Community Advisory Board (Mr. Harvey Lawrence) by inducting him to the Honorary Delta Omega Public Health Honorary Society SPH has established the “Public Health Leadership Ambassador Award” to honor two (2) Community Based Organization in the 2023 SPH Award Ceremony on May 9 th , 2023. Additionally, two Community Leaders will be inducted to the Delta Omega Public Health Honor Society as Honorary members.

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

Strengths:

The School of Public Health has developed a comprehensive evaluation and assessment process that is instrumental in improving the quality of education, research, and service. The evaluation and assessment process helps monitor the school’s progress in achieving its mission and goals. The campus-wide plan supports the SPH evaluation plan by sharing data between SPH and DHSU.

Challenges and Opportunities:

Although the data collection of so many measures (indicators) appear burdensome, most of the indicators are already being collected by the school.

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.

B3-1 Students in MPH Degree, by Cohorts Entering Between 2016-17 and 2021-22							
*Maximum Time to Graduate: Six years							
	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2016-17	# Entered	80					
	# Withdrew	0					
	# Graduated	0					
	Cumul Grad	0%					
2017-18	# Entered	80	54				
	# Withdrew	4	2				
	# Graduated	31	18				
	Cumul Grad	39%	33%				
2018-19	# Entered	45	35	42			
	# Withdrew	2	0	1			
	# Graduated	26	12	9			
	Cumul Grad	71%	56%	21%			
2019-20	# Entered	17	23	32	63		
	# Withdrew	1	0	2	0		
	# Graduated	8	8	20	1		
	Cumul Grad	81%	70%	67%	2%		
2020-21	# Entered	8	15	10	62	180	
	# Withdrew	0	0	0	4	1	
	# Graduated	5	5	2	10	19	
	Cumul Grad	88%	80%	72%	24%	11%	
2021-22	# Entered	3	10	8	48	160	183
	# Withdrew	0	0	1	0	0	5
	# Graduated	3	6	2	28	42	8
	Cumul Grad	91%	91%	79%	62%	34%	4%

B3-1 Students in DrPH Degree, by Cohorts Entering Between 2013-14 and 2021-22

*Maximum Time to Graduate: Ten years

	Cohort of Students	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2012-13	# Entered	3									
	# Withdrew	0									
	# Graduated	0									
	Cumul Grad	0%									
2013-14	# Entered	3	9								
	# Withdrew	0	0								
	# Graduated	0	0								
	Cumul Grad	0%	0%								
2014-15	# Entered	3	9	11							
	# Withdrew	0	0	0							
	# Graduated	0	0	0							
	Cumul Grad	0%	0%	0%							
2015-16	# Entered	3	9	11	17						
	# Withdrew	0	0	0	0						
	# Graduated	2	0	0	0						
	Cumul Grad	67%	0%	0%	0%						
2016-17	# Entered	1	9	11	17	11					
	# Withdrew	0	0	0	0	0					
	# Graduated	0	1	0	0	0					
	Cumul Grad	67%	11%	0%	0%	0%					
2017-18	# Entered	1	8	11	17	11	9				
	# Withdrew	0	0	0	0	0	0				
	# Graduated	0	2	1	0	0	0				
	Cumul Grad	67%	33%	9%	0%	0%	0%				
2018-19	# Entered	1	6	10	17	11	9	6			
	# Withdrew	1	0	0	1	0	0	0			
	# Graduated	0	1	0	0	0	0	0			
	Cumul Grad	67%	44%	9%	0%	0%	0%	0%			
2019-20	# Entered	0	5	10	16	11	9	6	12		
	# Withdrew	0	0	1	0	0	1	0	1		

B3-1 Students in DrPH Degree, by Cohorts Entering Between 2013-14 and 2021-22											
*Maximum Time to Graduate: Ten years											
	# Graduated	0	0	0	1	0	0	0	0		
	Cumul Grad	67%	44%	9%	6%	0%	0%	0%	0%		
2020-21	# Entered	0	5	9	15	11	8	6	11	5	
	# Withdrew	0	2	0	0	0	0	0	0	0	
	# Graduated	0	1	0	0	2	0	0	0	0	
	Cumul Grad	67%	56%	9%	6%	18%	0%	0%	0%	0%	
2021-22	# Entered	0	2	9	15	9	8	6	11	5	12
	# Withdrew	0	1	2	0	0	0	0	0	0	0
	# Graduated	0	1	1	1	3	0	0	0	0	0
	Cumul Grad	67%	67%	18%	12%	45%	0%	0%	0%	0%	0%

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

B3-2 Doctoral Student Data for Year 2022-2023			
	Community Health Sciences	Environmental and Occupational Health Sciences	Epidemiology
# newly admitted in 2022-2023	2	1	3
# currently enrolled (total) in 2022-2023	22	21	31
# completed coursework during 2021-2022	3	2	6
# in candidacy status (cumulative) during 2021-2022	15	10	21
# graduated in 2021-2022	2	2	2

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.

As part-time students, the time to complete the MPH program is six years and the DrPH is ten years. MPH graduation rates exceed 70%. The DrPH graduation rates exceed 60%, and the cohort for 2013-2014 will also exceed these requirements. However, we would like to support much higher graduation rates among our DrPH students. To do this, the SPH has sought over the past several years to create clear procedures, standards, and monitoring of policies for doctoral students. In 2020, the SPH established a Committee on the Doctoral Program (CDP) to oversee the doctoral program. Previously,

there was not a dedicated committee specifically charged with doctoral education and training. The committee established policies and procedures to ensure that all elements of the doctoral program align with promoting student success, comply with accreditation standards, and meet the workforce needs of our stakeholders. The CDP has made significant advances in these areas. A significant area of focus is centered around supports for the dissertation, after a CDP analysis in 2020 suggested that our students tend to efficiently and satisfactorily complete coursework and achieve candidacy status by taking the qualification examination not long after completing coursework. However, students who do not progress tend to reach a bottleneck during the dissertation proposal and writing process. In addition, the pandemic has impacted doctoral candidate progress over the past several years. Nearly all of our doctoral students have full-time jobs, which has interrupted the studies of some doctoral students due to pandemic-induced family challenges or because of their work in public health or as healthcare providers. Our doctoral program includes physicians, physician assistants, and city and state health department employees who have had to work longer than usual hours due to the pandemic. The SPH leadership and the Committee on the Doctoral Program have recently increased the time to graduation to ten years to alleviate some stress on students but with continued efforts to support students in moving forward efficiently with their dissertation. In 2022-2023, these efforts included (1) requirement of all doctoral candidates to submit progress review reports each fall and spring in order to receive credit for PUBH 8001 (dissertation credit), (2) expansion of time to graduation to alleviate some stress on students regarding finishing on time, (3) and development of clear guidance on dissertation requirements codified in the student handbooks. More recently, the CDP recommended development of a workshop for all students in the dissertation proposal stage. Plans are currently underway for the implementation of that workshop for Fall 2023. Finally, SPH leadership meetings now include regular discussions on doctoral student progress and strategies for improvement. Dean's Review of Doctoral Student Progression is also planned to begin in May 2023. This will be a monthly meeting of the Doctoral Program Director, Doctoral Student, Dissertation Committee chair, as well as the Department Chair to review the Doctoral Student's progress.

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

Strengths:

MPH and DrPH students meet the minimal requirements for graduation rates based on the maximum time to graduation.

Challenges and Opportunities:

The Committee on the Doctoral Program and SPH leadership are currently implementing plans for graduation rate improvement by providing additional support and oversight in the doctoral program. However, there may be a lag in time before improvements are seen. The Committee on the Doctoral Program is closely monitoring these additional supports, provides ongoing assessment, and, when necessary, will implement additional infrastructure changes. We are already seeing improvements in this area, with 6 DrPH students having graduated in 2021-2022 and a large number of doctoral students successfully completing their dissertation proposals in 2022-2023.

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.

B4-1 Post-Graduation Outcomes, Students Graduating 2019-2021			
	2018-19	2019-20	2020-21
MPH Graduate Outcomes	N (%)	N (%)	N (%)
Employed	38 (79.17%)	41 (78.85%)	50 (83.33%)
Continuing education/training (not employed)	7 (14.58%)	9 (17.31%)	6 (10.00%)
Not seeking employment or not seeking additional education by choice	0 (0%)	0 (0%)	0 (0%)
Actively seeking employment or enrollment in further education	1 (2.08%)	1 (1.92%)	0 (0%)
Unknown	2 (4.17%)	1 (1.92%)	4 (6.67%)
Total graduates (known + unknown)	48 (100%)	52 (100%)	60 (100%)
DrPH Graduate Outcomes	N (%)	N (%)	N (%)
Employed	1 (100%)	1 (100%)	3 (100%)
Continuing education/training (not employed)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Not seeking employment or not seeking additional education by choice	0 (00%)	0 (00%)	0 (0.0%)
Actively seeking employment or enrollment in further education	0 (0.0%)	0 (0.0%)	0 (0.0%)
Unknown	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total graduates (known + unknown)	1 (100%)	1 (100%)	3 (100%)

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

For both the MPH and DrPH degrees, post-graduate outcomes of being employed or enrolled in further education have consistently remained above 80%. Historically, the SPH collected data on post-graduation outcomes through a graduate exit survey administered by the *DHSU Office of Institutional Research*. This survey presented a range of questions to graduates, including their post-graduation plans and employment status.

The SPH Dean's Office employs multiple strategies to collect post-graduation outcomes, including social media, student advisors, exit, and alumni surveys. Multiple strategies are believed to reduce the number of graduates with unknown outcomes. Each year, following the commencement ceremony, the SPH Dean's Office obtains the list of graduating students from the Office of Student Affairs. To reduce underreporting of employment data, the Dean's Office does not begin collecting data shortly before or at the exact time of graduation. Instead, between six (6) months and a year after graduation, the office begins collecting data. We use social media such as LinkedIn to update the employment information of graduates, in addition to populating the employment status from student advisors, exit, and alumni surveys. We carefully examine the start and end year of each employee and compare it to the graduates' *curriculum vitae* on file to ensure the LinkedIn information is not outdated. We discovered that the majority of our alumni updated their information on social media, as evidenced by the success of our communication inviting them to SPH Student Council Career Events.

Beginning in Spring 2022, the SPH added questions about graduates' employment or plans to enroll in further education to the SPH Student Exit Survey (*see MPH Exit Survey in ERF Criterion C2.6*). The Student Exit Survey is administered to graduating students yearly at the end of the Spring semester. The survey is designed to collect quantitative and qualitative data from all graduating SPH students on their (1) perceptions of their respective program and concentration, (2) perceived ability to fulfill program and concentration competencies, (3) perceptions of the availability of faculty and advisor(s), (4) preferred learning modality, and (5) preparation for future endeavors. Graduates are asked about their employment status and industry, as well as their plans to further their education. The survey found that more than 80% of 2022 graduates are employed even before graduation.

SPH has also taken steps to establish an organized alumni network. Upon graduation, students can voluntarily provide their contact information (personal email address and/or phone number) via the Student Exit Survey to strengthen communication efforts with fellow alumni. In Spring 2022, the SPH developed an Alumni Survey (*see Alumni Survey in ERF > Criterion B > Criterion B5 > B5.2 Data Collection > Alumni Quantitative*) to gain a deeper understanding of alumni perceptions of their preparation for the workforce/post-graduate training. Furthermore, the Alumni Survey collects data on graduates' employment status, the industry of employment, and career paths. According to the findings of the alumni data, approximately 96% of our alumni are employed or enrolled in further education (*see Alumni Quant Results in ERF > Criterion B > Criterion B5 > B5.2 Data Collection > Alumni Quantitative*).

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

Strengths:

The post-graduation outcomes at DHSU SPH exceed the minimum required by the CEPH accreditation standards. Another strength is the use of multiple strategies, such as contacting alumni through their advisors, social media, student exit, and alumni surveys.

Challenges and Opportunities:

The SPH Alumni Advisory Board is an excellent forum for discussing newer strategies.

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 conducted a mixed-method study on alumni perceptions of their preparation for the workforce (for methods and results see the Alumni Qualitative and Alumni Quantitative folders in ERF > Criterion B > Criterion B5 > B5.2 Data Collection). Data was collected on (i) what skills are most useful and applicable in post-graduation destinations, (ii) areas in which graduates feel well prepared, and (iii) areas in which they would have benefitted from more training or preparation.

The study participants were alumni who graduated from Downstate SPH. Alumni who graduated from the MPH (concentrations of epidemiology, biostatistics, health policy & management, environmental and occupational health sciences, and community health sciences) and DrPH (concentrations of community health sciences, epidemiology, and environmental and occupational health sciences) programs were eligible. The survey response rate was 16% among MPH and 43% among DrPH alumni.

Participants responded to a set of questions related to their training, overall satisfaction, most favored aspects of the SPH, and how the program prepared them for working in public health or their current field. The results are summarized below.

- Overall satisfaction with SPH training. 86% of MPH alumni and 86% of DrPH alumni reported their decision to attend the SPH as a great/good decision.
- SPH coursework preparedness for working in public health or current field. 84% of MPH alumni and 83% of DrPH alumni reported that the education that they received was valuable in the job market.
- Skills preparedness. Alumni were asked to check which skills prepared them for their current job, over half reported health education, followed by teamwork, research skills and public speaking.

Alumni Assessment of Skills that Prepared Them for their Current Job	
	Percentage
Health Education	51
Teamwork	45
Research	38
Public Speaking	35
Professional Development	33
Training	30
Quantitative Data Analysis	29

Alumni Assessment of Skills that Prepared Them for their Current Job	
	Percentage
Project Management	28
Qualitative Data Collection	28
Data Management	27
Program Management	26
Qualitative Data Analysis	25
Quantitative Data Collection	25
Program Planning	22
Program Monitoring and Evaluation	19
Program Assessment	9
Proposal/grant writing	8
Financial Accounting/Budgeting	4

Seventy (70%) percent or more of the alumni surveyed strongly or somewhat agree that they had attained and have the ability to apply the following four skills: (i) perform effectively on interprofessional teams (77%), (ii) Discuss how structural bias, social inequalities, and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels (73%), (iii) analyze, interpret, and present quantitative and qualitative data (71%). Only 50% of alumni surveyed strongly or somewhat agree that they had attained and have the ability to design and evaluate health promotion programs.

Alumni Perceptions of Select Skills Attained	
	Strongly or Somewhat Agree (%)
Analyze, interpret, and present quantitative and qualitative data	71
Evaluate epidemiologic studies and reports and draw appropriate inferences from epidemiologic data	66
Discuss how structural bias, social inequalities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	73
Assess population needs, assets and capacities that affect communities' health	66
Communicate audience-appropriate public health content, both in writing and through oral presentation	70
Apply systems thinking tools to a public health issue	62
Design and evaluate health promotion programs	50
Advocate for political, social, or economic policies and programs that will improve health in diverse populations	61
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	54

Apply principles of leadership and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making	65
Apply negotiation and mediation skills to address organizational or community challenges	52
Perform effectively on interprofessional teams	77

Seventy percent or more of alumni believe that the following three (3) skills are extremely or very important in a post-graduation setting: (i) Communication (78%), (ii) performing effectively on interprofessional teams (77%), and (iii) the ability to use evidence-based approaches to public health (74%).

How Important are each of the following skills in post-graduation setting	
	Extremely or Very Important (%)
Ability to use evidence-based approaches to public health	74
Program planning and management to promote health	65
Policy development in public health	59
Leadership	67
Communication	78
Perform effectively on interprofessional teams	77
Apply systems thinking tools to a public health issue	68

SPH Alumni Advisory Board (AAB) Meeting Discussion on Areas Alumni Would Have Benefited from More Training or Preparation: During the Alumni Advisory Board (AAB) meeting on February 27, 2023 (see Minutes & Attendees 02-27-23 and Meeting Recording 02-27-23 in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Alumni Advisory Board), areas in which alumni would have benefitted from more training was discussed. Several Alumni Board members agreed that a better understanding of healthcare financing is essential for the workforce and that SPH should place a greater emphasis on this topic when updating the curriculum. A doctoral student from the Community Health Sciences concentration discussed how the SPH curriculum is strong in developing needs assessments to inform community projects. Even so, more quantitative skills for this concentration would be advantageous for new students entering the workforce. Other alumni made similar suggestions for improving quantitative methods and software training in R and SAS. The project management skill set they gained for a practice-heavy school like Downstate School of Public Health has been extremely helpful in the workforce. However, strengthening it with more quantitative, and software skills is beneficial for today's graduates.

Dr. Demissie (SPH Dean) continued probing and asked, "Based on your experience, what MPH program concentrations are needed to prepare future public health professionals (in terms of community impact, demand, emerging public health issues, and so on)?" Although some members suggested new concentrations, such as public health law and communication, the majority of board members believe that expanding the number of concentrations will spread resources thin and dilute the program's effectiveness. Members instead proposed having a specialty or sub-concentration by offering more elective courses that are necessary for the workforce. One board member, for example, proposed having three or four core areas of electives called pillars. The four pillars could be an innovation pillar, communications pillar, strategic management pillar, and so on. The idea of a pillar is an excellent and novel suggestion.

The following suggestions emerged from the Alumni Survey open-ended responses:

DrPH suggestions:

Add additional courses and/or coursework specific to Leadership in Public Health, nutrition, and qualitative data analysis methods. Several alumni found the DrPH quantitative coursework was helpful to their careers/post graduate training but expressed interest in having the same rigor for qualitative data collection, analysis, and methods.

Foster opportunities for developing grant writing skills. There was consensus among DrPH alumni centered on further developing grant writing skills and other research skills.

MPH suggestions:

Add additional courses and/or coursework specific to financial management, budgeting for non-profits, health economics, and financing public health programs. There was consensus among MPH Alumni about the desire for increased coursework focused on the economic and financial aspects of funding public health programs. In sum, several MPH alumni respondents expressed interest in healthcare administration and management components of public health.

Qualitative Interviews & Focus groups

In Summer 2022, focus groups and in-depth interviews were conducted with MPH and DrPH alumni to evaluate curricular effectiveness of SPH degree programs, gain deeper insight into perceptions of preparation for workforce/post-graduate training, and gather data on specific skills alumni benefited from at the SPH. Participants characterized their overall experience positively, using words such as “collaborative,” “community,” “mentorship,” “diverse,” “opportunity,” “memorable,” “inclusive,” “enthusiasm,” and “supportive.”

Alumni underscored aspects of the school’s curricular effectiveness that have been helpful in their careers. These included:

- Understanding public health theory.

“The theory part [of the curriculum] was good. When I’m in meetings, and they’re talking about things in general, I can easily understand.”

- Participatory approaches to data collection.

“As the evaluator [at work], I had to be clear. It had a lot to do with having a participatory approach. We used a participatory approach; we brought in many different groups...”

- Logic models to perform effectively on interprofessional teams. For example, alumni mentioned,

“So, I think one of the things that was great... the logic model classes, I would have never learned how to create a logic model. It was the summer before I graduated that I took this course—it was great, and it has helped me. When I got into my current position, I suggested creating a logic model. Maybe that class should be mandatory.”

“I feel extremely well about preparation to perform effectively on inter-professional teams.”

- Collaborate with diverse populations to address health disparities. For example, alumni mentioned,

“Classes and teachers were more open about you looking at disparities in certain health contexts.”

“When I came to the Department of Health, I was able to apply that knowledge. Now I’m part of the Race to Justice initiative. Learning from SUNY Downstate helped me express myself.”

In many instances, alumni traced success in their coursework back to supportive faculty and advisors who encouraged their learning and career growth.

Suggestions for improvement included (1) offering more in-depth data analysis and (2) providing global health internships/opportunities to study abroad to public health students and interprofessional opportunities with medical students. Several alumni characterized their statistical software training as limited. More in-depth training on R and SQL was suggested since STATA was described as outdated, especially for individuals in the public health field.

In response to the feedback gathered in this area, the school has responded by developing and implementing several new courses, including a DrPH-level grant writing course which was offered for the first time in Spring 2023. We have also developed an advanced certificate in global health and offered several new courses in global health over the past year. Finally, the new healthcare administration concentration offers courses in budgeting and management, finance and economics, and leadership.

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

For more information on the methodology and findings, see the Alumni Qualitative and Alumni Quantitative folders in ERF > Criterion B > Criterion B5 > B5.2 Data Collection.

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

Strengths:

The SPH provides continual opportunities for two-way communication between alumni and the school as it pertains to curricular effectiveness. We currently have regular Alumni Advisory Board meetings, biannual SPH AAB Newsletters, and infographics to better understand alumni concerns/suggestions and to notify alumni of new programs/concentrations, school events, and aggregate results from surveys and initiatives.

Challenges and Opportunities:

The SPH leadership is reviewing additional plans to expand elective offerings in advanced-level qualitative and quantitative skills for introduction in the 2023-2024 academic year. Response rates for the Spring 2022 Alumni survey should be improved. We plan to work with the AAB to develop methods to ensure improved outreach and information gathering across all degree programs and concentrations.

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

All faculty member's institutional base salaries at the SPH are fully guaranteed and covered by an annual state-funded allocation. There are a few faculty members whose base salary is partially (a small percentage) supported by extramural grant 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.

The SPH has an annual state-funded budget for faculty and staff. The SPH can increase faculty and staff based on increases in enrollment, scholarly activity, program development, and operational needs. Every year in March, all the DHSU schools submit a working budget for the next academic year to the DHSU Finance Division. Following the submission, the SPH Dean provides a presentation to the campus-wide budget committee on the requested budget, which includes elements such as the growth of the school and the revenue that SPH generates. The Chief Financial Officer, along with a small committee and the DHSU President, makes the final determination on the allocated budget. New hires and funds for planned activities are included in the budget request and allocation. If opportunistic hires arise, the SPH leadership will meet with the respective department chairs to discuss and develop the hiring plans. The SPH Dean would then submit requests for additional positions to the Finance Division for review and approval. Discussions between the Finance Division and the SPH senior leadership are generally required if the additional position was not included in the initial projected budget and if the new position is intended to fulfill the school's strategic mission or capitalize on an emerging opportunity. The process of requesting and obtaining additional funds for hiring new faculty and other operations is reasonable. The SPH budget has grown substantially since the new SPH Dean (Dr. Demissie) started his deanship. In the fiscal year 2022-2023, SPH hired several faculty and staff. The new faculty and staff were hired at various points throughout the fiscal year. Their annualized salary, if they had worked the entire year, was not reflected in the budget presented in template C1-1 table. Annualizing their salaries and assuming they will all work for the entire year, the projected personnel and OTPs for 2023-2024 is much higher than the current year (see table below).

Projected Budget for 2023-2024	
Projected Total Salary	\$ 6,434,711
Projected Fringe	\$ 4,055,509
Projected Hourly Employees (TS)	\$ 150,000
Projected OTPS	\$ 400,000
Projected Manhattan Extension Rent	\$ 175,000
Total	\$ 11,215,000

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, or Other Than Personal Service (OTPS), include ongoing non-salary-related expenses for faculty, staff, students, office, and facility. These include but are not limited to campus recharges, contracts, institutional and professional memberships, registration fees, travel expenses, supplies, and services. The annual state-funded allocation supports all operational costs. Capital projects and equipment updates may require additional funding from the reserve or the Health Science Center at Brooklyn (HSCB) Foundation after approval by the President of DHSU. The School of Public Health can request and obtain additional funding as necessary. For example, during this budget period (2022-2023), the school has requested and obtained additional funding in the amount of \$319,041 (see template C1-1 below).

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

The SPH covers the professional membership and registration fees for some students to attend the American Public Health Association (APHA) Annual Meeting via a component of the annual state-funded allocation. Eligible students must have research abstracts approved by their respective advisors and accepted for a poster or other form of presentation by the APHA. The school also supports membership and travel costs for faculty members in each department. Others use funds in their discretionary account that is allocated to them as part of an extramural incentive plan by the School of Public Health.

The SPH provides scholarships and fellowships as well as support for student activities through private donations and endowment funds that are housed in the Health Science Center for Brooklyn (HSCB) Foundation and the Alumni Association. Each year, the Lenard and Christine Szarek Fellowship Award provides up to \$50,000 to a maximum of 10 eligible master's and doctoral students at a grant level of \$5,000 each. Additionally, approximately 7-10 students in good academic standing receive \$100-\$300 from these funds at the annual award ceremony.

In September 2022, the SPH received a 1.5-million-dollar grant from the Health Resources and Services Administration (HRSA) to provide support for 85 disadvantaged students per year for the three years (2022-2025) entering the MPH and DrPH programs. The grant, known as the Downstate Public Health Scholarship Program (DPHSP), will recruit, train, and retain underrepresented public health students to deliver culturally and linguistically competent care and work to reduce disparities while promoting health equity. The DPHSP will: 1) Diversify the

public health workforce; 2) Develop an interdisciplinary and health equity-focused public health seminar series; 3) Launch an equity-centered student-tailored mentoring program called PROGRESS; and 4) Increase the capacity of public health systems through COVID-19 and health-equity internship opportunities and Downstate-wide activities. To accomplish these objectives, the SPH will expand strategic partnerships beyond the current agencies to provide field placement sites for 85 trainees per year. In 3 years, the SPH will train and provide field placements for 255 students while facilitating entry into a full-time public health position upon graduation. (Current partnership agencies include the NYC and City health departments, the Arthur Ashe Institute for Urban Health (community-based organization), the Brooklyn Health Disparities Center (BHDC), the University Hospital of Downstate (UHD), Kings County Hospital Center (KCHC), and several higher education institutions.)

In addition, the SPH purchases technological hardware and software for student use with the Student Technology Fee fund. The student technology fund fee is collected by DHSU for inclusion in the DHSU student technology expenses. The SPH receives a portion of the fee fund for use during the academic year. Each year, the SPH Student Technology Fee Committee collects purchase requests from faculty. Each request must be accompanied by a justification memorandum explaining how the purchase would benefit students. Funds not spent are rolled over to the next fiscal year.

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

The SPH strongly encourages faculty presence at events and conferences related to public health interests. It is also critically important for faculty to attend workshops and training to further develop their pedagogical skills and keep abreast of the latest trends in the field. In addition to encouraging faculty to seek out learning opportunities and invest resources in professional development, the SPH covers the professional membership, registration fees, and travel expenses for eligible faculty to attend major public health conferences, such as the American Public Health Association (APHA) Annual Meeting & Expo, via a component of the annual state-funded allocation, ASPPH Annual Meeting and others.

In general, the amount of financial support that SPH provides for faculty professional development varies by fiscal year and is dependent on the request the SPH administration receives. DHSU returns almost all the faculty salaries that are offset with external funding to encourage schools to engage their faculty members in research productivity. These returned funds are often used for faculty development activities, including funding pilot projects and travel cost coverage. The DHSU Office of the Senior Vice President for Research (SVPR) also provides significant support for our faculty members' professional development in the form of pilot grants and supplemental salaries to encourage faculty participation in research activities. In recent years, new and early-career faculty have been provided discretionary money when they are hired. Assistant Professors are provided \$70,000 and Associate Professors \$100,000 (see Offer Letter Example in ERF > Criterion A > Criterion A1 > A1.3 Bylaws-Policy Documents). These funds come from the Office of the SVPR. Faculty are strongly encouraged to use extramural funding to support their professional development expenses.

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

Funding for operational costs, student support, and faculty development expenses is included in the regular operating budget. Moreover, the School of Public Health Dean's Office has a discretionary account that comes from the salary offset of faculty who are covering part of their salary on research grants. The Dean's Office often uses this account to support the professional development activities of faculty and professional staff members. If the SPH requires additional

funding, the Dean may submit a request to the Finance Division or the President's Office. These requests are rare and typically involve strategic needs.

- 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.

DHSU is part of the larger SUNY central system. Tuitions and fees are billed and collected by SUNY Downstate, and the revenues are transferred to SUNY. The revenues are then redistributed to individual campuses within the SUNY system according to a budget allocation methodology. Once a budget is allocated to DHSU, the President has the authority to distribute the funds to each college and the hospital.

- 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.

Although the SPH does not receive indirect costs associated with grants and contracts, indirect funds are translated into several supports to enhance research capacity through the Office of the Senior Vice President for Research. These supports are described in detail in section E4. In addition, the SPH provides an extramural research incentive to stimulate research activities among faculty. Under the incentive program, full-time tenured and tenure-eligible faculty with a primary appointment in the SPH who have been successful in obtaining extramural funding are eligible to obtain additional salary and discretionary funds. The incentive is calculated from the salary support charged to awarded grants as a percentage of the faculty member's institutional base salary. It is not based on the faculty member's total salary. Of the salary charged to the grant and exclusive of fringe benefits, 40% is applied to the faculty member's total salary, and 10% is applied to a discretionary account. The faculty member can use this discretionary account to support research expenses not covered by the grant. Faculty are made aware of their extramural incentive through a written memorandum that describes their extramural incentive on a twice-annual basis.

- 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.

C1-1 Sources of Funds and Expenditures by Major Category, 2018-2019 to 2022-2023					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 (As of 3/8/2023)
Source of Funds					
Student Technology Fees ¹	115,568	107,738	147,248	142,483	140,803
State Allocation	4,393,799	4,532,216	4,596,833	5,362,349	5,537,836
Fringe Benefits	2,645,769	2,757,402	2,494,235	2,763,216	2,051,756
Additional Funding ²	-	-	-	-	319,041

C1-1 Sources of Funds and Expenditures by Major Category, 2018-2019 to 2022-2023					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 (As of 3/8/2023)
Grants/Contracts (Direct Costs)	628,059	1,748,559	1,997,534	3,377,224	4,482,078
Indirect Cost Recovery	359,474	989,564	1,112,615	1,377,984	1,645,575
Gifts & Donations ³	11,000	4,900	-	-	-
Global Health Elective Sponsored Funding ⁴	20,000	20,300	350	250	-
Szarek Fellowship ⁵	30,000	50,000	50,000	50,000	50,000
Total	8,203,669	10,210,678	10,398,816	13,073,506	14,227,089
Expenditures					
Faculty Salaries	3,393,277	3,712,608	3,468,698	3,529,906	2,375,718
Staff Salaries	841,309	810,689	853,317	937,703	844,237
Fringe Benefits ⁶	2,645,769	2,757,402	2,494,235	2,763,216	2,051,756
Temporary Services	102	2,338	51,082	104,206	100,720
Operations	88,256	119,985	137,705	226,749	83,762
Travel	17,423	18,029	2,075	979	4,236
Miscellaneous Spending ²	-	-	-	-	201,071
Student Support (Technology)	2,275	28,073	13,669	19,974	19,689
Student Support (Miscellaneous Scholarship and Awards)	7,742	-	1,400	4,100	107,500
Student Support (Global Health Elective)	20,330	-	-	-	-
Student Support (Szarek Fellowship)	30,000	40,000	25,000	50,000	50,000
Total	7,046,483	7,489,123	7,047,182	7,636,832	5,838,690
Variance	1,157,187	2,721,555	3,351,634	5,436,674	8,388,399

¹ Fees are collected at the campus level from students for technology expenses. The fund is then allocated to each School for student support purposes and carries over from year to year. The fees listed here include carryover and new revenue.

² The SPH has received additional funds from SUNY Downstate for equipment purchases and space rental fee for the extension site at SUNY Optometry. The SPH has also been given \$100,000 for a marketing and recruitment campaign for the new MHA Program.

³ This represents funds donated to the SPH by private individuals and/or organizations for various purposes, including graduation awards and support for students. These funds are managed by the Health Science Center at Brooklyn (HSCB) Foundation. Compared to SUNY DHSU's fiscal year which goes from 7/1 to 6/30 each year, the HSCB Foundation fiscal year is from 8/1 to 7/31.

⁴ This represents funds from the College of Medicine Alumni Fund and one private sponsor designated specifically for providing stipends for the Global Health Elective students, who travel overseas for 6-8 weeks per year.

⁵ This represents the Lenard and Christine Szarek Fellowship Fund. Each year, the fund provides up to \$50,000 to a maximum of 10 eligible masters and doctoral students, at a grant level of \$5,000 each. Please note that the revenue and expenditure indicated for FY 2022-23 reflect the projection as the journal entries have not yet been entered into the financial system.

⁶ The historical fringe benefit rates are: 62.48% in 2018-19, 60.96% in 2019-20, 57.71% in 2020-21, 61.85% in 2021-22, and 63.72% in 2022-23. Fringe benefits are paid at the institutional/divisional level rather than at the school/unit level.

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

Strengths:

The SPH has received considerable resources and an ongoing commitment from DHSU to provide the financial support needed for the school to fulfill its mission and strategic goals. The SPH remains strong due to its requisite number of distinguished faculty and highly dedicated staff. In 2019, Dr. Kitaw Demissie was appointed as the new SPH Dean. Dr. Demissie is a nationally recognized academic public health leader and researcher in health disparities and minority health, perinatal health, and cancer, committed to the success of young scientists. Under his leadership, the SPH enrollment increased substantially. The school has also recently added four new Advanced Certificate Programs and a new concentration in Healthcare Administration to the MPH program. The Dean is committed to investing resources in hiring research faculty to increase external funding from grants and procuring more space for the SPH to allow its programs to expand. The Dean will continue to build upon the tradition and emerging strengths to expand programming, strengthen research capacity, and enhance the SPH brand and reputation.

Challenges and Opportunities:

The outbreak of the COVID-19 pandemic has negatively affected national, state, and local economies. Raising extramural research funding, endowments and donations, will increase the support of the school. Implementation of an extramural research incentive is intended to be a consistent, proactive method for rewarding faculty who succeed in developing robust research and securing extramural support for their research activities. The incentive serves as a stimulus for scholarly activities and externally funded productivity. The SPH will also work with the DHSU Office of Development and Philanthropy to develop additional fundraising plans.

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.

C2-1 Instructional Faculty Resources					
Concentration Degrees Offered	1ST Degree Level			2ND Degree Level	Additional Faculty*
	PIF 1*	PIF 2*	FACULTY 3^	PIF 4*	
Epidemiology					
MPH DrPH	Elizabeth Helzner, Ph.D. 1.0	Simone Reynolds, Ph.D. 1.0	Sergios-Kolokotronis, Ph.D. 1.0	Sharifa Nasreen, Ph.D. 1.0	PIF: 7 Non-PIF: 7
Biostatistics					
MPH	Rose Calixte, Ph.D. 1.0	Carl Rosenberg, Ph.D. 1.0	Jia Sun, PhD 1.0		PIF: 5† Non-PIF: 0
Community Health Sciences					
MPH DrPH	Denise Bruno, MD 1.0	Azure Thompson, DrPH. 1.0	Marlene Camacho-Rivera, ScD. 1.0	Aimee Afable, Ph.D. 1.0	PIF: 7 § Non-PIF: 10
Health Policy and Management					
MPH	Daniel Ehlike, Ph.D. 1.0	Anika Daniels-Osaze, EdD. 1.0	Victor Puac-Polanco, MD, DrPH 1.0		PIF: 4‡ Non-PIF: 7
Healthcare Administration					
MPH	LaToya Trowers, EdD. 1.0	Robert Karpman, MD. 1.0	Thomas Mackie, Ph.D. 1.0		PIF: 6 ¶ Non-PIF: 9

Environmental and Occupational Health Sciences					
MPH DrPH	Laura Geer, Ph.D. 1.0	Megan Hall, ScD. 1.0	Lori Hoepner, DrPH. 1.0	Paul Landsbergis, Ph.D. 1.0	PIF: 4 Non-PIF: 1

† Includes one vacant line.

‡ Includes one vacant line.

§ includes one posted position

¶ includes two posted positions, and one vacant line.

Total SPH faculty	
Named PIF	21
Total PIF	33
Non-PIF	34

- 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.

All primary instructional faculty are allocated 1.0 FTE. Non-primary instructional faculty FTEs are calculated by the number of courses taught and time spent on other responsibilities, e.g., student advising, committee participation, etc. On average, a non-primary instructional faculty who is productive in research (with extramural support of 60% salary offset) and service will be teaching three (3) courses on balance in an academic year with 10% effort on service activities. This is equivalent to a 10% effort for each course in a year. Therefore, the instructional FTE of a non-primary faculty will be calculated by multiplying the number of courses the non-primary instructional faculty member taught by 0.10 plus the FTE associated with the non-primary faculty's advising and committee participation load. A significant advising and committee participation will receive a 0.20 FTE.

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

Almost all (99%) primary instructional faculty hires at the School of Public Health are on the tenure track. Tenure track faculty hiring lines are funded through state funding, demonstrating the stability of faculty resources at the school. Primary instructional faculty have full-time appointments in the SPH, are fully supported by the school, and contribute 100% effort to the school's core mission based on a mix of scholarship, service, and teaching. The school's primary instructional faculty are qualified to teach and advise students in their affiliated concentration based on their training, experience, and scholarship. Non-primary instructional faculty have less than 100% support contributed by the SPH and are qualified to contribute to the mission of the SPH in their affiliated concentration based on their training, experience, and scholarship and contribute to student mentorship in scholarship, providing lectures, and facilitating group discussions, and serving as course directors. As depicted in Table C2-1, Downstate School of Public Health has adequate faculty members in various concentrations to provide access to students with a range of intellectual perspectives and breadth of thoughts in their chosen fields of study. The diversity of perspectives assures quality and provides opportunities for faculty to interact and collaborate with other faculty colleagues with shared interests and expertise. Table C2-1 provides evidence that the school goes significantly beyond the minimum three primary instructional faculty requirement in each public health concentration.

- 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.

A Senior Staff Associate spends 0.5 FTE to provide career counseling to Downstate School of Public Health students. As a result, the following table will only focus on general advising provided by faculty to students. General advising is defined as a faculty member providing a PIN to students to register for courses after considering prior courses completed by the student, whether the student is full- or part-time, and an established forward schedule of course sequences in each area of study. Usually, faculty are involved in this process at the beginning of the semester, and it is estimated to take about 20 minutes of their time per student.

C2-2A General Advising by SPH Faculty Members			
Degree Level	Average	Minimum	Maximum
MPH	17	5	20
DrPH	5	1	9

C2-2B Advising in MPH Integrative Experience			
Faculty Type	Average	Minimum	Maximum
Primary	2	1	5
Non-primary	0	0	0

C2-2C Mentoring/Primary Advising of DrPH Integrative Project			
Faculty Type	Average	Minimum	Maximum
Primary	2	1	5
Non-Primary	1	1	1

- 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.

- a. Class size and its relation to quality of learning (e.g., The class size was conducive to my learning)
- b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

DrPH and MPH students were surveyed separately on class size and their satisfaction with the availability of faculty members.

DrPH Students on Class Size and Satisfaction with Faculty Availability:

The DrPH Student Survey instrument is included in ERF > Criterion C > Criterion C2 > C2.6 Faculty Resources > DrPH Survey Results > DrPH Student Survey. The DrPH Student Survey utilized a Likert scale and open-ended questions to elicit responses. An example of the Likert scale question is "In general, how satisfied have you been with the size of classes that you have taken in the DrPH Program (very satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, very dissatisfied)? An example of an open-ended question is, "Please comment on your experience with course instructor availability and responsiveness in the program, including

timeliness in responding to emails, answering questions, or other thoughts and suggestions you may have.”

The DrPH Student Survey Results are summarized below and included in ERF > Criterion C > Criterion C2 > C2.6 Faculty Resources > DrPH Survey Results > DrPH Student Survey Results.

Overall, 62 of 72 students responded, yielding an 86% response rate. Although students were provided the opportunity to skip any questions in the survey, all respondents completed each item. A summary of responses to student perceptions is provided below.

Quantitative Data on DrPH Student Perceptions of class size and faculty availability (N= 62)	
Class Size	N (%)
Satisfaction with the size of classes in the program	
Very or somewhat satisfied	57 (91.9%)
Neither satisfied nor dissatisfied	5 (8.1%)
Very or somewhat dissatisfied	0
Agreement that class sizes are conducive to learning	
Strongly or somewhat agree	57 (91.9%)
Neither agree nor disagree	5 (8.1%)
Strongly or somewhat disagree	0
Faculty Availability	N (%)
Satisfaction with the availability and responsiveness of <i>course instructors</i>	
Very or somewhat satisfied	53 (85.5%)
Neither satisfied nor dissatisfied	4 (6.5%)
Very or somewhat dissatisfied	5 (8.1%)
Satisfaction with the availability and responsiveness of <i>faculty advisors</i>	
Very or somewhat satisfied	47 (75.8%)
Neither satisfied nor dissatisfied	5 (8.1%)
Very or somewhat dissatisfied	10 (16.1%)

MPH Students on Class Size and Satisfaction with Faculty Availability:

In Spring 2022, the SPH designed and implemented *two quantitative surveys* and *a student exit focus group* among MPH students. The quantitative surveys are the Student Exit Survey and the Student Experience Survey. The methodologies of the Student Exit and Experience Surveys are provided in the Electronic Resource File (see MPH Quant Methods in ERF > Criterion C > Criterion C2 > C2.6 Faculty Resources > MPH Survey Results > Quantitative Data). The qualitative MPH focus group methodology is also provided in the Electronic Resource File (see MPH Qual Methods in ERF > Criterion C > Criterion C2 > C2.6 Faculty Resources > MPH Survey Results > Qualitative Data).

The response rate in the Student Exit Survey was 35% (34 of 96 students), and in the Student Experience Survey was 22% (89 of 411 students). Because the sample size for each item varied in the two surveys, we present findings from the larger sample size for each item. The MPH quantitative survey findings are presented below and also are included in the Electronic Resource File (see MPH Quant Results in ERF > Criterion C > Criterion C2 > C2.6 Faculty Resources > MPH Survey Results > Quantitative Data).

Quantitative Data on MPH Student Perceptions of class size and faculty availability	
Class Size	
	Very or Somewhat Satisfied N (%)
Student Experience Survey: Satisfaction with Class Sizes (n=41)	40 (97.6%)
Faculty Availability	
	Very or Somewhat Satisfied N (%)
Student Exit Survey: Satisfaction with Faculty Responsiveness (n=26)	22 (85%)

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

Class size and relation to quality of learning. When asked about satisfaction with class sizes in the DrPH program, 92% reported that they were satisfied and 8% were neither satisfied nor dissatisfied; 92% agreed that class size is conducive to learning. No students reported dissatisfaction with class size, and most praised the small class sizes and the opportunities for learning available in this type of environment. Representative comments related to class size are provided below.

“I enjoyed having smaller classes because I felt I could connect with my classmates and professors on a more intimate level.”

“I think Downstate is a hidden gem because of the small class sizes. Huge strength of the program.”

“My experience with class sizes in the DrPH is one of satisfaction. The class sizes were perfect, in that it provided an environment and opportunities for valuable discussions and exchange of ideas amongst students.”

“The small class size also facilitated an environment where students could learn from each other and create a community that helped advance our academic progress. This sense of community helped to foster a more collaborative and supportive atmosphere, which I believe contributed to my overall progress in the course.”

Faculty availability. When asked about availability and responsiveness of course instructors in the program, 85.5% reported that they were satisfied and 6.5% were neither satisfied nor dissatisfied. Representative comments among students reporting satisfaction with instructor availability and responsiveness of course instructors are provided below.

“During courses, response times and availability were not a problem.”

“In general, instructors were responsive and easily accessible for the courses.”

“Every instructor and staff member has been amazing. Very much available when I needed support.”

“Instructors would also make themselves available outside of schedule office hours to answer any questions or respond to emails which I found very helpful.”

In terms of the availability and responsiveness of *faculty advisors*, 76% were satisfied, and 8% were neither satisfied nor dissatisfied, with comments reflecting an overall appreciation of faculty flexibility and support in the DrPH program.

“All faculty members I reached out to have been supportive.”

“All my advisors have been excellent, and their guidance and feedback are extremely valuable to helping me succeed in the program and reaching the dissertation phase. My current advisor is also extremely helpful as I move through the dissertation phase of the program. I find advisors are really important in a student’s ability to succeed and to complete the dissertation.”

“Faculty is [sic] highly experienced, and when you come to them with questions or ask for suggestions, they are always very willing and able to help and assist. And if they may not be able to, will point you in the correct direction and assist with making the necessary connections.”

“Everyone is open to provide advisement and counsel, while also being very understanding & willing to work within the student’s life restraints. Simply put, there is a general collegial atmosphere here between faculty and DrPH students.”

“My advisors have been there for me in order to help navigate my academic pursuits as well as in the real world.”

Some DrPH students expressed dissatisfaction with the responsiveness and availability of course instructors (8%). Among students who reported dissatisfaction with course instructor responsiveness, most comments focused on a lack of response or delays in responding to emails, as illustrated below.

“The responsiveness of instructors, in general, has been poor. It is quite common for there to be extreme delays in test grades and feedback on assignments. It is also common to feel as though email correspondence to instructors are often disregarded and just never responded to.”

“Sometimes, I do not receive responses back from instructors and have to email several times to receive a response. I believe that as DrPH students, we should be given priority as it impedes in the progress of our work.”

A greater percentage of students expressed dissatisfaction with faculty advisors (16%), although, among all students expressing advisor dissatisfaction, 40% of concerns were focused on two faculty members. Feedback among students who expressed dissatisfaction centered on delays in receiving timely responses to communications, concerns around the quality of advisement, and lack of guidance related to the dissertation. Representative comments include the following.

“Communicating with my designated advisor has been challenging. I didn’t feel like a priority or that there was genuine interest (or capacity) to mentor/advisor. I ultimately sought advisement from another faculty member, and that experience has been great.”

“Once moving into the QE and dissertation phases of the degree, connecting with advisors is very difficult and has been the biggest obstacle to progression through the program.”

“Faculty advisement has been good throughout the program. I met with my advisor at least once per semester to discuss my coursework. However, I did feel that after the qualifying exam, advisement dwindled a bit. It would be helpful to have more advisement regarding the dissertation process and getting that completed in a timely manner.”

The MPH student qualitative data (Student Exit Focus Group) findings are mostly focused on students’ overall experience, applied practice experience and integrated learning experiences, experiences with learning modalities, and public health skills and knowledge students would have liked introduced or obtained more training in. The Student Exit Focus Group analyses are presented in the Electronic Resource File (see MPH Qual Results in ERF > Criterion C > Criterion C2 > C2.6 Faculty Resources > MPH Survey Results > Qualitative Data).

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

Strengths:

The SPH has 33 primary instructional faculty (with 1.0 FTE including those posted and available lines) and 34 partner faculty (the majority of whom have joint appointments between DHSU's School of Public Health and College of Medicine) who contribute to SPH's teaching program. As depicted in Table C2-1, the SPH has adequate faculty members in various concentrations to provide access to students with a range of intellectual perspectives and breadth of thoughts in their chosen fields of study. The diversity of perspectives assures quality and provides opportunities for faculty to interact and collaborate with other faculty colleagues with shared interests and expertise. Table C2-1 provides evidence that the school goes significantly beyond the minimum three primary instructional faculty requirement in each public health concentration. The high response rate from the doctoral students on the DrPH Student Survey is an additional strength, and the high response rate was achieved because the survey was sent to students by the Doctoral Program Director (Dr. Tracey Wilson).

Challenges and Opportunities:

The response rate for the MPH Student quantitative survey was very low, and inference on this sample is likely to be biased. The response rate may increase if students receive brief questions (only one or two) via text. Nevertheless, different approaches and incentives should be tried to increase MPH student participation.

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.

C3-1 Staff and Personnel Resources		
Role/function	Name / Credentials	FTE
<i>Administrative Affairs</i>		
Senior Executive Director for Administration and Finance	Jenny Crouch, EdD, MS, MA	1.00
Associate Administrator	Dorine Cooper, MA	1.00
Budget Director	Sylvia Chow, MBA	1.00
Marketing Director	Vacant	1.00
Dean's Office Administrative Assistant	Vacant	1.00
Department Coordinator, Epidemiology & Biostatistics	Vacant	1.00
Department Coordinator, Community Health Sciences & Environmental & Occupational Health Sciences	Vacant	1.00
Department Coordinator, Health Policy & Management	Jennifer Thompson	1.00
<i>Student Affairs</i>		
Senior Executive Director for Recruitment, Enrollment and Student Experience	Rick Henson, MPA	1.00
Assistant Director of Enrollment & Onboarding Management	Francisco Colon, MSW	1.00
Student Recruitment Specialist	Raeann Rolston, MA	1.00
Coordinator of Strategic Partnerships	Arlene Mbonu, PhD, MA	1.00
Senior Staff Assistant	Paula Spann, BA	1.00
<i>Education Affairs</i>		
Director of Curricular Innovation & Instructional Effectiveness	Nicole Bagnarol, MPH	1.00
Instructional Designer	Yang Lin, PhD	1.00

C3-1 Staff and Personnel Resources		
Role/function	Name / Credentials	FTE
Instructional Designer & Campus Safety Monitor	Lydia Fu, MPH	1.00
<i>Faculty Affairs & Research</i>		
Grants Manager	Jessica Liu, BS	1.00
<i>Community Affairs & Career Advisement</i>		
Community Partnerships & Career Advisement Manager	Danvy Truong, MPH	1.00

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

The SPH employs eighteen professional staff members at 1.0 FTE each. Additionally, up to 36 student workers (12 fall, 12 spring & 12 summer) are employed annually to support instructional faculty as both classroom-based and audio-visual-based (AV) Student Assistants. All SPH Student Assistants are required to participate in a mandatory orientation session hosted by the DHSU Office of Academic Affairs and the SPH Director of Pedagogical Advancement and Evaluation (see SA Orientation Email in ERF > Criterion C > Criterion C3 > C3.2 Other Personnel). Additionally, student employees are required to complete FERPA training, as part of the orientation process to ensure the privacy of student records (see FERPA Certificate Example in ERF > Criterion C > Criterion C3 > C3.2 Other Personnel).

Staff and faculty are also supported by personnel within several university-wide departments at DHSU. These offices include, but are not limited to, a center-wide Office of Admissions, The Office of Student Affairs, Academic Services and Student Services, which includes the Office of Financial Aid, Office of the Registrar, Office of the Bursar, and Residential Life, as well as Student Health and Student Counseling.

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

The organizational structure of the School of Public Health has evolved to meet the demands of programmatic growth and increased enrollment. Since 2015, the school has grown into five administrative realms: 1) Education Affairs, centered on matters of pedagogy, accreditation, and curricular delivery; 2) Student Affairs, encompassing recruitment and student support; 3) Community Engagement and Career Advisement, to help leverage community partnerships and networks, 4) Faculty Affairs and Research, which reviews and tracks grant submissions and awards and 5) Administrative Affairs to monitor the efficient use of school resources, facilitate faculty and staff hires/appointments, and work alongside other DHSU administrative offices. Together, under final authority of the Dean of the School of Public Health and alongside Department Chairs, these individuals retain responsibility for the day-to-day operations of the School of Public Health.

Personnel needs in these five areas are communicated by faculty and administrative managers to members of SPH leadership, who monitor the need for additional resources and act on a rolling basis. For example, in January of 2022, in response to increased enrollment, an Assistant Director of Enrollment and Onboarding management position was added to the Student Affairs team in order to better support incoming students as they navigate technical and logistical onboarding requirements. Similarly, in March 2023, the school welcomed a new Senior Executive Director for Recruitment,

Enrollment, and Student Experience in order to provide formal leadership to the recruitment team and expand the school's outreach efforts.

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

Strengths:

The strengths of the SPH expanded structure include enhanced accountability as well as opportunities for systems thinking. Professional staff work alongside faculty with administrative appointments, including Assistant and Associate Deans to bring a holistic, student-centered perspective to organizational decision-making. Additionally, the creation of two senior-level professional staff positions, the Senior Executive Director for Administration and Finance and the Senior Executive Director for Recruitment, Enrollment and Student Experience, help to provide increased oversight and support for staff working in the areas of personnel onboarding, budget management, and student recruitment and onboarding. In this structure, professional staff have the benefit of working with multiple levels of management while also having dedicated supervisors to help facilitate success and encourage professional development. In sum, the School of Public Health's staff is adequate to fulfill its stated mission and goals.

Challenges and Opportunities:

Increased recruitment initiatives and programmatic growth have required staff members to take on additional duties related to promotions and branding. SPH staff share the responsibility of writing press releases, creating social media content, advertising grant successes, and designing promotional materials. Going forward, the school hopes to streamline these duties by filling all vacant positions, specifically the Marketing Director position, which will be dedicated solely to communication and marketing initiatives.

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.)

The School of Public Health occupies space in a new \$100 million building, the School of Public Health Academic Building, which opened in 2019. The Founding Dean of the School of Public Health co-chaired the Steering Committee that oversaw the design of this Leeds Silver building.

- Faculty office space

Each primary instructional faculty member has a private, locked office space equipped with office furniture, phone, and computer and enough space to meet with 2-3 other persons. In addition, there are conference rooms available to meet in larger groups during the day that are under the control of the SPH administration and can be reserved through the Microsoft OneDrive calendar. The Manhattan extension site has an additional three private faculty offices to accommodate planned faculty hires to teach in the new MPH concentration in healthcare administration, offered for the first time in Fall 2022. Space is also available at the site for adjunct faculty to store belongings and to hold office hours. Space is scheduled through the Department Chairs in collaboration with the Vice Dean for Faculty Affairs and Research and the Executive Director for Administration and Finance. Given an increase in successful grant applications among SPH faculty and planned growth in research, we predict the need for additional secure storage space for confidential research documents. This anticipated need is currently being discussed by DHSU leadership through DHSU's Institutional Space Planning and Policy Committee.

- Staff office space

Currently, all professional staff also maintain private, locked office space. However, as the SPH primary instructional faculty number increases, we anticipate that professional staff who are not student-facing in their day-to-day work will transition to shared spaces as the school continues to grow, and we are currently renovating two large office spaces to accommodate these anticipated needs. In addition, there is a two-station office space being developed in the Manhattan extension site to allow for administrative support staff.

- Classrooms

The SPH building currently has six dedicated classroom spaces that are scheduled by the SPH administration, with five additional classrooms in the SPH building that are shared with the other DHSU schools and colleges and which are managed by the DHSU Office of Classroom Services. Additional classrooms, large lecture halls and auditorium space, and other meeting rooms are available throughout the university through scheduling with the Office of Classroom Services. The current eleven classrooms are adequate for all instructional activities held at the Brooklyn main campus and meet the capacity needs of our students registering for courses at this time. MPH students matriculating to the concentration in Healthcare Administration have the option of attending classes at our Manhattan extension site. The Manhattan extension site has two large,

dedicated classrooms managed by the SPH, with the option of utilizing three additional classrooms available through coordination with the co-located SUNY College of Optometry, should the program expand to require this space. While the current classroom space at the extension site is adequate for all teaching needs, these additional classrooms can accommodate large groups of students for additional learning activities. SPH classrooms at both locations are equipped with state-of-the-art equipment to allow for teaching in-person, online, and in hybrid modalities. They include touchscreen displays with built-in Windows PC as the primary display source, cameras, microphones, and speakers that can detect voices from students participating both in the classroom and remotely. Additionally, the suite of Microsoft 365 tools allows for various collaborative and annotation technology to be incorporated into classroom sessions. This includes video conferencing tools such as Microsoft Teams, collaborative and annotation tools such as Microsoft Whiteboard, and Microsoft Word that can be used to engage with students regardless of their attendance modality.

- Shared student space

SPH students have 24-hour access to two floors of study space on both the 4th and 5th floors of the Public Health Academic Building (PHAB). Surrounded by faculty offices on the perimeter of each floor, these student-centric spaces allow for quiet reflection while supporting peer collaboration.

Student Amenities Available on the 4th Floor:

- Restrooms – 2 shared restrooms are accessible near the elevator; individual, lockable restrooms in the Basic Sciences building are also available to SPH students
- Kitchen & Pantry – 1 kitchen suite which includes a full-length refrigerator, microwave, toaster oven, cabinets, and working sink
- Private Study Carrels – 6 individual study carrels with privacy partitions, comfort seating, desk space, and personal lighting fixtures attached to each chair
- Traditional Desks – 6 traditional desktops with sliding drawers for storage
- Semi-Private Carrels – 4 open-bay, semi-private study carrels with individual armchairs and attached desktops. Bookshelves line the space for students' storage needs.
- High-top Seating – 6 high-tops are available at a collaborative workstation, equipped with one 55" TV display
- Charging Stations – semi-partitions separate 32 traditional mini-desktops located near charging towers/stations for students' electrical needs
- Shared Lobby Seating – The main lobby creates a welcoming atmosphere with 6 floor-to-ceiling glass windows, 9 individual armchairs, 2 two-seat sofas, and 4 coffee tables. Nine additional two-seat sofas are located throughout the floor.

Student Amenities Available on the 5th Floor:

- Lactation Room – 1 lactation room which contains a chair with an attached desktop, pantry, and mirror. The space is secured by a lock indicating "vacant" or "not vacant" to external viewers.
- Restrooms – 2 shared restrooms are accessible near the elevator
- Kitchen & Pantry – 1 kitchen suite which includes a full-length refrigerator, microwave, toaster oven, cabinets, working sink
- Conference Room – 1 conference room with Audio-Visual technology
- Private Study Carrels – 10 individual study carrels with privacy partitions, comfort seating, desk space, and personal lighting fixtures attached to each chair
- Traditional Desks – 6 traditional desktops with sliding drawers for storage

- Semi-Private Carrels – 4 open-bay, semi-private study carrels with individual armchairs and attached desktops. Bookshelves line the space for any student storage needs.
- High-top Seating – 12 high-tops are available at two collaborative workstations, equipped with two 55" TV displays
- Charging Stations – semi-partitions separate 24 traditional mini-desktops located near charging towers/stations for students' electrical needs.
- Shared Lobby Seating – The main lobby creates a welcoming atmosphere with 6 floor-to-ceiling glass windows, 9 individual armchairs, 2 two-seat sofas, and 4 coffee tables. Three additional two-seat sofas are located near the Dean's suite to provide additional shared seating.
- The University Student Center – SPH Students also have access to the DHSU Student Center, located adjacent to the School of Public Health (394 Lenox Road). The Student Center provides free access to gym facilities, a food pantry, and meeting rooms that students may reserve for study groups or other presentations/activities. Conference and reading rooms in the Student Center house projectors and dry erase boards for planning and collaboration. These spaces can seat upwards of 30 people. Additional study space is located outdoors in the Student Center Patio. This space contains multiple tables to be used for relaxation, socialization, or study.
- The Medical Research Library of Brooklyn - SPH students have 24-hour access to the Medical Research Library of Brooklyn which is located across three floors in the Health Sciences Education Building (395 Lenox Road). Here students find additional private study carrels, collaborative learning spaces, and academic, clinical, and research resources. Printers and copiers are also located in the library and are available for SPH student use.

Student amenities at the Manhattan extension site include:

- Shared Lobby Seating – The lobby for the SPH floor includes small tables and chairs for student interactions and study.
- Harold Kohn Vision Science Library – The library provides access to a comprehensive website with links to electronic journals and databases and a wide range of online reference and general health resources, in addition to study spaces.
- Study and Conference Rooms – Six group study rooms are available by reservation
- Laboratories, if applicable to public health degree school offerings.

The School of Public Health's Mobile Computing Lab is a dedicated conference room with a mobile charging/storage cart, and with 15 laptops equipped with software to satisfy current quantitative skills instruction needs, including SAS, SPSS, and R/RStudio. The Center for Healthcare Simulation provides an opportunity for immersive and simulation-based educational programming where students can use real world case-based examples to identify how to provide a safer environment in healthcare settings. The facility includes sixteen standardized patient exam rooms with sixteen learner input stations and six faculty observation stations.

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

Currently, the SPH maintains adequate space for faculty, professional staff, and students to work, attend classes, and interact in shared student spaces. However, additional research growth may require additional secure space for storage of confidential research files. We are addressing this in our planning efforts.

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

Strengths:

Currently, the SPH maintains ample space for faculty, professional staff, and students to study, collaborate, engage in scholarly activities, and attend classes. The SPH is designed to maximize opportunities for student interactions through shared spaces throughout the PHAB building, and co-location of these shared spaces with faculty and administrative offices helps support a collaborative environment.

Our newly renovated extension site, located in midtown Manhattan, is centrally located and readily accessible by almost all NYC subway lines, Grand Central Station, and across the street from Bryant Park, a 9.6-acre park that holds many cultural events. This new space supports the increased capacity to recruit students from a broader geographic region and eases the capacity for students to attend who work in other NYC boroughs and locations that serve the NYC area.

Challenges and Opportunities:

While we currently maintain adequate space for all activities, our continued growth will bring an additional need for space. Current and anticipated growth in funded research led by SPH faculty has highlighted a need for space for secured storage of physical research files. To address this, the SPH is currently collaborating with Downstate to identify space that can be configured for this need.

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 DHSU Medical Research Library of Brooklyn is located on three floors of the Health Sciences Education Building (HSEB) and has been renovated in the years since the last accreditation cycle. The main floor on the first level is the Library Information Commons, which provides 24/7 access to users. The Library Information Commons has a designated eating area as well as collaborative learning spaces and individual carrels for private study. The second floor is a designated silent study area and also caters to group study. The basement level houses the Advanced Learning Resource Center with individual carrels and classrooms. Over the years, the library has continued to evolve to meet modern needs and provide services and resources beyond its original mandate. As communication evolves, the library continues to adapt to assist faculty, staff, and students in support of the institution's academic mission.

The following are some of the Library Services offered:

- Online databases, including PUBMED, CINAHL, and the Access suite
- Primo by Ex Libris Discovery - Primo provides a one-stop-shop for searching for books, e-books, electronic journals, textbooks, videos, articles, digital media and more. Students and faculty access Primo using their NetID and password.
- The Inter-Library Loan Service - uses the ILLIAD system that allows users to create personal accounts and monitor their requests for material not owned by the library. Delivery is usually in electronic format. Requests are processed within 24 hours of receipt of request or by the next business day. On average, it takes 3-7 days for a request to be filled locally.
- Off-campus access – Downstate users can access the library resources from off-campus using the Library Proxy Server and their NetID.

The SUNY system-wide Office of Library and Information Services serves the automation and library resource needs of the libraries of the State University of New York. Its joint initiative, SUNYConnect, is a platform for the 64-libraries to share collections and services.

Key resources include:

- Library Support Services (SUNY SLS) provides implementation and support of the Ex Libris Primo and Alma systems administration and research needs across all SUNY libraries.
- Open Access Repositories. There are two Open Access Environments 1) SUNY Open Access Repository (SOAR) and 2) SUNY Digital Repository (SDR). SOAR is a centrally managed online digital repository that stores, indexes and makes available scholarly and creative works of SUNY faculty, students, and staff across SUNY campuses. SOAR serves as an open-access platform for those SUNY campuses that do not have their own open-access repository environments. It supplements rather than supplants local SUNY campus repositories. The library provides guidance on how to contribute to the SOAR repository. SDR is a centrally managed repository that includes collections from approximately 40 campuses and SUNY System Administration. It differs from SOAR in that its content covers

a broad range of topics with a strong focus on local campus archival and special collections. This repository is also used to house Open Educational Resources (OER). SUNY OER Services works directly with all SUNY campuses and faculty to support open educational resources adoption.

- Student access to hardware and software (including access to specific software or other technology required for instructional schools)
 - The School of Public Health (SPH) transitioned from using Blackboard Learn as the learning management system (LMS) to Desire to Learn (D2L) Brightspace in the Fall of 2022. The LMS houses and archives learning materials, recorded lessons, assessments, and learning interactions for our SPH courses. Students and faculty interact asynchronously via the LMS in discussion boards, and synchronously via video conference activities.
 - The Banner student information system allows students to register online for upcoming courses, view final course grades, and update their personal information.
 - All SPH classes are equipped with ceiling-mounted projectors, cameras, and microphones allowing the spaces to be used simultaneously for remote and in-person learning.

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

Faculty are provided with a desktop or laptop computer. Pre-loaded software varies based on the individual faculty but will, at a minimum, include access to the Microsoft 365 suite of tools and requested software, including for example, data analysis software and Adobe tools. Faculty have access to a range of software, such as:

- Academic Administration software that provides support for student advisement and monitoring student performance such as Degree Works, which is a web-based advising tool. Both the student and their academic advisor(s) can access information on the student's progress towards graduation.
- Coursework/Learning software that provides support for coursework; this includes learning management systems such as Blackboard/Desire to Learn, and lecture capture software such as Panopto.
- Video Conferencing software such as Microsoft Teams, Zoom, and Blackboard Collaborate, which aid in communicating with students in one-on-one, or group, interactions.
- Productivity Software such as the Microsoft Office 365 suite of products.
- Data collection tools such as Qualtrics to gather information for course improvement or REDCap to capture data for clinical research.
- Scientific and statistical software, including SAS and SPSS. Statistical software such as SAS on Demand for Academics is available free of cost to faculty and students and is accessible via the web for cloud computing.

- Technical assistance available for students and faculty

The Office of Academic Computing and Technology Service provides one-on-one and group training on all the academic hardware and software resources identified above. This includes the Microsoft 365 suite of tools, the learning management system (LMS), video conferencing tools and the lecture capture tools such as Panopto. The institution's Information Services Customer Support Center addresses computing and information technology problems or questions. Students can access the helpdesk via phone or email. Classroom Support Services provides one-on-one and group training on the technology available in the campus learning spaces, as well as real-time tech support on in-room technology during class sessions. The Office of Academic Computing and Technology offers a Temporary Loaner Laptop Program in which students may borrow a laptop for a limited time due to an emergency (e.g., laptop lost/damaged) to minimize interruption to the academic program.

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

Physical and online Library resources provide students with appropriate study spaces and access to scholarly articles and databases. Additionally, the Division of Information Services supports students and faculty with any questions they may have regarding online resources, such as navigating the learning management system or accessing One Drive. The Office of Academic Computing and Technology (ACT) Services is another resource for students and faculty to use regarding hardware and classroom technologies. Students can also borrow laptops from ACT if needed. In conjunction, these resources are sufficient to facilitate student learning and completion of all program requirements. Data from the AAMC Medical School Graduation Questionnaire on the percentage of respondents who *were satisfied/very satisfied (aggregated)* with the library was 80.3%.

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

Strengths:

The SPH has adequate resources to achieve its instructional and research goals.

Challenges and Opportunities:

As our school grows, we will continue to scale our technical resources to meet the needs of faculty, staff, and students. Infrastructure is being planned to continue to improve and expand available resources for faculty, students, and staff.

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 foundational public health learning objectives listed above (1-12). The matrix must identify all options for MPH and DrPH students used by the school.

D1-1 Content Coverage for MPH degree*	
Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy and values	HPMG 5206: Introduction to Health Policy and Management
2. Identify the core functions of public health and the 10 Essential Services	HPMG 5206: Introduction to Health Policy and Management
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	Quantitative: BIOS 5200: Principles of Biostatistics Qualitative: HPMG 5206: Introduction to Health Policy and Management
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	EPID 5200: Principles of Epidemiology
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	EPID 5200: Principles of Epidemiology
6. Explain the critical importance of evidence in advancing public health knowledge	CHSC 5206: Program Planning and Evaluation
7. Explain effects of environmental factors on a population's health	EOHS 5200: Issues in Environmental Health
8. Explain biological and genetic factors that affect a population's health	EOHS 5200: Issues in Environmental Health
9. Explain behavioral and psychological factors that affect a population's health	HPMG 5206: Introduction to Health Policy and Management
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	HPMG 5206: Introduction to Health Policy and Management
11. Explain how globalization affects global burdens of disease	EOHS 5200: Issues in Environmental Health
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	EOHS 5200: Issues in Environmental Health

- 2) Provide supporting documentation that clearly identifies how the school ensures grounding in each area. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc. For non-course-based methods, include web links or handbook excerpts that describe admissions prerequisites.

DrPH admissions requirements beginning in 2023-24 require an MPH from a CEPH-accredited program, thus ensuring that foundational knowledge is met for DrPH students. This requirement is detailed on the SPH website: [Admissions | Doctor of Public Health | School of Public Health | SUNY Downstate](#).

Syllabi for BIOS 5200, CHSC 5206, EOHS 5200, EPID 5200, and HPMG 5206 can be found in ERF > Criterion D > Criterion D1 > D1.2 Supporting Documentation > MPH Syllabi

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

Strengths:

All entering MPH students gain a strong grounding in the twelve foundational knowledge learning objectives through completion of the five core courses appearing in the table above. For the MPH program, students gain a good grounding in the essentials of public health, including coverage of all foundational knowledge learning objectives, through the completion of our six MPH foundational courses. All DrPH students meet the requirement for foundational public health knowledge through a requirement that all applicants admitted to the DrPH program hold an MPH through a CEPH-accredited program; this requirement begins with those entering the 2023-2024 cohort. The SPH website describes the MPH requirement for DrPH admission, and it is also included as an element in the application process. In previous cohorts, the requirement was met for DrPH students through coverage in DrPH foundation courses.

Challenges and Opportunities:

None noted.

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.

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		
BIOS 5200	Principles of Biostatistics	3
CHSC 5026	Program Design and Evaluation	3
EOHS 5200	Issues in Environmental Health	3
EPID 5200	Principles of Epidemiology	3
HPMG 5206	Introduction to Health Policy and Management	3
PUBH 5201	Interprofessional Leadership in Public Health Practice	3
	TOTAL FOUNDATIONAL CREDITS	18

D2-1 Part B Concentration requirements for MPH degree in Biostatistics		
Course number	Course name	Credits (if applicable)
APE & ILE courses		
PUBH 6500	Applied Practice Experience	1
BIOS 6001	Integrative Learning Experience in Biostatistics	2
Concentration courses for Biostatistics concentration		
BIOS 5201	Categorical Data Analysis	3
BIOS 5202	Applied Regression Analysis	3
BIOS 5203	Survival Analysis	3
BIOS 5204	Statistical Computing	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	9
Requirements for degree completion not associated with a course (if applicable) ^		
	TOTAL CONCENTRATION CREDITS	24

D2-1 Part B Concentration requirements for MPH degree in Community Health Sciences		
Course number	Course name	Credits (if applicable)
APE & ILE courses (as applicable)		
PUBH 6500	Applied Practice Experience	1
CHSC 6001	Integrative Learning Experience in Community Health Sciences	2
Concentration courses for Community Health Sciences concentration		
CHSC 5200	Health Behavior and Risk Reduction	3
CHSC 5202	Issues in the Health of Immigrant Populations	3
CHSC 5205	Urban Health Issues	3
CHSC 5300	Introduction to Research Methods	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	9
Requirements for degree completion not associated with a course (if applicable) ^		
	TOTAL CONCENTRATION CREDITS	24

D2-1 Part B Concentration requirements for MPH degree in Environmental and Occupational Health Sciences		
Course number	Course name	Credits (if applicable)
APE & ILE courses (as applicable)		
PUBH 6500	Applied Practice Experience	1
EOHS 6001	Integrative Learning Experience in Environmental and Occupational Health Sciences	2
Concentration courses for Environmental and Occupational Health Sciences concentration		
EOHS 5201	Introduction to Management, Policy, and Law	3
EOHS 5202	Occupational Health	3
EOHS 5316	Climate Change and Health	3
EOHS 5317	Disaster Preparedness and Vulnerable Populations	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	9
Requirements for degree completion not associated with a course (if applicable) ^		
TOTAL CONCENTRATION CREDITS		24

D2-1 Part B Concentration requirements for MPH degree in Epidemiology		
Course number	Course name	Credits (if applicable)
APE & ILE courses (as applicable)		
PUBH 6500	Applied Practice Experience	1
EPID 6001	Integrative Learning Experience in Epidemiology	2
Concentration courses for Epidemiology concentration		
EPID 5201	Epidemiologic Research Methods	3
EPID 5202	Infectious Disease Epidemiology	3
EPID 5203	Chronic Disease Epidemiology	3
EPID 5205	Epidemiologic Research Methods II	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	9
Requirements for degree completion not associated with a course (if applicable) ^		
TOTAL CONCENTRATION CREDITS		24

D2-1 Part B Concentration requirements for MPH degree in Health Policy and Management		
Course number	Course name	Credits (if applicable)
APE & ILE courses (as applicable)		
PUBH 6500	Applied Practice Experience	1
HPMG 6001	Integrative Learning Experience in Health Policy and Management	2
Concentration courses for Health Policy and Management concentration		
HPMG 5202	Healthcare Advocacy and Politics	3
HPMG 5203	Healthcare Management Concepts	3
HPMG 5204	Access, Cost, and Quality of Care	3
HPMG 5208	Health Services Research Design and Methods	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	9
Requirements for degree completion not associated with a course (if applicable) ^		
	TOTAL CONCENTRATION CREDITS	24

D2-1 Part B Concentration requirements for MPH degree in Healthcare Administration		
Course number	Course name	Credits (if applicable)
APE & ILE courses (as applicable)		
PUBH 6500	Applied Practice Experience	1
HCAD 6001	Integrative Learning Experience in Healthcare Administration	2
Concentration courses for Healthcare Administration concentration		
HCAD 5201	Introduction to Healthcare Administration	3
HCAD 5202	Healthcare Law and Ethics	3
HCAD 5203	Healthcare Finance and Reimbursement	3
HCAD 5204	Healthcare Quality and Improvement	3
HPMG 5203	Health Management Concepts	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	6
Requirements for degree completion not associated with a course (if applicable) ^		
	TOTAL CONCENTRATION CREDITS	24

- 2) 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.

D2-2 Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	EPID 5200: Principles of Epidemiology	EPID 5200 Homework 1: Students identify differences between measures of prevalence and incidence and explain how demographic, diagnostic, and treatment-oriented factors may lead to changes in population-level measurements of prevalence and incidence of health factors.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	BIOS 5200: Principles of Biostatistics (Quantitative)	BIOS 5200 Midterm Exam questions: Students choose appropriate qualitative or quantitative research methods to answer provided research questions.
	HPMG 5206: Introduction to Health Policy and Management (Qualitative)	HPMG 5206 Qualitative Assignment: Students choose appropriate qualitative or quantitative research methods to answer provided research questions.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	BIOS 5200: Principles of Biostatistics (Quantitative)	BIOS 5200 Final Exam (quantitative research): Students use SAS software to perform parametric and nonparametric statistical tests.
	HPMG 5206: Introduction to Health Policy and Management (Qualitative)	HPMG 5206 Qualitative Assignment: Students are asked questions to demonstrate knowledge of specific techniques in qualitative data analysis. Students are also provided a transcript and then provide an inductive analysis of the data, identifying and then listing a parent code and at least three child codes.
4. Interpret results of data analysis for public health research, policy or practice	HPMG 5206: Introduction to Health Policy and Management	HPMG 5206 Qualitative Assignment: Students are provided the findings from a qualitative research study and provide a short answer essay response on the implications of the provided synopsis of qualitative data analyses for retaining pediatric hospitalists in the healthcare system.

D2-2 Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
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	HPMG 5206: Introduction to Health Policy and Management	Graded Discussion Board: Students post on global and state public health systems. 1) Read the 2021 Commonwealth Fund report, 'Mirror, Mirror'. Based on the data presented, choose your candidate for best overall health system. Please include the criteria you are employing and conclude by noting how such a selection might be limited by failing to take into account national performance along the social determinants of health. 2) Based on your experience with the present public health infrastructure in the United States, which of the ten essential functions do you feel is receiving the LEAST emphasis or attention? To what extent has federalism and uneven state performance contributed to this situation?
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	EOHS 5200: Issues in Environmental Health	Module 4, Group Assignment, Systems Map: Working in teams, students select a specific at-risk population to explore the environmental issue of microplastics. Each team creates a systems map, which allows them to conceptualize the issue of microplastics exposure and potential adverse health effects as outcomes of many interdependent elements, including social inequities and systemic racism, within a connected whole. Each participant is evaluated on their individual contribution to the content.

D2-2 Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	CHSC 5206: Program Planning and Evaluation	Logic model/rapid assessment: Students conduct key informant interviews with community leaders or assess publicly available data and peer-reviewed evidence to justify and present a compelling need for a real-world, current public health intervention.
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	CHSC 5206: Program Planning and Evaluation	Critique of a randomized control trial evaluation (Diabetes Prevention Program/DPP): Students discuss challenges or opportunities for DPP's sustainability considering the diversity and social context of the populations disproportionately affected by diabetes in NYC and across the US (reference social ecological and community-engaged research frameworks discussed in class including social-ecological model, Braveman's upstream vs. downstream framework, Transcreation).
9. Design a population-based policy, program, project or intervention	CHSC 5206: Program Planning and Evaluation	Logic model/rapid assessment: Students conduct a situation analysis (key informant interviews or assess publicly available data and peer-reviewed evidence) to draft a logic model which is the foundation of intervention design and visual map that serves as a unifying language for the entire evaluator and stakeholder team.
10. Explain basic principles and tools of budget and resource management	HPMG 5206: Introduction to Health Policy and Management	Resource Management Short Paper: Students are provided a case study in which they must start a social determinant of health screening in a pediatric practice; they must explain at least two principles of budget and resource management and then describe how they would use relevant tools as a project manager. They must then complete a Gantt chart and associated budget to identify and allocate the necessary resources for the project.
11. Select methods to evaluate public health programs	CHSC 5206: Program Planning and Evaluation	Process Evaluation: Students select a process evaluation objective, identify two SMART outputs and propose methods of data collection Outcome Evaluation: Students select an outcome evaluation design, one primary outcome and a SMART metric for that outcome and propose methods of data collection.

D2-2 Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Policy in Public Health		
12. Discuss the policy-making process, including the roles of ethics and evidence	HPMG 5206: Introduction to Health Policy and Management	Policy Process Assignment: Students answer questions on policy formation and ethical and legal aspects that often come into play in the public health sector.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	CHSC 5206: Program Planning and Evaluation	Outcome Evaluation and Sustainability: In this assignment, assuming efficacy of their case study intervention, students then propose a strategy for identifying key stakeholders and institutionalization of the intervention into routine care.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	HPMG 5206: Introduction to Health Policy and Management	Advocacy Op-ed exercise: Students write a publishable newspaper op-ed about 500 words long. It should advocate for mitigation of a public health concern facing a specific group in the Brooklyn community, that would have the effect of improving health in diverse populations.
15. Evaluate policies for their impact on public health and health equity	HPMG 5206: Introduction to Health Policy and Management	Policy Evaluation Paper: Students are presented with a collection of benefit-cost analyses from the Washington State Institute for Public Policy. From this collection, students will select a proposed policy intervention, which they will evaluate for cost effectiveness. Students conclude the paper by assessing the intervention's implications for public health and health equity.

D2-2 Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Leadership		
16. Apply leadership and/or management principles to address a relevant issue	PUBH 5201: Introduction to Public Health Leadership and Interprofessional Practice	Assignment 2: Simulated outbreak Vision/mission statement exercises: Working in teams to consider how to respond and prepare to respond to an outbreak in the community. This exercise has the objective of giving you practice in preparing a vision/mission statement and in developing stocks and flows (Systems Maps). Each student is assessed individually based on their own contributions to the project.
17. Apply negotiation and mediation skills to address organizational or community challenges	PUBH 5201: Introduction to Public Health Leadership and Interprofessional Practice	Assignment 2: Simulated outbreak systems map: A team of interprofessional public health practitioners has just been informed of a public health emergency - there is a viral outbreak among the population of concern for the team (NYC Housing Authority, NYC Department of Education, NYC Department of Corrections, and NYC Department of Homeless Services, NYC Health and Hospitals). The current public health response team is in disarray and unable to respond effectively. Your expert team has been asked to develop a brief plan of action to combat the outbreak in one of the five distinct agencies. Each student is assessed individually based on their own contributions to the project.

D2-2 Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Communication		
18. Select communication strategies for different audiences and sectors	EOHS 5200: Issues in Environmental Health	Exposure and Biomarkers Individual Assignment - PowerPoint Presentation and Fact Sheet: Each student selects one article from the peer-reviewed literature pertaining to an environmental health exposure and a specific health endpoint. Students then prepare a PowerPoint presentation focused on summarizing their chosen article for a public health audience. Students select a communication strategy to develop a fact sheet for a lay audience focused on the environmental exposure from the chosen article.
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	EOHS 5200: Issues in Environmental Health	Group Assignment, PowerPoint Presentation: Working in teams: students create PowerPoint slides on the topic of environmental tobacco smoke health risks and give an oral presentation aimed at a lay audience. Each student contributes specific slides, that are then individually assessed based on that student's contributions to the group effort.
20. Describe the importance of cultural competence in communicating public health content	EOHS 5200: Issues in Environmental Health	Group Assignment, Fact Sheet: Working in teams, students create a fact sheet on the topic of 'Environmental and Occupational Health Justice' that is aimed at a lay audience. Students must work together to identify appropriate content and language that reflects an appreciation for the role of cultural competence in developing the fact sheet, drawing on knowledge gained during the course as well as their own backgrounds and life experiences. Each student contributes specific content, that is then individually assessed based on that student's contributions to the group effort.

D2-2 Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	PUBH 5201: Introduction to Public Health Leadership and Interprofessional Practice	Assignment 3 (culminating): Briefing book & Final Presentation. The student team has been tasked with developing a proposal that will address a public health concern within the affected population of a NYC agency (NYC Housing Authority, NYC Department of Education, NYC Department of Corrections, NYC Department of Homeless Services, NYC Health and Hospitals). This briefing book and accompanying budget would be used by policymakers and stakeholders to make decisions pertaining to the population of concern. In the final briefing book and presentation, each student again declares what contributions they were responsible for writing and they present on the section for which they have declared responsibility.
Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	HPMG 5206: Introduction to Health Policy and Management	Causal Loop Diagram: Students construct a causal loop diagram relating to a public health problem of significance.

- 3) 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 and accompanying assessment information can be found in ERF > Criterion D > Criterion D2 > D2.4 Supporting Documentation.

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

Strengths:

All MPH students gain a strong grounding in foundational public health concepts and competencies through the completion of the six foundational courses.

Challenges and Opportunities:

None noted.

D3. DrPH 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 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* DrPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc.

- 1) List the coursework and other learning experiences required for the school's DrPH degrees. Information may be provided in the format of Template D3-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each DrPH degree.

D3-1A Foundational requirements for DrPH degree		
Course number	Course name	Credits
Foundational courses for all DrPH students regardless of concentration		
BIOS 7200	Quantitative Research Methods for Public Health Practice	3
PUBH 7201	Study Design in Public Health Practice	3
HPMG 7200	Public Health Management and Ethics	3
PUBH 7200	Public Health Policy and Politics Seminar	3
TOTAL FOUNDATIONAL CREDITS		12

D3-1B Concentration requirements for DrPH degree in Community Health Sciences		
Course number	Course name	Credits
APE & ILE courses		
CHSC 7000	Applied Practice Experience in Community Health Sciences	3
PUBH 8001	Dissertation	6
Concentration courses for Community Health Sciences concentration		
CHSC 7201	Qualitative Research Methods for Public Health Practice	3
CHSC 7202	Methods of Community Intervention and Research	3
CHSC 7203	Program Evaluation: Theory, Practice, and Research	3
CHSC 7204	Health Promotion Seminar	3
Electives		
	Four required electives from 7000-level offerings, 3 credits each.	12
Requirements for degree completion not associated with a course		
	Qualifying Examination	
TOTAL CONCENTRATION CREDITS		33

D3-1C Concentration requirements for DrPH degree in Environmental and Occupational Health Sciences		
Course number	Course name	Credits (if applicable)
APE & ILE courses		
EOHS 7000	Applied Practice Experience in Environmental and Occupational Health Sciences	3
PUBH 8001	Dissertation	6
Concentration courses for Environmental and Occupational Health Sciences concentration		
EOHS 7202	Advanced Topics in Risk Assessment and Management	3
EOHS 7203	Environmental Health Policy and Management Systems	3
EOHS 7206	Environmental and Occupational Epidemiology	3
EOHS 7300	Advanced Topics in Occupational Health	3
Electives		
	Four required electives from 7000-level offerings, 3 credits each.	12
Requirements for degree completion not associated with a course		
	Qualifying Examination	
TOTAL CONCENTRATION CREDITS		33

D3-1D Concentration requirements for DrPH degree in Epidemiology		
Course number	Course name	Credits
APE & ILE courses		
EPID 7000	Applied Practice Experience in Epidemiology	3
PUBH 8001	Dissertation	6
Concentration courses for Epidemiology concentration		
EPID 7201	Advanced Epidemiological Research Methods I	3
EPID 7202	Advanced Epidemiological Research Methods II	3
BIOS 7203	Advanced Applied Regression Analysis	3
EPID 7205	Outbreak Investigation and Management	3
Electives		
	Four required electives from 7000-level offerings, 3 credits each.	12
Requirements for degree completion not associated with a course		
	Qualifying Examination	
TOTAL CONCENTRATION CREDITS		33

- 2) Provide a matrix, in the format of Template D3-2, 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 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.

D3-2 Assessment of Foundational Competencies for DrPH		
Competency	Course numbers and names	Describe specific assessment opportunity
Data & Analysis		
1. Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels	PUBH 7201: Study Design in Public Health Practice	Final Project: Students read an assigned quantitative study abstract and describe the study's design and implementation. They then are asked to 1) discuss whether the study conclusions are supported by the presented results, outlining potential sources of bias and confounding and whether/how they were addressed in the study. Next, students outline a qualitative research approach that could be used to apply the knowledge gained from the quantitative study. They then provide a research question, describe the chosen qualitative approach and rationale for choosing it, recruitment method, data collection approach, and data analysis method. Students discuss the benefits of combining quantitative and qualitative research approaches (e.g., mixed methods research designs) to answer public health research questions, and provide examples of how these evaluation methods (quantitative, qualitative, and mixed methods) for the given health outcome can be used to address health at the individual, group, organization, community, and population levels.
	PUBH 7200: Politics and Policy Seminar	Policy Analysis and Evaluation Paper: Students complete a policy analysis and evaluation paper (Module 10); students propose policy alternatives and employ evaluation criteria to determine their relative merits. Overall paper is comprised of five parts, two of which incorporate analysis of policy options, and evaluation of those options, respectively.
2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue	PUBH 7201: Study Design in Public Health Practice	Nutrition Research Methods Assignment (Module 4): Students design a 5-year prospective cohort study to determine the relationship between usual dietary intake (exposure) and depression (outcome). They then explain how the biological factor of diet may play a role in population health.

D3-2 Assessment of Foundational Competencies for DrPH		
Competency	Course numbers and names	Describe specific assessment opportunity
Data & Analysis		
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health	PUBH 7201: Study Design in Public Health Practice	Public Health Surveillance Systems Assignment: Students read "Public Health Surveillance Systems: Recent Advances in Their Use and Evaluation." Identify a surveillance system used to monitor a health or disease factor in the United States. What are the system's objectives and what data is used to support them? Who are the stakeholders in the surveillance system and what are their roles? Outline the limitations of the chosen surveillance system regarding the accurate capture of the health outcome of interest. Give an example of how the chosen surveillance system has been used to evaluate population health before and after the implementation of a health-related policy or large-scale population-based prevention program.

D3-2 Assessment of Foundational Competencies for DrPH		
Leadership, Management & Governance		
4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners	HPMG 7200: Public Health Management and Ethics	Case Study Health Equity Assignment (Module 13): Students are provided with a case study of a contemporary healthcare disparity. The student will be asked to assemble relevant evidence on the healthcare disparity and potential interventions to address the disparity. Drawing on these data, the student will then propose appropriate strategies to organize researchers, practitioners, community leaders, and other partners to assess and select an intervention to address the healthcare inequity.
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies	HPMG 7200: Public Health Management and Ethics	The “Great Debate” assignment (Module 15): In a group, students are asked to participate in a debate and will be assigned to a team that will be provided a particular position on a policy issue. In each team, students will need to designate individuals to serve in specific roles (leader, researcher, community activists, and other relevant individuals). Students are expected to engage the evidence and science available to defend their position, prioritizing the type of information, evidence, and science that their respective constituency would value. At the conclusion, the class will hold a debate in which each team will present the argument in support of their respective position. Those attending the debate will vote on the issue before and after the debate occurs; the team with the greatest percent change after the debate will “win.” Students will provide a self-assessment of their respective ability to communicate the science to the other constituencies assembled in the debate and articulate opportunities either to alter or refine the approach taken upon reflection.
6. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems	PUBH 7201: Study Design in Public Health Practice	Community Engaged Participatory Research Assignment, Part 1: Given a public health problem, students identify multidisciplinary stakeholders in the community (for example, community leaders, health care providers, research PI, health department officials, analysts, other key informants from community). Each student contacts one of these stakeholders and conducts a short interview to learn about the stakeholder’s approach and perspectives, which will then be shared with the class. Students will then propose a community assessment plan that integrates multidisciplinary roles and approaches.

D3-2 Assessment of Foundational Competencies for DrPH		
Leadership, Management & Governance		
7. Create a strategic plan	HPMG 7200: Public Health Management and Ethics	<p>Strategic Plan, Resource Allocation, and Budgeting assignment (Modules 2-4).</p> <p><u>Part 1.</u> Create a Strategic Plan. Students are presented a hypothetical case study of a critical public health issue. They are asked to collaborate in order to create a coordinated public health response to the issue. Each group is charged with coming to consensus on a strategic plan to address the issue, including a statement of the initiatives': (1) mission, (2) vision, (3) values, (4) long-term goals, (5) action plan.</p> <p><u>Part 2.</u> Serve as Strategic Plan Consultant. The group then receives and reviews the strategic plan of another group. They serve as a consultant on another group's strategic plan. The group holds a meeting in which they provide feedback as a consultant to their colleagues' strategic plan.</p> <p><u>Part 3.</u> Students provide a self-assessment on their role in creating the strategic plan. They specifically reflect upon their role in the development of each component for the strategic plan and the budget. They also reflect upon the value of the consultation on the development of the strategic plan.</p>
8. Facilitate shared decision making through negotiation and consensus-building methods	PUBH 7200: Politics and Policy Seminar	<p>Mock Congressional Hearing assignment (Module 14): Students work in groups and are assigned the role, alternately, of congressional committee members, and a concerned advocacy group, respectively. The latter are assigned an issue, on which they must prepare written testimony, which is also to be delivered orally. Committee members then negotiate with each other to develop lines of questioning based on shared decision-making in developing the written testimony. Advocacy group members are assessed on clarity, quality of research, and ability to nimbly address questions. Committee members are assessed on the quality of their questions, and the extent to which these questions reflect some research into the issue at hand. Each individual student submits a write-up reflecting on their role in the project, and how they contributed to overall decision-making.</p>
9. Create organizational change strategies	HPMG 7200: Public Health Management and Ethics	<p>Case Study Organizational Change Strategy (Module 7): Students are provided a case study of an organizational challenge that might benefit from a change strategy. In this hypothetical case, students will create an organizational change strategy to respond the challenging circumstances. Students write a response that identifies the organizational change strategy</p>

D3-2 Assessment of Foundational Competencies for DrPH		
Leadership, Management & Governance		
		created (approach, rationale, and implementation timeline).
10. Propose strategies to promote inclusion and equity within public health programs, policies, and systems	PUBH 7200: Politics and Policy Seminar	Team hypothetical advocacy campaign assignment and presentations (Module 12), midterm exam question (Module 8): Students consider ways to assure equity and inclusion within the context of their project, and are required to reflect on these issues in their associated individual write-up
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency	PUBH 7200: Politics and Policy Seminar	Team hypothetical advocacy campaign assignment (Module 12): Students compose a written self-assessment of their imagined leadership role, and description of group dynamics, for which students must reflect on their own role in the project, and the ways in which their group's campaign constitutes public health leadership--and how they acted as leaders within the context of the project itself. Students are asked specifically to cite their self-perception of their own strengths and weaknesses when it comes to their leadership within the context of the project and propose strategies for improvement.
12. Propose human, fiscal, and other resources to achieve a strategic goal	HPMG 7200: Public Health Management and Ethics	Strategic Plan, Resource Allocation, and Budgeting assignment (Module 5): <u>Part 4.</u> Respond to Strategic Plan Consultation and Add Human, Fiscal, and Other Resources Required and the Associated Budget. In the final part of this assignment, the group responds to the consultation provided by another group and finalizes each component of their strategic plan and budget. <u>Part 5.</u> Students provide a self-assessment of their role in determining the required human, fiscal, and other resources as well as in development of the budget, and reflect upon the process of resource allocations.
13. Cultivate new resources and revenue streams to achieve a strategic goal	HPMG 7200: Public Health Management and Ethics	Strategic Plan, Resource Allocation, and Budgeting assignment (Module 5). <u>Part 5.</u> Students identify strategies that would propose to cultivate new resources and revenue streams to achieve the strategic plan outlined. They consider the value of these skills to the professional practice of public health.

D3-2 Assessment of Foundational Competencies for DrPH		
Competency	Course numbers and names	Describe specific assessment opportunity
Policy & Programs		
14. Design a system-level intervention to address a public health issue	PUBH 7200: Politics and Policy Seminar	Midterm exam (Module 8): Students consider the design of a system-level intervention in a long-essay answer, specifically showing how that intervention will alter community norms and policies
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs	PUBH 7200: Politics and Policy Seminar	Midterm exam (short) essay (Module 8): Students will follow-up on the integration of cultural values and practice in the system-level intervention identified in the Midterm exam (long) essay question.
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis	PUBH 7200: Politics and Policy Seminar	Policy analysis and evaluation paper (Module 10): Students justify the significance of a public health problem, present alternative solutions, develop evaluation criteria, and assess the relative merits of each option.
17. Propose interprofessional and/or intersectoral team approaches to improving public health	PUBH 7201: Study Design in Public Health Practice	Community Engaged Research Assignment, Part 2: Students describe an approach that could be used to address the assigned public health problem in a targeted community, that integrates the roles of the intersectoral stakeholders identified in Part 1.

D3-2 Assessment of Foundational Competencies for DrPH		
Competency	Course numbers and names	Describe specific assessment opportunity
Education & Workforce Development		
18. Assess an audience's knowledge and learning needs	HPMG 7200: Public Health Management and Ethics	Public Health Instructional Design Assignment (Module 10): Part 1. Students assess baseline knowledge and developing a lesson plan. Students assess the perceived and objective needs of an assigned target audience by conducting a gap analysis, develop a lesson plan on an assigned public health topic that includes learning objectives, an assessment and associated assessment rubrics.
19. Deliver training or educational experiences that promote learning in academic, organizational, or community settings	HPMG 7200: Public Health Management and Ethics	Public Health Instructional Design Assignment (Module 10): Part 2. Delivering an online lecture. Using the lesson plan developed, students deliver an asynchronous online "mini-lecture."
20. Use best practice modalities in pedagogical practices	HPMG 7200: Public Health Management and Ethics	Public Health Instructional Design Assignment (Module 11): Part 3. Students use and reflect upon best practice modalities and your teaching philosophy. In the asynchronous online mini-lecture, the student will engage at least three best practice elements into the mini-lecture. The student will identify the best practices elements engaged and reflect upon their relative value for adult learners. Students will also reflect upon their teaching philosophy.

- 3) Include the most recent syllabus from each course listed in Template D3-1, or written guidelines for any required elements listed in Template D3-1 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 D3-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

Syllabi and accompanying assessment information can be found in ERF > Criterion D > Criterion D3 > D3.3 Supporting Documentation.

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

Strengths:

Each DrPH foundational competency is mapped to at least one foundation course, with at least one assessment to demonstrate that students have gained mastery of that competency. Each syllabus includes a matrix linking competencies to assessments.

Challenges and Opportunities:

None noted.

D4. MPH and 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.

D4-1 Assessment of Concentration Competencies		
MPH in Biostatistics		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Apply statistical inference methods to evaluate public health research hypotheses	BIOS 5202: Applied Regression Analysis	Final exam: Given a dataset and a research hypothesis, students select the appropriate regression model, evaluate variable inclusion, multicollinearity, assumption checking, and model fit to determine the final model that best represents a given dataset. Students also report and interpret the confidence interval surrounding the parameter estimates of the regression model. Interpret the model results in terms of implications for public health practice.
2. Critically appraise public health research literature using knowledge of study design, statistical methods, and subject matter context	BIOS 5201: Categorical Data Analysis	Semester-long project, step 2: In a literature review, students assess the strengths and weaknesses of published epidemiologic studies on a particular research topic in terms of study design and statistical approach.
3. Construct and manage datasets for cross-sectional and longitudinal studies using statistical software	BIOS 5204: Statistical Computing	Homework 1: Students construct datasets for cross-sectional and longitudinal research by importing data into SAS, creating temporary and permanent SAS datasets, and merging and subsetting datasets.

D4-1 Assessment of Concentration Competencies		
MPH in Biostatistics		
Competency	Course numbers and name	Describe specific assessment opportunity
4. Analyze continuous and categorical data using advanced statistical methods	<p>BIOS 5203: Survival Analysis</p> <p>BIOS 5202: Applied Regression Analysis</p>	<p>Final Project (BIOS 5203): Students use statistical software including SAS and R to analyze time to event data.</p> <p>Final exam (BIOS 5202): Given a dataset and a research hypothesis, students select the appropriate regression model, evaluate variable inclusion, multicollinearity, assumption checking, and model fit to determine the final model that best represents a given dataset. Students also report and interpret the confidence interval surrounding the parameter estimates of the regression model and interpret the model results in terms of implications for public health practice.</p>
5. Create data displays to communicate biostatistical analysis findings to diverse stakeholders	BIOS 5201: Categorical Data Analysis	Project Assignment 1. Students create data displays for categorical data and interpret categorical data analysis results for both scientific and lay audiences

D4-1 Assessment of Concentration Competencies		
MPH in Community Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Synthesize the role of social and community factors in both the onset and solution of public health problems.	CHSC 5205: Urban Health Issues	Neighborhood SDoH PhotoVoice Project: Using the qualitative methodology of PhotoVoice, each student will choose one neighborhood within NYC, and capture the neighborhood's strengths and challenges through photography and narrative. Each student will produce a narrated PowerPoint presentation to describe the health-related profiles of residents and articulate how features of the built, physical, and social environment are associated with the health profiles of residents. Students will conclude with describing evidence-based programmatic and policy approaches to improving neighborhood characteristics.
2. Analyze historical, social and community factors in the onset and persistence of contemporary health inequities in immigrant and/or urban populations.	CHSC 5300: Intro to Research Methods	Literature review on selected community health topic: Students will conduct a literature review on selected community health topic. The selected community health topic is a health inequity (e.g., a key health problem in a population) identified in the IRS mandated community health needs assessments conducted by an urban hospital. The literature review is to include six pieces of published information on the topic. Topics covered in the pieces of published information must include the social determinants (historical, social, and community) of the selected community health topic. Students will then create a literature review map (a graphical representation of the relationship between the selected literature on the topic) and cite the literature in the text of the literature map and create reference list at the end of the text.
3. Explain the language, legal, economic, cultural and access barriers that must be considered in the development and design of research and interventions to improve the health of immigrant and urban populations.	CHSC 5202: Issues in the Health of Immigrant Populations	CBPR Assignment: Students identify a specific health issue in an immigrant population and propose a program to address this issue. In small groups, students discuss each proposal, with members of the group assuming the role of stakeholders, including academia, the local health department, community representatives and policy makers, and provide realistic critique and commentary. Each student is assessed individually based on their own contributions to the project.

D4-1 Assessment of Concentration Competencies		
MPH in Community Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
4. Assess methods for conducting a community health assessment.	CHSC 5300: Introduction to Research Methods	Selecting a community health research topic ('My Study is About' statement): Through class participation and a discussion board, students select a study topic based on the assessment of a selected community's health: Students identify two (2) community health assessments conducted by hospitals, public health departments or community based/social services organizations. Based on an assessment of selected community health assessments, students select a community health topic to study and describe the rationale for the selection of the community health assessment based on the following criteria: 1) clarity of the definition of community (e.g., geography, demographic characteristics), 2) level of community engagement (e.g., collaboration with individuals from the community and stakeholder organizations), and 3) clarity of prioritized health issues and criteria for selecting those health issues. (Module 3)
5. Apply social and behavioral science concepts, theories, and models to understand and modify health behavior	CHSC 5200: Health Behavior and Risk Reduction	Final Paper: Students select a health outcome, discuss at least 2 common theoretical approaches to existing health interventions aiming at behavior change for the health outcome selected and discuss how theory drove the planning, implementation, and evaluation of the program.

D4-1 Assessment of Concentration Competencies		
MPH in Environmental and Occupational Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Identify environmental and occupational hazards or social contextual factors that influence working conditions and contribute to injury, illness and health.	EOHS 5202: Occupational Health	Graded Discussion Forum: Students provide written answers to discussion questions exploring the links between workplace hazards, social context and injury/illness, such as the module 1 question: 1) What are some examples of hazardous exposures that affect people in both the workplace and in the general environment? Also, written answers to module 3 questions on social contextual factors, hazards and health inequities, including: 1) What contextual factors may explain the higher rates of work-related injuries and fatalities among Black and Hispanic workers in the US? 3) Why might workers in temporary jobs (and other forms of “precarious” or “contingent” work) have higher injury and illness rates?
2. Describe complex environmental systems, including climate change, and identify methods for measuring their impacts on human health.	EOHS 5316: Climate Change and Health	Assessment, Week 5: Students answer questions addressing assessment of air pollution and climate change impacts on health from the WHO perspective. Demonstrate understanding of key climate-change related air pollutants and health risks.
3. Describe regulations and the role of agencies in preventing and controlling environmental and occupational health hazards.	EOHS 5201: Introduction to Management, Policy, Law	Graded Discussion Forum: Students provide written answers to module 2 discussion questions about OSHA, including: 1) Briefly describe the OSHA law and explain why the self-employed, family farms, religious workers, and domestic household employees. Should they be? 2) In 2000, Congress passed the Needlestick Safety & Prevention Act, modifying OSHA’s 1993 Blood-Borne Pathogen Standard. What are its most important requirements? Have you worked in health care & seen this Act in operation? If yes, what was your experience? Students post in the module 5 discussion forum on the Clean Air Act, specifically EPA’s proposal to disapprove the Texas Flexible Permits State Program.

D4-1 Assessment of Concentration Competencies		
MPH in Environmental and Occupational Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
4. Develop strategies for exposure reduction in accordance with federal and state regulations to reduce injuries, illnesses, and promote health equity.	EOHS 5202: Occupational Health	<p>Graded Discussion Forum: Students provide written answers to discussion questions for: module 3, based on the textbook Chapter 2 – Occupational & Environmental Health Equity & Social Justice. How might differences in government protection contribute to health inequalities? 8) What are some useful strategies for reducing occupational health exposures and inequities and achieving greater social justice?</p> <p>Also assessed by module 5 questions based on chapter 6 of the textbook 3) What are the strengths and limitations of the 2 main surveillance systems for occupational injuries and illnesses – SOII and CFOI? 6) Has the Adult Blood Lead Epidemiology and Surveillance program been successful?</p>
5. Apply strategies for assessment, prevention and control of environmental and occupational health hazards.	EOHS 5317: Disaster Preparedness and Vulnerable Populations	<p>PowerPoint Presentation (10 slides): Students propose assessment, management and prevention strategies for a possible NYC-based disaster. Cite at least five papers from the primary literature to draw from past disaster response scenarios. Identify lessons learned for future response to protect response workers and citizens.</p>

D4-1 Assessment of Concentration Competencies		
MPH in Epidemiology		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Describe patterns in the incidence and prevalence of diseases affecting the health of immigrant and urban populations, including etiologic and prognostic factors	EPID 5202: Infectious Disease Epidemiology	Infectious Disease Epidemiology Presentation: Students present the current and historical distribution and etiologic determinants of an infectious disease of major public health importance. Present the global and domestic burden of the disease and how it is contextualized by poverty, ethnicity, and the urban environment. They also describe the pathogen, host, and environment of the disease from both a biological and social framework.
2. Design an epidemiologic study to test a research hypothesis	EPID 5203: Chronic Disease Epidemiology	Group Cohort Study Design Assignment: Students design a prospective cohort study to evaluate the influence of an assigned exposure factor on the incidence of a health outcome. Each student is required to independently submit each element of the study design, both to an assignment dropbox for instructor review, and to a group discussion board. The group then provides feedback on the submitted elements and they later work as a team to refine their ideas into a final group product that incorporates the best elements of all the component submissions.
3. Evaluate the effect of potential sources of bias in epidemiologic studies, and identify ways of minimizing them	EPID 5205: Epidemiologic Research Methods II	Semester-long Project: Students identify potential confounding variables from past research and estimate associations between predictor and potential confounders, then use appropriate statistical methods to estimate measures of association between predictor and outcome, adjusting for identified confounders.
4. Using a large public access health dataset, conduct and interpret secondary data analyses.	EPID 5205: Epidemiologic Research Methods II	Semester-long Project: Using an assigned publicly available dataset, students formulate a research question, conduct data management, identify variables within the dataset for the research question, and conduct descriptive and multivariable-adjusted data analyses to answer the research question. Interpret the findings in the context of existing epidemiologic literature and implications for policy or practice.

D4-1 Assessment of Concentration Competencies		
MPH in Epidemiology		
Competency	Course numbers and name	Describe specific assessment opportunity
5. Assess strengths and limitations of epidemiologic studies in terms of how they affect causal inference	EPID 5201: Epidemiologic Research Methods	Coffee and Pancreatic Cancer Exercise. Students read: MacMahon B, Yen S, Trichopoulos D, Warren K, Nardi G. Coffee and cancer of the pancreas, New England Journal of Medicine. 1981;304(11):630-633. Students assess the limitations of the study sample, research design, and measurement approaches.

D4-1 Assessment of Concentration Competencies		
MPH in Health Policy and Management		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Apply theories and strategies of healthcare management to the routine operations and emerging issues in the healthcare environment.	HPMG 5203 Healthcare Management Concepts	Midterm Exam. Students answer questions requiring demonstration of ability to apply the theories and strategies for healthcare management to a hypothetical case example.
2. Apply policy alternatives in response to key public health issues.	HPMG 5204: Access, Cost, and Quality of Care	Health Policy Analysis Paper: Parts 3-5. Students select and apply evaluation criteria that are used to analyze two or more policy alternatives and determine a reasoned policy recommendation.
3. Appraise the determinants of healthcare that impact individuals, systems, organizations, or communities.	HPMG 5204: Access, Cost, and Quality of Care	Policy Infographic: Parts 2 and 3. Students identify at least 2 social, political, or economic determinants of the healthcare issue and the impact of these determinants on the healthcare issue identified. Students select at least two policy alternatives that are responsive to the political, economic, and/or social determinant of health.
4. Communicate online, orally, and in writing health policy and management issues using appropriate channels and technologies.	HPMG 5202: Healthcare Advocacy and Politics	Group policy process presentation. Parts 1-3. Part 1. Students show how a particular step in the policy process unfolded through a PowerPoint presentation. Part 2. Students consider the opportunity for using media strategies in shaping and propagating crucial health policy and management issues. Part 3. Students are asked to reflect individually on when and why presentation and social media strategies are the optimal channel for communication of health policy and management issues.

D4-1 Assessment of Concentration Competencies		
MPH in Health Policy and Management		
Competency	Course numbers and name	Describe specific assessment opportunity
5. Assemble and utilize reliable and valid information sources and data to support evidence-informed decision-making.	HPMG 5208: Health Services Research Design and Methods	Research Proposal. Part 1. Students assemble and summarize relevant research studies and technical reports to identify a significant and understudied health policy and management issue. Based on the summary of this issue, students then must develop a responsive and evidence-informed research question.
6. Apply relevant social justice frameworks to analyze and advocate for health policy and management policies.	HPMG 5202: Healthcare Advocacy and Politics	Hypothetical Public Health Advocacy Project: Students devise an intervention to work toward social justice and health equity in a Brooklyn community, weighing and processing relevant evidence and (past) best practices.

D4-1 Assessment of Concentration Competencies		
MPH in Healthcare Administration		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Apply theories and strategies of healthcare management to the routine operations and emerging issues in the health care environment.	HPMG 5203: Healthcare Management Concepts	Midterm exam (Module 8): Students answer questions requiring that they demonstrate the ability to identify and relate the theories and strategies to various real-world healthcare management issues.
2. Create and differentiate a mission statement, vision, values statement, and action plan.	HCAD 5201: Introduction to Healthcare Administration	Short Paper 1 Assignment (Module 2): Students engage with a hypothetical case study that asks students to propose a mission, vision, values statement, key milestones, and an action plan.
3. Investigate the changing context of healthcare systems and identify stakeholder-generated solutions.	HCAD 5204: Healthcare Quality Improvement	Graded Assignment 5: Students are provided a hypothetical case study that requires them to apply a Root Cause Analysis to identify an organizational challenge and then select strategies that surface stakeholder-generated solutions to address structural factors underlying quality challenges.
4. Apply funding and payment principles and strategies to healthcare systems	HCAD 5203: Finance and Reimbursement	Case Study: Students are provided a case study on pay-for-performance and must apply financing principles and strategies to incentivize quality care; the case study engages students in the context of the pay-for-performance roll-out among family practitioners in the National Health Service.

D4-1 Assessment of Concentration Competencies		
MPH in Healthcare Administration		
Competency	Course numbers and name	Describe specific assessment opportunity
5. Identify ethical issues in healthcare administration and analyze and resolve those issues using appropriate frameworks and principles.	HCAD 5202: Healthcare Law and Ethics	Ethics Paper: From the perspective of a healthcare administrator, students are asked to apply appropriate frameworks and principles to address an ethical conundrum.
6. Demonstrate leadership and management skills that promote equity and inclusion in a healthcare organization.	HPMG 5203: Healthcare Management Concepts	Short Paper 3: Students are provided a hypothetical case study in which they apply leadership and management skills to promote equity and inclusion in a healthcare organization.

D4-1 Assessment of Concentration Competencies		
DrPH in Community Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Implement qualitative research studies to inform public health practice.	CHSC 7201: Qualitative Research Methods for Public Health Practice	Coordinating and Conducting Qualitative Data Collection (Module 6): Students can either refine study purpose statements and research questions developed in PUBH 7201 or design new purpose statements and research questions for topics they wish to explore in the course. Students then have to coordinate a plan then implement the plan to enter the field and collect data. Coordination includes locating a study site to observe and identify individuals to interview, attending to ethical considerations of collecting data from the selected site and individuals, submitting an IRB application, if applicable, and creating a data collection schedule.
2. Design a community engaged intervention utilizing social and behavioral theories, concepts, and models from a range of disciplines.	CHSC 7202: Methods of Community Intervention and Research	Community-Engaged Intervention Service Learning Project: The service learning projects provide a hands-on opportunity to develop a community-engaged intervention; each student works on one service learning project for the entire semester. Students begin by finding a community-based organization to find out as much as you can about their organization, to research relevant literature related to the public health problem and proposed intervention approach, to create a plan for implementing the intervention, and to suggest ways in which the success

D4-1 Assessment of Concentration Competencies		
DrPH in Community Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
		of the program can be monitored. Each student develops a final written paper and presentation which highlights the following elements: (1) needs assessment, situation analysis, and logic model of problem, (2) their interventions program outcomes and objectives, which involves incorporation of behavioral and social science theories of change and change techniques, and (3) the program design, production, and evaluation, which involves developing a plan for an intervention and for how your organization can implement it, given what the students know about the organization.
3. Design and apply evaluation methods and frameworks to real-world public health interventions.	CHSC 7203: Program Evaluation: Theory, Practice and Research	Outcome Evaluation Foundation Proposal: Utilizing evaluation methods and frameworks learned in class, students propose a process and outcome evaluation of their proposed intervention with SMART objectives and indicators. Students justify the selection of an experimental or quasi-experimental design and make recommendations for how the intervention can be sustained post evaluation study.
4. Using scientific data, create and communicate tailored public health information for specific audiences.	CHSC 7204: Seminar in Health Promotion	SOHCO Communication: Students complete a Single Overriding Health Communication Objective (SOHCO) worksheet based on an assigned MMWR article. Then, using guidelines for message development, create the most effective communication to present to the primary audience. As a final step, students present their communication product (e.g., public service announcement, brochure, poster) to the class.
5. Conduct a community asset and needs assessment and articulate concerns in communications with diverse stakeholders, decision-makers, and academic audiences.	CHSC 7202: Methods of Community Intervention and Research	Situation Analysis of Community Needs and Assets: Utilizing secondary data sources and primary data from a community-based organization, students conduct a situation analysis identifying the assets, concerns, strengths, and opportunities of the organization's capacity to respond to the health problem of interest. Students then deliver the results of the situation analysis as a written report back to the community-based organization. For fellow students and faculty, present the results of your community needs and

D4-1 Assessment of Concentration Competencies		
DrPH in Community Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
		assets assessment in the form of a logic model of the health problem.

D4-1 Assessment of Concentration Competencies		
DrPH in Environmental and Occupational Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Evaluate current environmental health risk assessment methodologies.	EOHS 7202: Advanced Topics in Risk Assessment and Management	Final Paper: Students choose a compound from EPA's IRIS database that has undergone both non-carcinogen and carcinogen risk assessment. Students then write a paper analyzing the evidence of the following: non-cancer effects, cancer effects, summary of risk estimates, discussion of adequacy of evidence, citation of newer studies from the literature, and a final critical analysis relating to the textbook chapter.
2. Assess occupational hazards and social contextual factors that influence working conditions and contribute to injury, illness and health disparities.	EOHS 7300: Advanced Topics in Occupational Health	<p>Discussion questions. Students provide written answers to discussion questions based on the Module 6 required reading, a study of the hazards faced by hotel housekeepers and health disparities between hotel occupations. Discussion question components include:</p> <p>Working conditions, injury and illness (part 1) Students must comment on what percentage of excess risk in the racial/ethnic groups (or for female workers) was reduced after adjustment for job title and hotel company? They must also specify "excess risk" compared to whom in their responses.</p> <p>Health disparities (part 2) Students must detail which occupational hazards explain the increased injury risk among hotel housekeepers. Students must identify and specify which information the study provides to shed light on racial/ethnic or gender health disparities.</p>

D4-1 Assessment of Concentration Competencies		
DrPH in Environmental and Occupational Health Sciences		
Competency	Course numbers and name	Describe specific assessment opportunity
3. Evaluate the performance and impact of regulatory agency policies and programs to prevent and control environmental and occupational hazards.	EOHS 7203: Environmental Health Policy and Management	Presentations (Module 15). Students choose an environmental or occupational law, policy or management approach of interest to them (evaluating success and impact) and make a 15-minute presentation to the class. The presentation must include an assessment of the law, policy or management approach's positive and negative attributes and challenges in implementation.
4. Develop an assessment plan or outbreak investigation to characterize a particular environmental or occupational risk in a community or workplace setting.	EOHS 7206: Environmental and Occupational Epidemiology	Cancer Cluster Investigation. Students develop a plan to investigate a cancer cluster based on CDC/ATSDR guidance provided in the module. Students must detail the steps of assessment and relative roles of stakeholders including other government entities and/or academic or medical partners.
5. Assess risk communication approaches in relation to issues of environmental and occupational justice and equity.	EOHS 7202: Advanced Topics in Risk Assessment and Management	Case Study Presentation. Students present case study results in four succinct slides apiece for each respective part (Parts 1-4). Students compare risk communication strategies used for workers from a range of sectors versus community members. Students also identify approaches to address equity and justice including equal access to prevention measures.

D4-1 Assessment of Concentration Competencies		
DrPH in Epidemiology		
Competency	Course numbers and name	Describe specific assessment opportunity
1. Identify appropriate data sources and apply advanced statistical methods for causal inference to answer epidemiologic research questions.	BIOS 7203: Advanced Applied Regression Analysis	Final Project, Parts 1 & 2. Students develop a research question and identify three data sources that might be used to answer it; of these, they then choose one for the final project and explain the selection. Students then select and implement in the R statistical software an appropriate regression technique (e.g., regression via matrix, linear mixed effect modeling, generalized estimating equations, robust regression, weighted least-square regression, generalized least-square regression), then report and interpret their findings.
2. Synthesize epidemiologic research findings, including assessment of strengths and limitations, ethical considerations, and policy implications.	EPID 7202: Advanced Epidemiologic Research Methods II	Semester-Long Project: Students develop a research question that can be answered using a publicly available data source. Students review published epidemiologic research that has addressed the question of interest and outline the methodology used, including human subjects research protections. They evaluate the strengths and weaknesses of past studies to inform the analytic approach to answer your research question. Students then conduct the analysis, summarize the results, interpret the results in the context of findings from previous studies, and describe implications for policy and practice.
3. Communicate the findings from advanced epidemiologic data analyses orally and in writing to colleagues, policymakers, and the public.	EPID 7205: Surveillance, Outbreak Investigation and Management	Disease Outbreak Simulation. Students present mock public health surveillance data and a proposed disease mitigation plan to diverse stakeholders, both in writing and in a simulated press conference. They then draft a lay summary of the surveillance data and its implications for the public, to be read on the evening news.
4. Select and evaluate surveillance and screening approaches to identify and mitigate chronic or infectious disease outbreaks.	EPID 7205: Surveillance, Outbreak Investigation and Management	Surveillance Systems Assignment. Given an infectious disease, students identify current screening/surveillance methods. They choose one of these methods and describe its effectiveness and feasibility in terms of factors such as acceptability, cost, data quality, flexibility, predictive value positive, representativeness, security, sensitivity, simplicity, standards use and timeliness. Students also describe how findings from

D4-1 Assessment of Concentration Competencies		
DrPH in Epidemiology		
Competency	Course numbers and name	Describe specific assessment opportunity
		the surveillance system are used for population-level infection control.
5. Develop data management and statistical analysis plans appropriate for a chosen epidemiologic study design.	EPID 7201: Advanced Epidemiologic Research Methods I	Research Analysis Plan: Students develop a research question, describe an appropriate epidemiologic study design to answer it, use a publicly available dataset, and propose an analytic plan to answer the research question. Students outline data management procedures they will use in their projects, including identification of appropriate variables, creation and/or recoding of needed variables, and evaluating the extent of missing data.

- 2) 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 and accompanying assessment information can be found in ERF > Criterion D > Criterion D4 > D4.3 Supporting Documentation.

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

Strengths:

Each of the MPH and DrPH concentration competencies are mapped to at least one concentration course, with at least one assessment to demonstrate that students have gained mastery of that competency. Each syllabus includes a matrix linking competencies to assessments. A review of the DrPH competencies and coverage in 2022 led to a recent change in the concentration course in that department. That course, Environmental and Occupational Epidemiology, will be offered for the first time in the 2023-2024 academic year.

Challenges and Opportunities:

None noted.

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.

The school identifies competencies based on a collaborative process with the student, faculty advisor, and the APEX preceptor (the APEX organization's field supervisor). The identification of competencies is based on student needs and interests, and the needs of the external constituent's APEX project and set of deliverables which is decided in collaboration with the preceptor. Students seek approval from his/her faculty advisor based on a final set of competencies. Competencies and the mapping of competencies to each APEX deliverable and faculty/student approval are documented in the APEX proposal form (see MPH APEX Proposal Form in ERF > Criterion D > Criterion D5 > D5.2 APEX Requirements). Towards the end of the APEX, after the completion of at least 120 hours of APEX-related activities, students are required to submit an evaluation form assessing how well their deliverables allowed them to strengthen their chosen competencies (see MPH APEX Student Form in ERF > Criterion D > Criterion D5 > D5.2 APEX Requirements). APEX preceptors complete an evaluation form as well (see MPH APEX Preceptor Form in ERF > Criterion D > Criterion D5 > D5.2 APEX Requirements), which assess the student's performance in a public health setting as well as how well their deliverables strengthened their chosen competencies. Faculty advisors complete a similar form (see MPH APEX Faculty Form in ERF > Criterion D > Criterion D5 > D5.2 APEX Requirements). Samples of these forms can be found in the APEX Handbook (see MPH APEX Handbook in ERF > Criterion D > Criterion D5 > D5.2 APEX Requirements). The Office of Community Engagement, comprised of the Associate Dean for Community Engagement and the Community Partnerships & Career Advisement Manager, oversees APEX and coordinates students to work with sites that fit their needs. Many students of the SPH work full-time, are parents, or are in other academic programs and require flexible APEX arrangements.

The Office of Community Engagement oversees the addition of APEX sites by working with external constitutions to identify what needs can be supported by the addition of public health students and communicating opportunities via email announcements, appointments with the Community Engagement Coordinator, and announcements on the SPH APEX webpage.

The Office of Community Engagement oversaw the growth of the APEX program in response to enrollment increases from 2020 to 2021 (during the pandemic period). Below is a summary of student enrollment and the number of APEX sites during that period.

- Spring 2021: 25 sites (41 students)
- Summer 2021: 18 sites (20 students)
- Fall 2021: 24 sites (33 students)

We continue to identify APEX sites to accommodate the growth of our school **and** are engaging in strategies to further build service-learning partnerships. These strategies include twice-annual APEX information sessions for our SPH community and external constituents to provide an overview of APEX opportunities and increased networking at local and national conferences to increase SPH visibility and leverage new partnerships for the development of new APEX projects. Still, we anticipate continued challenges finding flexible APEX arrangements for full-time working students and our MD residents enrolled in the MPH program who often need to complete this requirement during non-traditional working hours.

- 2) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

Copies of the MPH APEX Handbook, proposal form, and student, faculty, and preceptor evaluation forms can be found in ERF > Criterion D > Criterion D5 > D5.2 APEX Requirements.

- 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.

APEX student deliverables for BIOS, CHSC, EOHS, EPID & HPMG can be found in ERF > Criterion D > Criterion D5 > D5.3 Student Samples > MPH

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

Strengths:

A strength of our MPH APEX is the broad and diverse range of external constituents who participate in our program. Located in the heart of Brooklyn, we are uniquely positioned to be able to work with local organizations that are working to address the urgent needs of its historically marginalized populations. Because of the large Community Advisory Board and continuous engagement in the community through research collaborations, educational activities, communication, advocacy, and professional development opportunities, the Office of Community Engagement has the ability to identify needs and opportunities in real-time among our external constituents and match them to student needs in a timely manner. The Office of Community Engagement works closely with students and APEX sites to support their needs.

Challenges and Opportunities:

With the movement toward remote learning, growing enrollment, continued challenges finding flexible APEx arrangements for full-time working students, and our MD residents enrolled in the MPH program who often need to complete this requirement during non-traditional working hours, we will need to develop new strategies and expand partnerships outside our local area to offer a robust set of field opportunities.

D6. DrPH Applied Practice Experience

The work product may be a single project or a set of related projects that demonstrate a depth of competence. It may be completed as a discrete experience (such as a practicum or internship) or integrated into school coursework. In either case, the deliverable must contain a reflective component that includes the student's expression of personal and/or professional reactions to the applied practice experience. This may take the form of a journal or other written product, a professional portfolio, or another deliverable as appropriate for the school.

The school identifies a minimum of five foundational and/or concentration-specific competencies (as defined in Criteria D3 and D4) that are reinforced and/or assessed through application. The school may either choose at least one competency from the leadership, management, and governance domain in Criterion D3 or choose a concentration-specific competency identified in Criterion D4 if it relates to leadership skills. Competencies may differ from student to student.

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

The school identifies competencies based on a collaborative process with the student, faculty advisor, and APEX preceptor (the APEX organization's field supervisor). The identification of competencies is based on student needs and interests and the needs of the external constituent's APEX project and set of deliverables (preceptor). Students seek approval from his/her faculty advisor based on a final set of competencies. Competencies and the mapping of competencies to each APEX deliverable and faculty/student approval are documented in the APEX proposal form (see DrPH APEX Proposal Form in ERF > Criterion D > Criterion D6 > D6.3 APEX Requirements). Of these five competencies, at least one must be from the category of leadership related competencies (see DrPH APEX Handbook in ERF > Criterion D > Criterion D6 > D6.3 APEX Requirements). Towards the end of the APEX, after the completion of at least 150 hours of APEX-related activities, students are required to submit an evaluation form assessing how well their deliverables allowed them to strengthen their chosen competencies (see DrPH APEX Student Form in ERF > Criterion D > Criterion D6 > D6.3 APEX Requirements). APEX preceptors complete an evaluation form as well (see DrPH APEX Preceptor Form in ERF > Criterion D > Criterion D6 > D6.3 APEX Requirements) , which assess the student's performance in a public health setting, their leadership ability in relation to their chosen leadership competency, as well as how well their deliverables strengthened their documented competencies. Faculty advisors complete a similar form (see DrPH APEX Faculty Form in ERF > Criterion D > Criterion D6 > D6.3 APEX Requirements). Additionally, DrPH students are required to create a self-reflection presentation (see DrPH APEX Self-Reflection PP in ERF > Criterion D > Criterion D6 > D6.3 APEX Requirements and a sample self-reflection in ERF > Criterion D > Criterion D6 > Criterion D6.4 Student Samples > CHSC > Student 2) . .

- 2) Explain, with references to specific deliverables or other requirements, the manner through which the school ensures that the applied practice experience requires students to demonstrate leadership competencies.

One of the required competencies for DrPH APEX projects is selection of a leadership competency which is documented in the student's APEX proposal (see DrPH APEX Proposal Form in ERF > Criterion D > Criterion D6 > D6.3 APEX Requirements) and is chosen from a list of leadership related competencies. This requirement is clearly outlined in the DrPH APEX Handbook (see DrPH APEX Handbook in ERF > Criterion D > Criterion D6 > D6.3 APEX REquirements) . This requirement makes it distinct from the MPH APEX. In addition, all DrPH students are required to submit a self-reflection presentation in which the student is asked to reflect on how the APEX project contributed to strengthening the identified leadership competency Attainment of competencies is documented in the evaluation forms completed by the faculty advisor and preceptor.

- 3) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

Documentation of the official requirements is provided in ERF > Criterion D > Criterion D6 > D6.3 APEX Requirements.

- 4) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The school must provide samples of complete sets of materials (i.e., Template D6-1 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.

Individual student samples for each concentration are provided in ERF > Criterion D > Criterion D6 > D6.4 Student Samples.

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

Strengths:

Both the MPH and the DrPH APEX are centrally coordinated and similar to the MPH APEX, the SPH has developed a robust network of external constituents who partner with us on service-learning opportunities through the APEX. We are uniquely positioned to work with local organizations that are working to address the urgent needs of its historically marginalized populations. Due in large part to our active Community Advisory Board, continuous engagement in the community through research collaborations, educational activities, advocacy, and professional development opportunities, the Office of Community Engagement can identify needs and opportunities in real-time among our external constituents and match them to student needs in a timely manner. The Office of Community Engagement works closely with students and APEX sites to support their needs.

Challenges and Opportunities:

Challenges exist with finding flexible APEX arrangements for full-time working students. Because almost all of our DrPH students work full-time, the period necessary to complete an APEX is prolonged as students need to navigate their current work and school schedules. There is a benefit for DrPH students who require extended time (year or more) to use the experience to directly inform their ILE/dissertation products. The school is currently developing mechanisms/policies to support this linkage and to create a more robust integration of APEX/ILE requirements. This would also facilitate timely completion of the doctoral program given that APEX can potentially generate data that the student can use for his/her ILE/dissertation deliverables. Given our strong ties to the community, more formal mechanisms can be established to address the needs of many of our external, community-based partners (many are seeking support for data collection, evaluation, and evidence gathering) and the academic requirements of our DrPH students. *CHSC Student #1* (see ERF > Criterion D > Criterion D6 > D6.4 Student Samples > CHSC) in section D6.4 is an excellent example of such an arrangement. The student worked with a local community-based organization on a needs assessment and the development of a key informant interview guide; these APEX deliverables are now being used as data collection instruments in the DrPH dissertation.

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.

D7-1 MPH Integrative Learning Experience for all Departmental Concentrations	
Integrative learning experience (list all options)	How competencies are synthesized
Regardless of concentration, students complete a written paper that can take the form of a literature review or a research study. Students in the Health Policy and Management and Healthcare Administration concentrations have an additional option of completing a policy analysis.	All students are required to submit a completed ILE Proposal Form (see MPH-ILE Proposal Form in ERF > Criterion D > Criterion D7 > D7.4 Competency Assessment), which documents the student’s proposed ILE paper topic and identifies public health competencies to be addressed in the paper. The ILE paper must address and integrate three student-selected competencies. Two of these must be an MPH Foundational Competency and one must be a Concentration-specific Competency from the student’s home department. The chosen competencies must be identified on the ILE Proposal Form, which is reviewed and approved by the student’s faculty advisor. Upon completing the ILE paper and a presentation, the student and faculty advisor assess whether the selected competencies were successfully integrated into the ILE products. Each student fills out a rubric on the ILE Paper Assessment Form (see MPH-ILE Assessment Form in ERF > Criterion D > Criterion D7 > D7.4 Competency Assessment) indicating the self-assessed level of integration of each selected competency in the ILE Paper. Rating Options include “Adequate”, and “Inadequate”. The Faculty Advisor fills out a similar rubric to assess student integration of these competencies in the ILE Paper (see MPH-ILE Assessment Form in ERF > Criterion D > Criterion D7 > D7.4 Competency Assessment).

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

The ILE is completed as the final requirement for the program. Students register for the MPH ILE at the start of the semester in which they plan to complete the ILE. Students are responsible for initiating meetings with their faculty advisor prior to registration and throughout the ILE. Students are provided a syllabus for their respective departmental course for specific submission requirements, including whether to upload their paper to the departmental course site in Brightspace. All students are required to submit an ILE Proposal Form, which documents the student's proposed ILE paper topic and associated public health competencies. Upon completing the ILE paper, the student and Faculty Advisor assess whether the project successfully reflected the selected competencies. Demonstration of the identified competencies is required for completion of the ILE and is documented on the ILE Assessment Form. Students complete the paper and provide a presentation of their ILE to the SPH community, during which faculty can question and further assess the student's synthesis of competencies. The ILE presentation also provides an opportunity for the student to receive input and feedback on the ILE from faculty, staff, and students across the Downstate community. Students then complete a rubric on the ILE Assessment Form indicating the self-assessed level of integration of the chosen competencies and sign the form. This form is also completed and signed by the faculty advisor. At the end of the form, the faculty advisor recommends that the student receives either a 'Pass' or 'Fail' grade on the ILE and submits that along with the ILE paper to the Department Chair. The Chair reviews and approves the form and submits a final 'Pass' or 'Fail' for the course. The MPH ILE Proposal Form and MPH ILE Assessment Form were introduced in the 2021-2022 academic year to respond to student questions regarding the content and structure of the ILE, to ensure that competencies are identified in advance of the ILE paper, and to support school-wide consistency in the assessment of the ILE.

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

The SPH MPH-ILE Handbook can be found in ERF > Criterion D > Criterion D7 > D7.3 ILE Requirements.

- 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.

A copy of the MPH-ILE Proposal Form and MPH-ILE Assessment Form can be found in ERF > Criterion D > Criterion D7 > D7.4 Competency Assessment.

- 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.

ILE student deliverables for BIOS, CHSC, EOHS, EPID & HPMG can be found in ERF > Criterion D > Criterion D7 > D7.5 Student Samples > MPH.

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

Strengths:

In 2022, the MPH ILE Handbook was substantially revised to increase transparency in expectations and processes, including the pre-selection of competencies to be synthesized. All students complete the MPH at the end of the program, and processes and procedures are in place to ensure that deliverables are evaluated via a set of rubrics that ensure the integration of selected competencies.

Challenges and Opportunities:

None noted.

D8. DrPH Integrative Learning Experience

As part of an integrative learning experience, DrPH candidates generate field-based products consistent with advanced practice designed to influence schools, policies or systems addressing public health. The products demonstrate synthesis of foundational and concentration-specific competencies.

The integrative learning experience is completed at or near the end of the school of study. It may take many forms consistent with advanced, doctoral-level studies and university policies but must require, at a minimum, production of a high-quality written product.

- 1) List, in the format of Template D8-1, the integrative learning experience for each DrPH concentration or generalist degree. The template also requires the school to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

D8-1 DrPH Integrative Learning Experience, All Concentrations	
Integrative learning experience	How competencies are synthesized
Written dissertation and oral defense	The dissertation consists of 6 credits or more, depending on time spent in the dissertation phase. DrPH students identify the scope of their dissertation, discuss the applied public health implications of the dissertation, identify competencies to be reinforced and synthesized during the dissertation process, and work with their faculty advisor to identify a dissertation committee. A corresponding Dissertation Committee Nomination Form (see Committee Nomination Form in ERF > Criterion D > Criterion D8 > D8.4 Student Assessment) is submitted to the school-wide Committee on the Doctoral Program (CDP) for approval. Students then develop a written proposal in which they specify a plan to integrate at least three DrPH competencies, at least one of which is foundational and another which is concentration-specific. The written proposal is presented orally to the dissertation committee, the department chair, and the CDP chair. The disposition of the proposal is documented via a Dissertation Proposal Form (see Dissertation Proposal Form in ERF > Criterion D > Criterion D8 > D8.4 Student Assessment), which requires a listing of the proposed competencies to be integrated into the dissertation, and which is submitted to the CDP. Finally, students develop a written dissertation document that includes a separate section on the pre-selected competencies and a mapping of the competencies to the dissertation that the student has produced. The completed dissertation is presented orally to the public health community, and the disposition of the written document and presentation are submitted to the CDP via a Dissertation Approval Form (see Dissertation Approval Form in ERF > Criterion D > Criterion D8 > D8.4 Student Assessment), signed by all committee members and the SPH Dean. This Form includes a rubric that assesses whether the doctoral student has successfully produced a dissertation with applied public health implications, and which successfully synthesizes selected competencies in the written dissertation.

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

DrPH students, regardless of concentration, complete a multi-step integrative learning experience that consists of a dissertation. As a prerequisite to the dissertation, students must successfully complete a qualifying examination. The qualifying examination is graded Pass/Fail by a subcommittee involving members of the Committee on the Doctoral Program. The subcommittee includes faculty leading doctoral foundation and concentration courses, and the student's Department Chair. A student who does not pass one or both sections of the qualifying exam is permitted one retake of the foundation and/or concentration section(s) not passed the next time the qualifying exam is given. If a student fails one or both sections of the exam after this retake, the student will be recommended for dismissal from the program. Doctoral students advance to candidacy upon successful completion of the Qualifying Examination. The Committee on the Doctoral Program reviews the status of all doctoral students who sit for the qualifying examination and notifies the student, the student's advisor, and the chair of the student's department of transition from doctoral student to doctoral candidate.

The dissertation serves as the culminating project for doctoral candidates and is completed as the final requirement for the program. During dissertation development, students identify and integrate competencies learned in doctoral coursework and apply them to scholarship on a topic of applied public health significance. The dissertation process results in a high-quality written product and oral presentation that are consistent with advanced doctoral-level study, has practical implications for public health programs, policies, or systems, and demonstrates a student's mastery of doctoral-level competencies through the application of the dissertation to an applied public health issue. The dissertation can take the form of program or policy evaluations, development and pilot testing of public health interventions, policy analyses, needs and asset assessments, development of public health manuscripts, or other formats reflecting advanced doctoral level study focused on an applied public health issue. Regardless of format, the dissertation includes development of a critical literature review that highlights the applied public health issue being addressed, articulation of identified doctoral competencies to be applied and synthesized in the dissertation with an explanation of how they serve to strengthen training and skills in public health leadership, and a concluding chapter that summarizes findings, addresses strengths and limitations of the approach used, and reflects on the application of competencies to the final product.

Development of the dissertation involves a multi-stage process that includes selection of a minimum of three doctoral level foundational and concentration competencies (with at least one from each category selected), development of an abstract that describes the project that will map to the competencies, and nomination of a dissertation committee and committee chair. These activities are summarized in a Dissertation Committee Nomination Form, which is submitted for review and approval to the Committee on the Doctoral Program. Pending approval, doctoral candidates develop a dissertation proposal, which specifically includes description of the public health problem to be addressed, the form of written product that will be developed, the methods that will be utilized, and the doctoral competencies that will be synthesized and applied within the context of the dissertation. When the dissertation committee feels that the proposal has advanced to an acceptable stage, the candidate provides an oral presentation of the proposal. An accepted proposal and presentation are summarized and assessed by the dissertation committee in the Dissertation Proposal Form, which the Committee on the Doctoral Program reviews. Following an accepted proposal, the student develops the dissertation. The dissertation is then presented in the form of an oral dissertation defense to the public health faculty, administration, students, and other stakeholders. The dissertation committee members summarize their assessment of the dissertation in the Dissertation Approval Form, which includes a rubric that assesses the key elements of the dissertation and whether the selected competencies have been successfully applied and synthesized in the written product. The requirements, expectations, and supporting details of the ILE are provided in the SPH Doctoral Program Handbook (see SPH Doctoral Student Handbook in ERF > Criterion D8 > Criterion D8 > D8.3 ILE Requirements) and Doctoral Dissertation Handbook (see SPH Dissertation Handbook in ERF > Criterion D > Criterion D8 > Criterion D8.3 ILE Requirements).

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

The SPH Doctoral Student Handbook and SPH Dissertation Student Handbook are available in ERF > Criterion D > Criterion D8 > D8.3 ILE Requirements.

- 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.

Forms involving dissertation proposals, approvals, progress reviews and committee nomination are available in ERF > Criterion D > Criterion D 8> D8.4 Student Assessment.

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

Student deliverables for CHSC, EOHS & EPID can be found in ERF > Criterion D > Criterion D8 > D8.5 Student Samples

**These student samples are inclusive of all completed dissertations in the last three academic years.*

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

Strengths:

All students complete a series of activities, culminating in a written dissertation and oral presentation, which involve synthesis of doctoral-level foundational and concentration competencies and evaluation of the extent to which competencies are integrated through an evaluation rubric completed by the student's Dissertation Committee.

Challenges and Opportunities:

Prior to establishing the SPH Doctoral Program Committee, there was a lack of clarity and shared understanding by faculty and doctoral students regarding expectations for the ILE, particularly at the dissertation phase. This included some differences in understanding within and across departments regarding the extent to which the dissertation required original data collection on the part of the student, the range of written products or foci of scholarship that would qualify as acceptable for the dissertation, lack of clear expectations regarding who could serve on a dissertation committee, and frameworks for understanding the roles of the dissertation committee and timelines for review and feedback of drafts. The formation of the Committee on the Doctoral Program and the subsequent establishment of forms with described policies and procedures, rubrics for assessing synthesis of doctoral-level competencies, and ongoing review and documentation of student progress toward completion of the ILE for doctoral candidates has provided needed clarity and shared expectations. While the implementation of these frameworks began with the 2022-2023 academic year, and doctoral candidates who are more advanced in their dissertation development will not have benefited from these more recent developments prior to that time, we are implementing these procedures for all current DrPH students, irrespective of cohort year, and anticipate that these measures will support a greater understanding of shared expectations between students and faculty serving on dissertation committees and will help advance our students toward timely progress toward degree completion.

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.

All students in the MPH program are required to complete 42 semester-credits in order to graduate. This includes 39 coursework credits, 1 credit for completion of the Applied Practice Experience (APEX), and 2 credits for the Integrated Learning Experience (ILE). The 39 coursework credits differ slightly for students in the Healthcare Administration concentration, as shown below. The concentration in healthcare administration has a competency-based curriculum; the five courses selected are critical to ensure that students gain foundational and advanced-level competency in (1) leadership and management, (2) financing, (3) law and ethics, and (4) healthcare equity and inclusion. The foundational coursework for the concentration in healthcare administration is consistent with requirements in other CEPH-accredited MPH programs.

MPH Degree Credit Requirements		
	Biostatistics, Community Health Sciences, Epidemiology, Environmental and Occupational Health Sciences, Health Policy and Management	Healthcare Administration
Foundational coursework	18	18
Concentration coursework	12	15
Elective coursework	9	6
APEX	1	1
ILE	2	2
Total	42	42

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

SUNY DHSU and the MPH program follow the [New York State Education Department's](#) regulations in defining a credit hour as at least 15 hours of instruction (of 50 minutes each), and at least 30 hours of supplementary assignments. The SPH offers MPH courses in the Summer, Fall, and Spring semesters, with all MPH foundation, concentration, and elective course equivalent to 3 credits. The university utilizes a standard semester definition. During the Fall and Spring semesters, each 3-credit course extends over a 15-week period, with 2.5 instructional hours per week and at least 5 hours of supplementary assignments weekly. During the Summer semester, courses are offered over a 7.5-week period. Summer courses are subject to the same requirements as those offered in the Fall and Spring in regard to classroom and contact hours.

D14. DrPH Program Length

The DrPH degree requires a minimum of 36 semester-credits, 48 quarter-credits of post-master's coursework or its equivalent. Credits associated with the integrative learning experience and, if applicable, a residency, internship or other applied practice experience conducted outside of a didactic course, do not count toward this requirement. The minimum credit requirement also does not count MPH-level prerequisite courses or their equivalent. Schools use university definitions for credit hours.

- 1) Provide information about the minimum credit-hour requirements for all DrPH 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.

All students in the DrPH program must complete 45 semester-credits to graduate. Students complete 36 coursework credits (12 foundational, 12 concentration, and 12 elective credits) along with a 3 credit APEx and 6 ILE credits. Students may take additional ILE credits if they require additional time to complete that program requirement. For students entering before 2023-2024, the elective coursework requirement was 6 credits, and our previous accreditation was approved for 30 total coursework credits. As part of the self-study process, and in alignment with the SPH Committee on the Doctoral Program's recommendation to provide additional coursework in several key areas, we have increased elective coursework credits and expanded course offerings based on student feedback. This includes a new grant-writing elective course, being implemented for the first time in Spring 2023. In Fall 2024, the SPH plans to evaluate these new electives and determine whether some of these should be incorporated into foundational or concentration requirements.

DrPH Degree Credit Requirements	
	Community Health Sciences, Epidemiology, Environmental and Occupational Health Sciences
Foundational coursework	12
Concentration coursework	12
Elective coursework	12
APEx	3
ILE	6
Total	45

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

SUNY DHSU and the DrPH program follow the [New York State Education Department's](#) regulations in defining a credit hour as at least 15 hours of instruction (of 50 minutes each), and at least 30 hours of supplementary assignments. The SPH offers DrPH courses in the Summer, Fall, and Spring semesters, with all DrPH foundation, concentration, and elective course equivalent to 3 credits. The university utilizes a standard semester definition. During the Fall and Spring semesters, each 3-credit course extends over a 15-week period, with 2.5 instructional hours per week and at least 5 hours of supplementary assignments weekly. During the Summer semester, courses are offered over a 7.5-week period. Summer courses are subject to the same requirements as those offered in the Fall and Spring in regard to classroom and contact hours.

D15. Bachelor's Degree Program Length

Not applicable.

D16. Academic and Highly Specialized Degrees

Not applicable.

D17. Academic Public Health Doctoral Degrees

Not applicable.

D18. All Remaining Degrees

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 assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

D18-1 All Remaining Degrees		
Content	Course numbers and names	Describe specific assessment opportunity
1. Explain public health history, philosophy, and values	HCAD: 5207 Public Health Foundations	Mid-term exam questions. Students respond to a short mid-term essay question that identifies key milestones in public health history and how they influenced the philosophies core to public health profession. Students respond to a second short answer essay question that asks them to describe core public health values and illustrative examples of strategies to achieve these values.
2. Identify the core functions of public health and the 10 Essential Services*	HCAD: 5207 Public Health Foundations	Midterm exam questions. Students describe the core functions of public health and the 10 essential services in a short answer essay question.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	HCAD: 5207 Public Health Foundations	Journal article review. Students review two journal articles, identify the quantitative and qualitative methods used, a key finding, and then explain the value of the quantitative/qualitative method in evaluating population health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	HCAD: 5207 Public Health Foundations	Final exam question. Students identify trend in maternal mortality and morbidity in the United States and the major causes of the racial/ethnic inequities.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	HCAD: 5207 Public Health Foundations	Midterm exam question. Students write a short essay that describes the role and provides illustrative examples of primary, secondary and tertiary prevention for a health condition.

D18-1 All Remaining Degrees		
Content	Course numbers and names	Describe specific assessment opportunity
6. Explain the critical importance of evidence in advancing public health knowledge	HCAD: 5207 Public Health Foundations	Midterm exam question. Students write a short essay that describe the role of evidence in public health decision-making. They are then asked to identify two analytic tools available to advance use of evidence in decision-making and to articulate why integration of evidence is critical to public health practice.
7. Explain effects of environmental factors on a population's health	HCAD: 5207 Public Health Foundations	Health Profile Paper Part II. Students assess the quality of the environment in which your selected population resides and/or works, and any other environmental factors that may impact that population's overall health and wellbeing.
8. Explain biological and genetic factors that affect a population's health	HCAD: 5207 Public Health Foundations	Health Profile Paper Part I. Students identify and explain genetic and biological factors that are particularly prevalent within that population, any common chronic diseases, recent communicable disease outbreaks (including, for many, Covid-19), as well as some of the major social determinants of health, and the relative severity of mental and behavior conditions within the population.
9. Explain behavioral and psychological factors that affect a population's health	HCAD: 5207 Public Health Foundation	Health Profile Paper Part III. Students identify and explain the significance of one behavioral and one psychological factor that may contribute to the population's health outcomes.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	HCAD: 5207 Public Health Foundations	Final Exam Short Answer Essay. Final examination questions on social determinants of health asking students to select a social, political, and economic determinant and demonstrate how they might impact population health and exacerbate health inequities.
11. Explain how globalization affects global burdens of disease	HCAD: 5207 Public Health Foundations	Final Exam Short Answer Essay. Final examination question asks students to answer questions on the role of globalization on the rapid spread of COVID-19
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	HCAD: 5207 Public Health Foundations	Final Exam Short Answer Essay. Final examination questions ask students questions on the importance of OneHealth, and understanding zoonotic disease spread, in the face of the global COVID-19 experience.

- 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.

Introductory public health knowledge is provided in a three-credit course, referred to as "HCAD 5207. Public Health Foundations;" This ensures that the instruction and assessment associated with the foundational public health learning objectives are comparable to that of a three-semester-credit course.

SUNY DHSU SPH follows the New York State Education Department's regulations in defining a credit hour as at least 15 hours of instruction (of 50 minutes each), and at least 30 hours of supplementary assignments. The SPH offers MPH courses in the Summer, Fall, and Spring semesters, with all MPH foundation, concentration, and elective course equivalent to 3 credits. The university utilizes a standard semester definition. During the Fall and Spring semesters, each 3-credit course extends over a 15-week period, with 2.5 instructional hours per week and at least 5 hours of supplementary assignments weekly. During the Summer semester, courses are offered over a 7.5-week period. Summer courses are subject to the same requirements as those offered in the Fall and Spring in regard to classroom and contact hours.

- 3) Provide supporting documentation for each assessment activity listed in Template D18-1. Documentation should include the following, as relevant, for each listed assessment:
- assignment instructions or guidelines as provided to students
 - writing prompts provided to students
 - sample exam question(s)

The syllabus for HCAD 5207, and accompanying assessment information, can be found in ERF > Criterion D > Criterion D18 > D18.3 Supporting Documentation.

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

Strengths:

Each foundational public health learning objective is taught in the required three-credit MHA course, "HCAD 5207. Public Health Foundations." Although the MHA program does not enroll the first cohort until Fall 2023, the program proposal received favorable review by two external evaluators and approval from the NYSED. The program and relevant syllabi were reviewed and approved by the Committee on Educational Policy and Curriculum (CEPC).

Challenges and Opportunities:

The content covered in the MHA program has not yet been taught and assessments have not yet been offered to the first cohort at time of the submission, as the first cohort enters in Fall 2023.

D19. Distance Education

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.

Recognizing the needs of working professionals and non-traditional students' desire to have access to distance education and taking advantage of the experience of SUNY Online (more than two decades of online instruction) and building on the experience of the school during the pandemic, a high-touch, high-tech distance-based MPH program was developed across our six (6) concentrations and the MHA Program (see Template Intro-1 in the "Introduction" section of the self-study document). The School of Public Health has utilized synchronous distance education since the start of the COVID-19 pandemic as the NYSED permitted colleges and universities to provide distance education courses in programs without triggering the need to register those programs in the distance education format, even if the 50% threshold would be reached. The SUNY Downstate SPH Distance Education Program received NYSED approval in January 2022. The asynchronous part of the SUNY Downstate Distance Education went into full implementation during the current Spring 2023 semester. There is no distance-based curriculum for the DrPH Program.

- 2) Describe the public health distance education programs, including
 - a) an explanation of the model or methods used,

High Touch-High Tech Cohort Model: SPH has developed a high-touch, high-tech cohort model of distance-based MPH Programs. In this model, "online-only" students will be asked to identify their preferred method of attendance (synchronous or asynchronous). They will be assigned an academic advisor. The Director of Pedagogical Advancement and Evaluation serves as a liaison to assist them with identifying resources and works with the Assistant Dean for Student Affairs and Associate Dean for Education to monitor their academic progress in the distance education program. The Director of Pedagogical Advancement and Evaluation meets with students in a small group setting to identify the distance learners' needs and to provide guidance (see MPH Online Resources Recording in ERF > Criterion D > Criterion D19 > D19.2 Distance Learning). The Success Enhancer will facilitate and monitor the implementation of the required meeting of the online student with their advisors at least twice a semester. The cohort approach creates a community of distance learners and provides opportunities for social learning and community building with ample opportunities to interact with other students and with faculty alike.

To increase student success and belonging, our distance education program has designed five online events each semester (slightly more than one event per month). In addition to creating a community of online learners, these events point students toward resources, connect them with the Student Council and to each other, and serve as a vehicle to introduce them to SPH faculty and leadership. They also preview the milestones online students will complete during the degree program (the *APEx and ILE*). The final events of the semester afford them an opportunity to meet informally with and ask questions of the Dean. The five online events are: (i) Student Support Workshop, (ii) Student Council Virtual Game Night, (iii) Faculty-student Mixer, (iv) APEx/ILE Workshop, and (v) Coffee/tea with the Dean.

Students who enroll in the distance education program are required to complete the *SUNY Online Student Success Inventory (SOSSI)* (see SOSSI Guidebook in ERF > Criterion D > Criterion D19 > D19.2 Distance Learning). The evidence-based inventory measures thoughts and behaviors to impact success in the online learning environment, including self-efficacy, self-regulated learning, and reading and writing skills. The instrument identifies individual differences that predict success for online learning, including technological access and literacy and based on the assessment, an individual student action plan is developed to address these needs. Dr. Seth Langley, Assistant Vice President of Academic Affairs, and his team of learning specialists have extensive experience working with students in designing such support. For example, if the assessment identifies time management as a weakness, the team will develop training programs to improve the student's time management skills. In Spring 2023, seven of fifteen MPH students registered as "online-only" completed the SOSSI survey for a response rate of 47%. Only one student was identified as needing support based on the responses to the survey. The Director of Online Learning successfully assisted this student with several technology needs.

All MPH courses for distance learning are developed with a uniform format and approach as recommended by best practices for online education. Experienced instructors develop course content with respect to content quality. The Director of Online Learning and the Director of Pedagogical Advancement and Evaluation have extensive experience in the development of online courses and participate in workshops with SUNY Online to update their online teaching skills and currency.

Our courses are organized into modules in the Brightspace Learning Management System (LMS). Each module provides materials that are chunked into smaller manageable sections. For example, instructors may provide short videos and reading materials as well as opportunities for hands-on application of the module competencies.

The instructors emphasize time-on-task by providing students with a list of requirements for the successful completion of each module. To support time-on-task, we have designed a syllabus and course template that provides consistency across all SPH courses to allow our learners to spend less time attempting to navigate the learning management systems for each course and more time reviewing their course material. Additional emphasis on time-on-task is supported through the provision of due dates at the beginning of the semester in the syllabus and LMS along with reminders via the LMS calendar and the course module template. Faculty are advised to be consistent with due dates, e.g., have assignments due on the same day and time each week. Wherever possible, large assignments and projects are chunked or scaffolded into smaller milestones to provide students with additional support for time-on-task.

The course module is broken into sections that provide clear expectations on how to navigate the content. For example, each module starts with a module introduction which orients the learner on the big-picture concept of what will be covered in each module. The learner is also guided on how to navigate the learning resources provided. For example, the learning resources overview may be used to guide learners to first review the bite-sized video lectures, and reading materials, then complete the active learning activity in the required and optional learning resources before then performing the active learning activity and interacting with their peers on the discussion board or collaborative learning activities.

Our faculty provide regular and substantive interaction through direct interaction between the instructor and the learners using multiple modalities such as direct feedback on assignments, videoconference interaction, chat and email communication, discussion board communication, and office hours. Our learners are welcomed into the SPH community and have several opportunities to collaborate and build relationships with their peers through group activities via multiple avenues including (but not limited to) collaborative or group activities and/or discussion board activities. Additionally, our faculty respect diverse talents and ways of learning by ensuring that content is delivered in multiple ways (e.g., videos, reading assignments, and active learning activities) and that students have multiple ways to express themselves (e.g., presentations, papers, discussions, etc.).

Given the online environment, faculty take advantage of multiple technological tools to aid in providing effective and prompt feedback to students. These include responding quickly to student queries and problems via email, chat, recorded video, video conference, or discussion boards.

Additionally, faculty use low stake frequent assessments to provide students feedback on their progress. They use rubrics to standardize grading as well as automated self-study activities such as quizzes or tests with multiple attempts for practice. The LMS grade book also provides students with updated grades as they progress through the semester. Faculty provide expectations related to their response time within the course syllabus.

Our online courses are designed to provide clear expectations for our online learners. The concept of clear expectations ranges from consistency in course layout, which allows students to easily navigate to the content they need, as well to our integration of clear expectations in the module template (e.g., the module competencies and module to-do lists) and the provision of rubrics and assignment examples to communicate and model high expectations.

b) the school's rationale for offering these programs,

Rising student interest and a growing acceptance of online education across employers and faculty have prompted national and global interest in pursuing public health online programs. Prior to the pandemic, a poll of our Downstate SPH student body in Fall 2019 (response n=44) indicated that the majority of our students have experience with online learning. 82% reported even taking a class with all coursework online. A large percentage of our student body comprises working professionals who often express difficulty with making work arrangements to allow them to attend in-person classes. We are located in urban Brooklyn, where parking and lengthy commutes pose additional challenges for our students. As evidenced in the pandemic, distance learning provides a solution for our primary target audience of local working public health professionals by allowing them a more flexible alternative to in-person classes to advance their careers. The distance learning program also allowed us to fill the national need for public health training as we offer our program to areas across NY State and the United States that may not have geographical access to a school of public health.

The SUNY Downstate SPH Distance Education Program was developed within the framework of the general SUNY and DHSU policies. The SUNY Board of Trustees and the NYSED required the program to go through a series of steps to be approved (see the SUNY Academic Program Guide in ERF > Criterion D > Criterion D19 > D19.2 Distance Learning). The Distance-based Program was reviewed and approved by the Committee on the Educational Policy and Curriculum (CEPC) because the primary responsibility for academic content and quality in credit-bearing academic programs lies with the faculty. Following that, SUNY Program Review reviewed and provided numerous recommendations for revision. After the recommendations had been addressed, the SUNY Board of Trustees approved the program and forwarded the application to the NYSED. The SUNY Downstate SPH Distance Education Program received NYSED approval in January 2022 and will go into full implementation in January 2023 for the winter/spring semester.

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

- Administrative Leadership: The distance education program is overseen by the Director of Online Learning (Dr. Simone Reynolds) and the Director of Pedagogical Advancement and Evaluation (Dr. Wendy Williams). These two offices obtain guidance from the Office of the Associate Dean for Education
- Administrative Services: Students use the traditional methods of admissions and registration through Student Life and Services. Downstate has excellent online resources for admission and registration already in place. Online registration for classes is also available through the DHSU Registrar's office.
- New Student Orientation: Online new student orientation is provided to newly enrolled students. The Dean of the School of Public Health and Department Chairs, with their faculty, participate

- in the Online Orientation. The Office of Student Affairs and the Director of Online Learning update the online orientation as needed.
- Audio-Visual Support: SPH hired an audio-visual support specialist who supports the audiovisual requirements of the online program. The designated staff person (Lydia Fu) works very closely with DHSU central campus and with the Advanced Learning Resources Center. SPH Audio-Visual Support specialist obtained training from the staff members of the Advanced Learning Resources Center.
 - Information Technology Support and Student Support: These supports are made available through several systems, summarized below.
 - Academic Advisement: Students enrolled in the program are assigned an academic advisor who provides individual guidance to each student. Distance learners work closely with their academic advisors. The advisor serves as a mentor who guides them through expectations of the learning experience and helps keep them on track for program completion.
 - Library: Students have access to a wealth of library tutorials to aid the navigation of the library resources. Library staff are also available to guide students using via reference services. Links to the most frequently used online publications and reference databases are also available through the library website, which automatically authenticates users located both on an off-campus, thereby streamlining and easing student and faculty access to the campus research resources.
 - The Academic Computing and Technology (ACT) office: ACT provides information during the onboarding process for new students on the role and function of the ACT office and support services that they provide. This includes how to access help for a wide range of resources including the LMS, setting up email, and accessing the web and other campus resources. ACT has a robust website that offers several solutions and helpful technical guides to students in distance education programs. There are multiple resources for hardware, software, support staff, and other tools available on campus. The ACT office also offers workshops and training available to students.
 - Learning Management System (LMS): The SPH transitioned to the Desire to Learn (D2L) Brightspace LMS in Fall 2022. The inherent design of the LMS makes it ideal for distance learning because it does more than provide a centralized system for building and maintaining course content but also allows for active learning as well as learner-learner interaction, learner-content interaction, and learner-teacher interaction. Technical support for Brightspace is provided by OPEN SUNY and our local Academic Computing Technology office.
 - Pedagogical support for distance education: Our faculty have received faculty development opportunities that have allowed them to expand their pedagogy beyond face-to-face teaching and incorporate best practices for distance learning. There is extensive support provided through various avenues: The Director of Pedagogical Advancement and Evaluation in our School of Public Health provides training in best practices in online pedagogy. For example, a two-week online course, IDEAS: Instructional Design Essential for Academic Success, was conducted for SPH faculty in the summer 2022. IDEAS offers training and resources on best practices for asynchronous pedagogy. Other workshops and training are running in the fall 2022 semester to address needs and requests from faculty members and department chairs. Additionally, our faculty have access to the suite of training tutorials through the SUNY
 - Center for Professional Development (SUNY CPD) and the SUNY Online Teaching Community. Faculty members teaching online courses receive rigorous hands-on training specific to their curricula and content specific to best practices and current trends in instructional course design that will enable them to translate the received training into practice. Faculty members are also given refresher courses and have opportunities to earn completion certificates (see Certificate Example in ERF > Criterion D > Criterion D19 > D19.2 Distance Learning). The Committee on Distance Learning Instructional Quality (CDLIQ), a dean-appointed standing committee comprised of

representatives from each department, instructional designers, the Director of Online Learning, and the Director of Pedagogical Advancement and Evaluation guides, monitors and provide support to the Distance Education. The Director of Pedagogical Advancement & Evaluation and the Director of Online Learning are experienced professors in online education, and their courses have been highly rated by students (*see the curriculum vitae of the Director of Pedagogical Advancement & Evaluation and the Director of Online Learning in ERF > Criterion D > Criterion D19 > D19.2 Distance Learning*).

- Student Life and Services: Student support services available to traditional students are also available to distance learners. These services are provided remotely using multimedia communication tools (e.g., Financial Aid Services, Student Affairs, Bursar, Registrar, Student Counseling, etc.). Additionally, the Office of Academic Computing and Technology offers a Temporary Loaner Laptop Program in which students may borrow a laptop for a limited time due to an emergency (e.g., laptop lost/damaged) to minimize interruption to their academic program. Methods for identifying at-risk students early in the course and strategies to support them have been developed (see the SPH Online Learning Handbook in ERF > Criterion D > Criterion D19 > D19.2 Distance Learning).

- d) 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

The learning objectives for any given course are identical across course instructional modalities. Regardless of their chosen mode of attendance, students are required to consistently meet the same outcomes appropriate to the rigor and breadth of the college degree. To ensure consistency, the Committee on Educational Policy and Curriculum (CEPC), a committee of the School of Public Health Faculty & Professional Staff Assembly, reviews the content of courses to meet the expected quality. Departments under the leadership of their chair review and assess the quality of courses annually. These course evaluations include questions on the modality of course participation and evaluation of this experience. To further ensure equivalence, we are implementing the OPEN SUNY Course Quality Review (OSCQR). The OSCQR Course Design Review Scorecard* is a course-level quality rubric for reviewing and improving the instructional design and accessibility of online courses based on online best practices. It utilizes 50 instructional design and accessibility standards and is ideal for identifying and targeting aspects of online courses for improvement. The rubric is organized to ensure the quality and consistency of distance learning courses in terms of Course Overview and Information, Course Technology and Tools, Design and Layout, Content and Activities, Interaction, Assessment, and Feedback. The rubric is robust and consists of 50 assessment standards. The evaluation strategy to compare the educational outcomes of online education to in-person learning is described in section e) below.

The Council on Instructional Quality Improvement (CIQI) meets quarterly to critically analyze and evaluate the findings of student exit surveys, alumni surveys, focus groups, and individual course focus groups. The council will review comparative data on student outcomes between Campus-based and Distance-based instructions and provide evidence-based recommendations to improve the quality of distance education.

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

As our distance learning program evolves, we also develop methods for ensuring the best possible educational outcomes for distance learners and equivalence across learning modalities. The Director of Curricular Innovation and Instructional Effectiveness is designing a comparative effectiveness study to compare educational and student outcomes among students enrolled in synchronous online, asynchronous online, and in-person modalities. The

Director of Curricular Innovation and Instructional Effectiveness collaborates closely with The Director of Online Learning, the Director of Pedagogical Advancement and Evaluation, the Associate Dean for Education, and the SPH Dean in designing the study.

The aim of the comparative effectiveness study is to compare education and student outcomes between synchronous and asynchronous online programs as well as place-based programs. The study will use a mixed methods approach with both quantitative and qualitative components. The quantitative method will employ a parallel prospective cohort design among the three groups of students enrolled at the Downstate SPH in the three modalities. The quantitative study will admit all students enrolled in the three modalities in the following three semesters, beginning in Winter/Spring 2013. All students who enroll and will enroll in the three semesters will comprise the study sample for the quantitative study. The qualitative methodology will employ four (4) focus groups comprised of 12 (twelve) randomly selected students from each group who have been or will be enrolled in the program for three (3) semesters.

The exposure or treatment variable is the three (3) program modalities: synchronous and asynchronous, and place-based modalities. The following outcomes will be assessed:

- Student satisfaction using satisfaction surveys
- Number of students completing their training in two (2) years
- Average GPA among students with the three (3) modalities
- Graduation rates
- Attrition rates
- Course evaluation ratings

Confounders include:

- Demographic variables
- Background education and training
- GPA at entry

The focus group scripts, and methodology will be developed to assess the overall process and outcomes of the three modalities. Our expert faculty member (Dr. Azure Thompson) will design the focus group part of the study.

We will be modifying existing surveys to compare the program quality across all learning modalities. These include the student experience survey, student exit survey, alumni survey, and employer survey (see examples of these instruments in ERF > Criterion D > Criterion D19 > D19.2 Distance Learning > Survey Instrument Examples).

Currently, we have ensured that the course syllabi and the LMS course template are designed to meet the OSCQR standards. We recently transitioned between two LMS systems. Once the transition to the new LMS is complete for all faculty, we will formalize the annual review process of the course sites by the Instructional Designer and Distance Learning Team to ensure that the OSCQR standards continue to be met. Additionally, we plan to use program metrics (adapted from the University of Illinois) to assess the program's quality (see below: Table D19.1 Overall Assessment of Online Program Success). The Director of Online Learning provides oversight of the analytics and performance metrics of the program and formulates relevant action plans.

In addition to the planned cohort study, the following data will be collected and analyzed.

Overall Assessment of Online Program Success	
Assessment Category	Evaluation Methods
Admissions	
<ul style="list-style-type: none"> Total applications for the program Number of those applicants admitted Number who enroll in the program Average age of admitted and enrolled students Number of years of work experience 	<p>Applications</p> <p>Office of the Registrar and Office of Student Affairs</p>
Demographics	
<ul style="list-style-type: none"> Number of domestic students enrolled Number of international students enrolled Percent of enrollees who are women Number of underrepresented students enrolled 	Applications
Academics/Program Quality	
<ul style="list-style-type: none"> How do students rate the quality of course content? How do students perceive the quality of the instructor? Is the course content at the level expected by the students? To what extent do students find the course relevant? What would you change about the course? 	<p>End of course evaluation</p> <p>Student satisfaction survey</p> <p>Student exit survey</p> <p>APEX Preceptor Evaluations</p> <p>Alumni survey</p>
Graduation	
<ul style="list-style-type: none"> Number of students graduating in 2 years Number of enrollees who eventually complete the program Average time to program completion 	Office of the Registrar
Program Health	
<ul style="list-style-type: none"> Are the applications increasing? What is the quality of the applicants? Are enrollments growing? What percent of students complete the degree requirements? What are the course evaluations for content and delivery? Is the program self-supporting? 	<p>Department Statistics</p> <p>Advisory Committee</p> <p>Financial Aid and Bursar Data</p>

- 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.

The Downstate IT department has a documented technology plan in place for providing security and identity verification for distance learners. Along with submitting applications that include identifying data, students matriculating into the School of Public Health must complete a background check to further verify their identity. Downstate has a few non-matriculating students, primarily in the School of Public Health, who must submit information such as a Driver's License or Passport along with their application. Access is then provided to the students upon acceptance using their SID (Student Identification Number) and the secure password provided to them. This provides access to all relevant systems at Downstate for courses that the individual student is enrolled in through our LMS (Learning Management System) and Banner system. We are currently reviewing technology such as biometric Signature recognition and remote exam proctoring software as we plan for our expected increase in Distance Learning.

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

Strengths:

There are several strengths in our distance education program. The program's cohort-based, high-touch, high-tech model is person-centered in instruction and effective for developing a community of distance learners. The experiences of the leadership in distance learning are an additional strength. The online student needs assessment with an individualized action plan to help the online learner succeed is valuable. The support system and availability of AV support with the alignment of content and style of all courses is a strength. Moreover, a clearly outlined study design to evaluate distance learning and make improvements over time is a major strength.

Challenges and Opportunities:

The asynchronous online program has a small number of students, and high-touch teaching is now feasible. More resources will be needed as the number of asynchronous online students increases.

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.

E1-1 Primary Instructional Faculty Alignment with Degrees Offered						
Name*	Title/ Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1*
Afable, Aimee	Associate Professor	Tenured	MPH PhD	Tulane University Tulane University	International Health Population Health & Behavioral Sciences	CHSC
Bruno, Denise	Associate Professor	Tenured	MPH MD	Harvard University School of Public Health University of Medicine and Dentistry of New Jersey	International Health Medicine	CHSC
Calixte, Rose	Assistant Professor	Tenure Track	MS, PhD	Stony Brook University	Applied Mathematics & Statistics	BIOS
Camacho- Rivera, Marlene	Assistant Professor	Tenure Track	MPH MS, ScD	Tufts University Harvard University	Health Policy & Management Social Epidemiology	CHSC
Daniels- Osaze, Anika	Clinical Associate Professor	Non- Tenure Track	MPH MA EdD	SUNY DHSU New York University Northeastern University	Public Health Higher Education Administration Higher Education Administration	HPMG
Demissie, Kitaw	Professor	Tenured	MPH MD PhD	McGill University / Addis Ababa University Robert Wood Johnson Medical School Addis Ababa University McGill University	Health Management Primary Care/Health Services Medicine Epidemiology & Biostatistics	EPID

E1-1 Primary Instructional Faculty Alignment with Degrees Offered

Name*	Title/ Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1*
Ehlke, Daniel	Associate Professor	Tenured	MA, PhD	Brown University	Political Science	HPMG
Geer, Laura	Associate Professor	Tenured	MHS PhD	John Hopkins University John Hopkins University	Environmental Health Sciences Environmental Health Engineering	EOHS
Hall, Megan	Assistant Professor	Tenure Track	MS ScD	University of Connecticut Harvard University	Allied Health Epidemiology, Nutrition	EOHS
Helzner, Elizabeth	Associate Professor	Tenured	MS PhD	Boston University University of Pittsburgh	Speech Language Pathology Epidemiology	EPID
Hoepner, Lori	Assistant Professor	Tenure Track	MPH DrPH	Tulane University Columbia University	Maternal and Child Health Environmental Health Sciences	EOHS
Karpman, Robert	Clinical Professor	Non- tenure Track	MBA MD	University of Phoenix University of Pennsylvania	Business Administration Orthopedic Surgery	HCAD
Kolokotronis, Stergios	Assistant Professor	Tenure Track	MA, MPhil, PhD	Columbia University	Ecology & Evolutionary Biology	EPID
Lambert, Marcus	Associate Professor	Tenure Track	MS PhD	Weill Cornell Graduate School of Medical Science New York University	Clinical Epidemiology & Health Services Research Molecular Biology	EPID
Landsbergis, Paul	Associate Professor	Tenured	MA EdD MPH, PhD	New York University Rutgers University Columbia University	Psychology Labor Studies Epidemiology	EOHS
Mackie, Thomas	Associate Professor	Tenure Track	MA MPH PhD	Brandeis University Boston University Brandeis University	Social Policy Master's International Program, Peace Corps Social Policy & Sociology	HCAD
Nasreen, Sharifa	Assistant Professor	Tenure Track	MPH PhD	BRAC University Western University	Epidemiology & Biostatistics Epidemiology & Biostatistics	EPID

E1-1 Primary Instructional Faculty Alignment with Degrees Offered

Name*	Title/ Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1*
Puac-Polanco, Victor	Assistant Professor	Tenure Track	MSCE	University of Pennsylvania	Clinical Epidemiology	HPMG
			MD	Universidad de San Carlos de Guatemala	General Medicine	
			DrPH	Columbia University	Epidemiology	
Reynolds, Simone	Assistant Professor	Tenure Track	MPH	New York Medical College	Epidemiology	EPID
			PhD	University of Pittsburgh	Epidemiology	
Rosenbaum, Janet	Assistant Professor	Tenure Track	MA	Harvard University	Statistics	EPID
			PhD	Harvard University	Public Health Policy & Statistics	
Rosenberg, Carl	Clinical Assistant Professor	Non-tenure Track	MS	Pennsylvania State University	Ecology	BIOS
			PhD	Mount Sinai School of Medicine	Biomedical Sciences (Epidemiology)	
Sun, Jia	Assistant Professor	Tenure Track	MS	Drexel University	Histotechnology	BIOS
			MPH	Yale University	Epidemiology & Biostatistics	
			PhD	Saint Louis University	Public Health Studies	
Szarek, Michael	Professor	Tenured	MS	Harvard University School of Public Health	Biostatistics	BIOS
			PhD	New York University	Biostatistics	
Thompson, Azure	Assistant Professor	Tenure Track	MPH	Columbia University	Health Promotion & Disease Prevention	CHSC
			DrPH	Columbia University	Sociomedical Sciences	
Trowers-Bell, LaToya	Assistant Professor	Tenure Track	MBA	New York Institute of Technology	Healthcare Administration	HCAD
			EdD	Capella University	Education Leadership & Management	
Williams, Wendy	Clinical Assistant Professor	Non-tenure Track	PhD	The Graduate School and University Center of the City University of New York	Cultural Anthropology	CHSC
Wilson, Tracey	Distinguished Service Professor	Tenured	PhD	University of Albany, State University of New York	Cognitive Psychology	CHSC

E1-1 Primary Instructional Faculty Alignment with Degrees Offered

Name*	Title/ Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1*
Vacant line†	Open Rank Position	Tenure Track or Tenured	PhD		Biostatistics	BIOS
Vacant line†	Open Rank	Tenure Track or Tenured	PhD		Behavioral Science or Health Education	CHSC
Vacant line†	Open Rank	Tenure Track or Tenured	MD with MHA or PhD		Healthcare Administration	HCAD
Vacant line†	Open Rank	Tenure Track or Tenured	PhD		Health Policy	HPMG
Vacant line†	Assistant Professor	Tenure Track or Tenured	MD with MHA or PhD		Healthcare Administration	HCAD
Vacant line†	Assistant Professor	Tenure Track or Tenured	MD with MHA or PhD		Healthcare Administration	HCAD

**Note: EOHS = Environmental and Occupational Health Sciences; CHSC = Community Health Sciences; HPMG = Health Policy and Management; EPID = Epidemiology; BIOS = Biostatistics; HCAD = Healthcare Administration.*

† Vacant lines with some already posted and the rest to be posted in the Summer 2023

- 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.

E1-2 Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	Academic Rank	Title & Current Employment	% Time	Graduate Degrees Earned	Institutions from which Degrees were Earned	Discipline in which Degrees were Earned	Concentration Affiliated with in Template C2-1
Alemu, Wondima-gegnehu	Clinical Associate Professor	Senior Health Advisor, International Health Consultancy; Adjunct Professor of Public Health, Department of Public Health, Faculty of Health Sciences, Abia State University; Adjunct Associate Professor, HDGH, Emory University	2%	MPH & TM MD	Tulane University Addis Ababa University	Tropical Medicine and Public Health Medicine	CHSC
Anziska, Yaakov	Associate Professor	Director, Neuromuscular Division, University Hospital at Downstate; Associate Professor, Department of Neurology, SUNY DHSU	2%	MS MPH MD	Columbia University Johns Hopkins University SUNY DHSU	Epidemiology International Health Medicine	HPMG
Aragones, Abraham	Adjunct Assistant Professor	Assistant Attending, Memorial Sloan-Kettering Cancer Center; Assistant Professor, Immigrant Health and Cancer Disparities Service, Memorial Sloan-Kettering Cancer	20%	MS MD	New York University University of San Martin de Porres	Clinical Investigation and Public Health Medicine	CHSC
Augenbraun, Michael	Professor	Director of the Division of Infectious Disease, SUNY DHSU	2%	MD	University of Rochester	Medicine SUNY DHSU	EPID
Barr, Peter	Assistant Professor	Assistant Professor of Psychiatry, College of Medicine, SUNY DHSU	2%	MA, PhD	The University of Akron	Sociology	CHSC

E1-2 Non-Primary Instructional Faculty Regularly Involved in Instruction

Name	Academic Rank	Title & Current Employment	% Time	Graduate Degrees Earned	Institutions from which Degrees were Earned	Discipline in which Degrees were Earned	Concentration Affiliated with in Template C2-1
Barthélemy, Ernest	Assistant Professor	Assistant Professor, Department of Neurology, SUNY DHSU	10%	MA MPH MD	Columbia University Harvard University Icahn School of Medicine at Mount Sinai	Applied Physiology Global Health & Public Health Leadership Medicine	CHSC
Berger, David	Professor	Chief Executive Officer, University Hospital at Downstate; Professor of Surgery, College of Medicine, SUNY DHSU	2%	MHCM MD	Harvard University SUNY DHSU	Healthcare Management Medicine	HPMG
Besson, Ayanna	Adjunct Assistant Professor	Graduate Researcher, Plant Powered Metro New York; Program Coordinator, The Research Foundation for SUNY	10%	MPH DrPH (in progress)	University of New England SUNY DHSU	Public Health Epidemiology	HPMG
Bigdeli, Tim	Assistant Professor	Assistant Professor of Psychiatry, College of Medicine, SUNY DHSU	2%	PhD	Virginia Commonwealth University	Human Genetics	EPID
Blackwell, Tenya	Clinical Assistant Professor	Director, Community Engagement and Research, Arthur Ashe Institute for Urban Health	5%	MS DrPH	New York Institute of Technology SUNY DHSU	Environmental Technology and Engineering Environmental & Occupational Health Sciences	EOHS
Boutin-Foster, Carla	Professor	Associate Dean for Diversity Education and Research and Professor of Clinical Medicine, College of Medicine, SUNY DHSU	5%	MS MD	Cornell University SUNY DHSU	Clinical Epidemiology Medicine	CHSC

E1-2 Non-Primary Instructional Faculty Regularly Involved in Instruction

Name	Academic Rank	Title & Current Employment	% Time	Graduate Degrees Earned	Institutions from which Degrees were Earned	Discipline in which Degrees were Earned	Concentration Affiliated with in Template C2-1
Choudry, Haris	Clinical Assistant Professor	Physical Medicine and Rehabilitation Attending Physician, Medical Director of Inpatient Rehabilitation, Associate Residency Program Director, and Clinical Assistant Professor in Physical Medicine and Rehabilitation, College of Medicine, DHSU	2%	MPH MD	Johns Hopkins University University of Oklahoma	Health Policy & Management Medicine	HPMG
Clare, Camille	Professor	Chair and Professor, Obstetrics and Gynecology, SUNY DHSU	2%	MPH MD	New York Medical College Albert Einstein College of Medicine	Health Policy & Management Medicine	HPMG
Crouch, Jenny	Clinical Assistant Professor	Senior Executive Director for Administration & Finance, SPH	40%	MS MA EdD	Brenau University Johns Hopkins University Vanderbilt University	Organizational Leadership Health Communication Leadership & Learning in Organizations	CHSC
DeHovitz, Jack	Distinguished Service Professor	Director, Special Treatment and Research Program and Distinguished Service Professor, College of Medicine, SUNY DHSU	2%	MPH MHCDS MD	University of Texas Dartmouth College University of Texas Medical Branch	Community Health Health Care Delivery Science Medicine	HPMG
Ferruzzi, Ludmilla	Adjunct Assistant Professor	Adjunct Instructor, Sacred Heart University; Project Manager, Northwell Health	10%	MSW DrPH	Stony Brook University SUNY DHSU	Social Work Environmental & Occupational Health Science	HPMG

E1-2 Non-Primary Instructional Faculty Regularly Involved in Instruction

Name	Academic Rank	Title & Current Employment	% Time	Graduate Degrees Earned	Institutions from which Degrees were Earned	Discipline in which Degrees were Earned	Concentration Affiliated with in Template C2-1
Fraser, Marilyn	Research Associate Professor	Chief Executive Officer, Arthur Ashe Institute for Urban Health, Research Associate Professor, College of Medicine, DHSU	2%	MD	Spartan Health Sciences University School of Medicine	Medicine	CHSC
Griffin, Marybec	Adjunct Assistant Professor	Assistant Professor, Department of Health Behavior, Society and Policy	10%	MA MPH PhD	The New School New York University New York University	International Affairs Global Health Leadership Social & Behavioral Sciences	HPMG
Guinn, Keydron	Professor	Executive Vice President and Chief of Staff, SUNY DHSU	2%	MA MBA PhD	Jackson State University Missouri State University Wayne State University	Sociology Business Sociology	HPMG

E1.2 Non-Primary Instructional Faculty Regularly Involved in Instruction

Name	Academic Rank	Title & Current Employment	% Time	Graduate Degrees Earned	Institutions from which Degrees were Earned	Discipline in which Degrees were Earned	Concentration Affiliated with in Template C2-1
Imperato, Pascal	Distinguished Service Professor	Senior Vice President for Academic Affairs & Chief Academic Officer	2%	MD MPH&TM	SUNY Downstate Tulane University, School of Public Health & Tropical Medicine	Medicine Tropical Medicine Public Health	EPID
Joseph, Michael	Adjunct Associate Professor	Vice Dean of Education, Columbia Mailman School of Public Health and Associate Professor, Department of Epidemiology, Columbia Mailman School of Public Health	5%	MPH PhD	Yale University University of Michigan	Epidemiology Epidemiology	EPID
Kebede, Senait	Adjunct Associate Professor	Founder and President, International Health Consultancy; Consultant for Global Health Equity, Emory Institute of Global Health; Honorary Associate Professor of Pediatrics, St Paul Hospital Millennium Medical College; Adjunct Associate Professor - Hubert Department of Global Health, Emory University	10%	MPH MD	Johns Hopkins University Addis Ababa University	International Health Medicine	CHSC
Kim, Grace	Adjunct Assistant Professor	Predoctoral fellow, Population Health Science Scholars Program, NYU Langone; Data Analyst, Health Evaluation and Analytics Lab; Research Assistant, NYS Health Foundation grant	10%	MHA MPhil PhD	Columbia University New York University New York University	Health Administration Public Administration Public Administration, Health Policy & Management	HPMG

E1.2 Non-Primary Instructional Faculty Regularly Involved in Instruction

Name	Academic Rank	Title & Current Employment	% Time	Graduate Degrees Earned	Institutions from which Degrees were Earned	Discipline in which Degrees were Earned	Concentration Affiliated with in Template C2-1
Lazar, Jason	Professor	Vice Dean for Education, and Chair of the Department of Medical Education, SUNY DHSU	2%	MD MPH	SUNY-Health Science Center, Syracuse Columbia University-Mailman School of Public Health	Medicine Epidemiology	EPID
Medozile, Macceau	Adjunct Assistant Professor	Senior Scientist, Environmental and Occupational Safety & Health Corporation	20%	MPA DrPH	Long Island University SUNY DHSU	Public Administration Environmental & Occupational Health Sciences	HPMG
Meyers, Jacquelyn	Associate Professor	Associate Professor of Psychiatry, College of Medicine, SUNY DHSU	5%	PhD	Virginia Institute of Psychiatric & Behavioral Genetics, Virginia Commonwealth University	Genetic Epidemiology	EPID
Minkoff, Howard	Distinguished Service Professor	Distinguished Service Professor, Department of Obstetrics and Gynecology, SUNY DHSU	2%	MD	Penn State Medical Center	Medicine	HPMG
Nakeshbandi, Mohamed	Clinical Assistant Professor	Chief Quality Officer, University Hospital at Downstate; Clinical Assistant Professor, Dept. of Medicine, Division of Infectious Diseases, SUNY DHSU	2%	MHA MD	Columbia University Aleppo University	Health Care Administration Medicine	HPMG

Pardo, Christina	Clinical Assistant Professor	Vice Chair of Quality and Innovation, Director of Health Equity Assistant Professor, Department of Obstetrics & Gynecology, SUNY DHSU	2%	MPH MD	Boston University University of Medicine and Dentistry of New Jersey	International Health Medicine	CHSC
Riley, Wayne	Professor	President, SUNY DHSU	2%	MBA MPH MD	Rice University Tulane University Morehouse School of Medicine	Management Health Systems Management Medicine	HPMG
Salifu, Moro	Professor	Chair and Professor, Department of Medicine, SUNY DHSU	2%	MBA MD	GWU Dokuz Eylul University	Healthcare Administration Medicine	
Sharath, Sherene	Assistant Professor	Director of Clinical and Health Services Research and Assistant Professor, Department of Surgery, SUNY DHSU	2%	MPH	Texas A&M University	Epidemiology	EPID
Yusuff, Jameela	Associate Professor	Chief Medical Officer, University Hospital at Downstate Associate Professor, Department of Medicine, SUNY DHSU	2%	MPH MS MD	SUNY DHSU Icahn School of Medicine at Mount Sinai Icahn School of Medicine at Mount Sinai	Health Policy & Management Healthcare Delivery Leadership Medicine	HPMG
Zucker, Jane	Clinical Associate Professor	Assistant Commissioner, NYC Department of Health and Mental Hygiene	2%	MS MD	Harvard University Mount Sinai School of Medicine	Epidemiology Medicine	CHSC

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

PIF and Non-PIF Faculty CVs can be found in ERF > Criterion E > Criterion E1 > E1.3 Faculty Alignment

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

Primary instructional faculty have full-time appointments in the SPH, are fully supported by the school, and contribute 100% effort to SPH education, scholarship, and service based on a mix of scholarship, service, and teaching activities. Our primary instructional faculty are qualified to teach and advise students in their affiliated concentration based on their training, experience, and scholarship. Non-primary instructional faculty have less than 100% support contributed by the SPH and are qualified to contribute to the mission of the SPH in their affiliated concentration based on their training, experience, and scholarship and contribute to the education, scholarship, and service mission of the school through contributions to student mentorship in scholarship, providing lectures and co-learning opportunities, and serving as course directors.

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

Strengths:

Primary instructional faculty at SPH have disciplinary training, scholarship, and/or leadership appropriate to their concentration areas. Non-primary instructional faculty support the school's mission through contributions to education, training, and mentorship, as well as serving in leadership capacities across several public health agencies at the city, state, and national levels.

Challenges and Opportunities:

As the school expands, there will be an increased demand for expanded expertise in several key growth areas. The school intends to hire several additional instructional faculty members with depth and breadth of expertise in the area of planned expansion. Downstate School of Public Health, for example, has received significant financial support from SUNY Central to hire experts in the school's signature areas through the *Empire Innovation Program* (the school is currently hiring for this program), as described in the introduction.

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 the employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

Our school appoints part-time faculty who complement the expertise of full-time faculty with the goal of integrating perspectives from the field. We currently have 22 part-time faculty. These faculty represent diverse field practice areas and hold positions at key partner community-based organizations and public health agencies such as the NYS Department of Health, NYC Department of Health and Mental Hygiene, and the Arthur Ashe Institute for Urban Health. For example, Dr. Jane Zucker who is the Assistant Commissioner for the Bureau of Immunization at the New York City Department of Health and Mental Hygiene, is a part-time faculty in the Department of Community Health Sciences (see Dr. Jane Zucker's Curriculum Vitae in ERF > Criterion E > Criterion E1 > E1.3 Faculty Alignment > Non-PIF Faculty CVs). Dr. Zucker has worked at the NYC Department of Health and Mental Hygiene since 2005 and worked as a public health practitioner to increase vaccine coverage and other COVID-related activities. Dr. Zucker worked in several countries with CDC and UNICEF and began her career as an Epidemic Intelligence Service Officer in the Malaria Branch of the CDC. Dr. Jane Zucker was the speaker in the Public Health Seminar Series on March 23, 2023, on "Epidemiology of Vaccine-Preventable Diseases: Impact of Vaccines on Public Health" (see the PH Seminar Series flyer in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Full-Part Time Interaction > Other Events). Dr. Pascal James Imperato, the founding Dean of the Downstate School of Public Health, is the Senior Vice President for Academic Affairs and Chief Academic Officer of SUNY Downstate and maintains a part-time faculty appointment at SPH. Dr. Imperato is a distinguished public health practitioner (see Dr. Imperato's Curriculum Vitae in ERF > Criterion E > Criterion E1 > E1.3 Faculty Alignment > Non-PIF Faculty CVs). Dr. Imperato joined the CDC as the Commissioned Corps of the United States Public Health Service and has several years of public health practice experience. He also served as the Director of the Bureau of Infectious Disease Control and Principal Epidemiologist in the New York City Department of Health. He later served as Deputy Commissioner of Health and Commissioner of Health under Mayor Abraham D. Beame.

Also, as the School of Public Health holds robust collaborations with the College of Medicine, many of our part-time faculty have appointments there and have expertise in key strategic areas that are central to the School of Public Health's mission, including health equity, community-based participatory research, leading community advisory councils, advocacy, obstetrics and gynecology (maternal health advocacy) and infectious disease. These faculty with practice experience serve as guest lecturers in many of the SPH courses and are also vital research collaborators of full-time faculty at the SPH. Further, many of our full-time faculty engage public health practitioners in the field as guest lecturers. For example, for our MPH foundational Health Policy and Management course, an attorney lectures about legal advocacy. For our elective course, Emergency Preparedness, one of our DrPH alumni, Donell Harvin provides his perspective on emergency management. Dr. Harvin is a Senior Policy Officer at RAND Corporation and a commentator for many national news outlets. He recently participated on an MSNBC panel sharing his thoughts on extremism as it pertains to recent mass shootings and gun violence. Finally, for our Program Design and Evaluation class, which is a

foundational course, multiple public health practitioners from the field who deliver interventions in diabetes wellness, violence prevention, and PrEP/HIV prevention provide guest lectures and real-world case studies for students to work on.

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

Strengths:

We continue to grow our faculty with practice experience in key areas strategic to our school's mission. The School of Public Health benefits from our faculty, who conduct community-engaged research, and from the Office of Community Engagement's growing network of intersectoral partners.

Challenges and Opportunities:

We continue to build on the SPH's strategic plan to further identify practice areas that are not represented in our current faculty for consideration of full-time, primary, and part-time faculty appointments and promotion of guest lectures.

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.

The SPH engages in several processes to promote and monitor faculty instructional effectiveness and to provide continuous educational quality improvement based on information from these activities. These include course evaluations, school-wide review of all new and revised course syllabi by the SPH Educational Policy Committee, and school-wide recommendations and development plans related to faculty instructional effectiveness through the activities of the SPH Council on Instructional Quality Improvement.

- Course evaluations. At the end of each semester, all students are sent standardized course evaluations (see Course Evaluation Form in ERF > Criterion E > Criterion E3 > E3.1 Faculty Effectiveness). The course evaluations are sent separately for each course for which the student is registered. The course evaluations are centrally distributed via email through the SPH Dean's Office, and students complete the evaluations by responding to a link in the email to a Qualtrics survey. Course evaluations include Likert-type questions focused on overall course satisfaction, overall satisfaction with the instructor, perceptions of instructor responsiveness and engagement, course climate (fairness, respect, inclusiveness), attainment of course competencies, and clarity of course expectations. The evaluations also include qualitative fields which assess feedback on most and least useful course aspects and overall course feedback. After course grades are submitted, the course evaluations are stripped of identifiers and provided in aggregate to the course instructors and to the department chair. Department chairs then evaluate the course evaluations in the form of a course evaluation summary form (see Course Evaluation Summary Form in ERF > Criterion E > Criterion E3 > E3.1 Faculty Effectiveness), which is utilized to guide discussions of any needed course modifications or corrections and which are written on the form. The course evaluations and course evaluation summary forms also become a component of the annual faculty evaluations. Should course evaluations indicate concerns in terms of faculty instructional effectiveness, a remediation plan is developed by the chair, discussed with the faculty member, and codified in the summary form.
- Annual faculty activity dossier. Each year, faculty document instructional contributions and professional development through completion and submission of a faculty activity summary form (see Faculty Activity Summary Form in ERF > Criterion E > Criterion E3 > E3.1 Faculty Effectiveness), an updated curriculum vitae, and syllabi for all courses taught in that year. These items are sent to the department chair. The faculty activity summary form includes information including, but not limited to, number of courses and enrollments per course, information on courses that were new or substantially revised, guest lectures, and a teaching self-reflection. The form also documents mentorship activities, including activities chairing or serving as a member on a DrPH dissertation committee (ILE), an MPH ILE, research and scholarship dissemination activities involving public health students, and other training and mentorship activities. The activity summary form also includes faculty accounting of percent effort spent in teaching and mentorship in the past year as compared to service and research and scholarship. Chairs review the faculty activity dossier and are able to utilize this information to provide mentorship and feedback on instructional effectiveness.
- Department reviews. Each department chair is tasked with leading a departmental self-study and peer review of the curriculum and currency of course content, at a minimum of once every two

years. During this process, a review is conducted of course methodologies, substantive content, course materials, and assignments, and recommendations are provided to the chair based on an intradepartmental peer review process. These peer department reviews are summarized by the chair in a peer review form (see Currency Worksheet Template in ERF > Criterion E > Criterion E3 > E3.1 Faculty Effectiveness) for departmental curricular and course currency and reviewed with the SPH Dean. Recommendations are developed, and the department chair then meets with course instructors to provide feedback and recommendations for course updates.

- Committee on Educational Policy and Curriculum (CEPC). The CEPC is a subcommittee of the SPH Faculty and Professional Staff Assembly. The EPC is charged with reviewing the curriculum each semester to ensure that all program competencies are covered and are clearly mapped to syllabi, that syllabi are complete and convey all information that students need to successfully navigate a course, and that all new and substantially revised courses (including changes in competencies or mapping of foundation and concentration competencies, and changes in mode of delivery format [classroom / distance-based]) are complete and that competencies, assessments, and course expectations are clearly conveyed. All syllabi in the SPH are developed through a standardized syllabus template (see SPH Syllabus Template in ERF > Criterion E > Criterion E3 > E3.1 Faculty Effectiveness) which supports the review process. The EPC provides feedback on the review process directly to the course instructor and ensures that committee recommendations are incorporated into syllabi prior to the start of each semester.
 - Committee on Curriculum Innovation and Enhancement (CCIE). The CCIE is charged with ongoing evaluation of the curriculum with respect to the needs of potential employers and in terms of its currency and instructional approach. Through assessment and synthesis of quantitative, qualitative, and mixed methods surveys of employers, alumni, and community advisory board members, the CCIE provides recommendations on the curriculum to the CEPC and to the SPH Dean on currency of educational offerings and instructional quality and supports SPH curricular retreats.
 - Committee on Instructional Effectiveness (CIE). This SPH committee is tasked with the design and implementation of periodic student exit, alumni, the SPH community advisory board, and employer/agency surveys that elicit feedback on, among other things, the effectiveness of the school's instruction. The information collected and synthesized by this committee informs the work of the Council on Instructional Quality Improvement.
 - Council on Instructional Quality Improvement (CIQI). Because course evaluations are not shared with the EPC or with department chairs outside of the course instructor's department, and because students take courses across departments, the CIQI committee reviews all course evaluation to assess whether courses are meeting the educational needs of all students who are eligible to register, irrespective of concentration. In addition, the CIQI ensures implementation and review of key indicators of instructional effectiveness, including alignment of the curriculum with the SPH mission, vision, and values; faculty participation in activities designed to improve instructional effectiveness; and percentage of course syllabi and curricula that receive internal reviews. Recommendations from these reviews are provided to the SPH Dean to inform school-wide improvements in the quality of educational offerings.
- 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.

Programmatic support. The SPH has built considerable infrastructure and capacity to support instructional effectiveness, including three inaugural positions introduced to the SPH in early 2022.

- SPH Associate Dean for Education. Dr. Anika Daniels-Osaze, the Associate Dean for Education, is responsible for development, coordination, implementation, and evaluation of academic activities including oversight of academic program assessment and accreditation activities, development and implementation of a robust educational program evaluation system, and continuous quality improvement of SPH educational offerings. The Associate Dean for

Education also supervises several other administrative personnel dedicated to supporting instructional effectiveness, including the Director of Pedagogical Advancement and Evaluation and the Director of Curricular Innovation and Instructional Effectiveness.

- SPH Director of Curricular Innovation. Nicole Bagnarol, MPH, the SPH Director of Curricular Innovation, is tasked with planning, development, and securing of approvals for new and ongoing programs, certifications, and other educational initiatives. She will also be involved in development and administration of academic policies and guidelines for our educational offerings and will support implementation and evaluation activities for our academic programs, including curricular retreats and curricular development, to ensure continuous improvement toward our goals of educational excellence.
- SPH Director of Pedagogical Advancement and Evaluation. Dr. Wendy Williams, the SPH Director of Pedagogical Advancement and Evaluation, is responsible for faculty development as relates to instructional effectiveness. This includes training and consultation on pedagogical approaches to competency-based course delivery methods; identification and support of effective integrative technologies into courses; ensuring compliance with FERPA and other federal and state educational regulations, and ongoing training and development opportunities from evaluation findings to enhance continuous quality improvement of our educational offerings. In addition, this office provides pedagogical training and support to student assistants in the program.
- Committee on Distance Learning Instructional Quality (CDLIQ). As discussed in section D19, a central task of the CDLIQ is to coordinate faculty development and student services to ensure that online course design maintain standards of instructional excellence, and that students in the distance-based program have access to supports and tools that they need to thrive in our programs. CDLIQ provides ongoing supports to the SPH faculty, including weekly office hours to support course design and course site development, individual consultations with faculty on their courses, and evaluation and feedback on courses offered in different educational modalities.

University support. Additional University and SUNY-wide supports to promote instructional effectiveness include the following:

- DHSU Academic Computing and Technology (ACT) Department. The ACT provides faculty development trainings and individual support, supports the ongoing functions of campus information technologies required to ensure the functions of the educational enterprise, and provides technical assistant on research and other tools that support educational needs. ACT provides one-on-one as well as group training each semester and is open to all faculty and teaching assistants. In addition, all new primary and adjunct faculty are required to attend training on the learning management (LMS) during the onboarding process.
- The SUNY Center for Professional Development (SUNY CPD). The CPD provides a range of conference and event services to support professional development needs of SUNY campuses and provides ongoing events to faculty to support instructional effectiveness. The SPH administration can provide financial support for participation in these events. Recent sample offerings include:
 - Universal Design for Learning hybrid workshop (2/3/23)
 - Critically reflecting on diversity and teaching SUNY (2/14/23)
 - Learning Theories and Effective Teaching Practices (2/14/23)

- 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.

Primary instructional faculty are initially appointed based on the strength of their training, experience, and scholarship in an area aligned with the needs of the department and school. Faculty are expected to maintain currency throughout their appointment through a number of activities, which can include membership and leadership positions in professional organizations, participation in task forces and workgroups, service on external grant review panels, leadership in community-engaged public health initiatives, and through other activities aligned with the faculty member's discipline and scholarship area. As described in section E5, extramural service is considered as a component in decisions about promotion and tenure and is codified in the annual faculty review process. In addition, the SPH supports a number of continuing education opportunities, including hosting an SPH seminar series, which features presentations from outside public health experts, and by providing support to defray costs for faculty presentations at the American Public Health Association meeting. The SPH also considers applied public health research and scholarship as important elements to advance public health and to support effective training of our students. As described in section E4, faculty scholarship is also considered in promotion and tenure decisions and all faculty are expected to engage participate in research activities. To support this, considerable infrastructure exists to help support currency in research and scholarship, including seed money initiatives, opportunities for consultation on grant development and submissions, and additional infrastructure provided by the DHSU Office of Research Administration, the DHSU Office of the Senior Vice President for Research, and within the SPH through activities supported by the SPH Vice Dean for Faculty Affairs and Research.

For non-primary instructional faculty, the department chair maintains responsibility for ensuring alignment of course competencies and objectives to the background and experience of instructors. Chairs assess qualifications through review of the curriculum vitae of each potential instructor and through discussions and interviews prior to approval. The SPH budget is constructed to ensure participation of non-primary instructional faculty as a means to ensure instructional engagement from public health professionals representing the different settings in which our students are most likely to work after graduation, including leaders in community-based organizations, healthcare management and administration, the city and state departments of health and other public health agencies, and industry. In addition, chairs and course directors are also encouraged to engage public health professionals as guest lecturers in their courses. Non-primary instructional faculty are also sent email invitations and encouraged to attend workshops and other training opportunities offered by the Director of Pedagogical Innovation and Evaluation.

Finally, our instructional support team is actively involved on ongoing trainings and workshops that support their currency in pedagogical methods, and which are then leveraged to support all SPH instructional faculty in development of instructional effectiveness. Some recent examples are included below.

Sample pedagogical development opportunities and participation		
Dates	Name and location of conference or event	Participant
11/16-22, 2022	<u>Professional and Organizational Development (POD) Network in Higher Education 2022 Annual Conference</u> , Seattle, WA	Dr. Wendy Williams, Director of Pedagogical Advancement and Evaluation (participant)
11/15-18, 2022	<u>National Association of Medical Minority Educators (NAMME) 2022 Annual Conference</u> , Atlanta, GA	Dr. Anika Daniels-Osaze, Associate Dean for Education (participant)

Sample pedagogical development opportunities and participation		
Dates	Name and location of conference or event	Participant
5/31-6/3, 2022	<u>2022 SUNY Student Success Summit: Holistic Approaches to Student Success</u>	Dr. Simone Reynolds, Director of Online Learning and Instructional Innovation (participant)
3/15-17, 2023	<u>2023 ASPPH Annual Meeting, Arlington VA</u>	Drs. Anika Daniels-Osaze and Marlene Camacho-Rivera, Assistant Dean for Student Affairs (<u>presenters</u>)

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

Consistent with the expectation that all faculty contribute to the SPH educational mission, effectiveness in both classroom teaching and mentorship are important considerations when reviewing faculty and making recommendations for promotion and tenure. Faculty document evidence of instructional effectiveness annually via a standardized Faculty Activity Summary Form and review the contents with their department chairs during their faculty evaluation. Further reflecting our commitment to educational quality and to public health pedagogy, the SPH offers two tenure-eligible tracks as described in the Policies and Procedures for the SPH Committee on Academic and Professional Qualifications. One is an education and community/professional service track, while the second is a traditional academic track. Faculty in the qualified education and community/professional service track are expected to provide significant contributions to professional and community service and to education. Criteria related to faculty instructional effectiveness described in the appointment and promotion guidelines include:

- National or international recognition as an expert in public health education.
- Demonstrates strong commitment and provides evidence of effectiveness as a high-quality instructor.
- Assumes substantial teaching and student mentorship responsibility.
- Uses innovative and evidence-based methods of instruction.

Although the guidelines for tenure and promotion describe differences in expectations regarding the different tracks, some faculty have expressed interest in further understanding expectations for teaching responsibility within and between our tenure-eligible tracks.

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.

Self-selected indicators of instructional effectiveness include (1) percentage of courses whose syllabi / curricula underwent peer / internal reviews, (2) percentage of faculty who received professional development and training in instructional pedagogy, and (3) percentage of student assistants training in pedagogical techniques.

- Percentage of courses whose syllabi/curricula underwent peer/internal reviews. In 2022-2023, all MPH and DrPH foundation and concentration courses underwent peer/internal review through the department review process, as did all electives that had been offered in the past year. In addition, in the last three years, each course that was new or revised each semester underwent peer review as part of the ongoing activities of the CEPC.
- Percentage of student assistants trained in pedagogical techniques. All student assistants receive training prior to engaging with students in any of our courses. For example, the SPH developed a

formal training that was implemented for the first time in the Spring 2023, which includes modules on pedagogical basics, FERPA training, and on DHSU policies and procedures related to student engagement in courses. All of our student assistants completed the training after they were onboarded in the position in the current semester.

- Percentage of faculty who received professional development & training in instructional pedagogy. At least 80% of primary instructional faculty have received at least some training in instructional pedagogy in the last year. The table below provides examples of faculty participation in SPH activities/resources designed to improve instructional effectiveness in the 2022-2023 academic year supported by this administrative infrastructure. Both primary and non-primary instructional faculty as well as administrative personnel are invited to engage in these offerings:

Sample Professional Development Activities Related to Instructional Pedagogy			
Date	Title	Goals/Activities	Faculty Attended
7/7/2022	Brightspace Workshop	Provide guidance on transitioning courses from Blackboard to the SPH Brightspace Template for the Fall semester.	14
July & August 2022 (asynch)	IDEAS: Instructional Design Essentials for Academic Success	Review current literature about online instruction, discuss ways to promote student engagement, and receive an introduction to the new LMS, Brightspace. Four modules cover topics on (1) Creating community, (2) Working with tools, (3) Assessment, and (4) Refining your course.	16
9/16/22	Breakout Rooms: Using Zoom and Teams for small group discussions	Brainstorm uses for small discussion groups in our classes; evaluate the features and options available in Zoom breakout rooms; practice being Zoom “host” and managing participants and rooms; review breakout room options available in Teams	11
10/7/22	Mindmaps, Timelines, and Infographics: Graphics tools you can use with your students	Review how instructors and students can use visual health communication tools; Learn how to get started using Canva to design timelines, infographics, and more; Explore options for using Visual Paradigm software; Brainstorm applications for public health courses; Discuss other data visualization resources	9
10/28/22	Faculty Presentations on Best Practices and Innovations	Explore how to hold asynchronous discussions using Packback; view how classes can have multimedia collaboration using VoiceThread; Discuss an approach for peer review and assessment of group projects; Share your experience with and interest in these approaches	8
11/18/22	Enhancing Your Course Site	Review some elements that make a great course-site; explore using the OSCQR rubric as a self-assessment tool; As a group, assess the IDEAS course site, using OSCQR as a guide; Discuss ideas for improvements to course sites based on lessons learned from the semester	4
1/6/23	Creating your own rubrics: A hands-on practice session	Review the purpose and benefits of grading with rubrics; Discuss different types of rubrics (analytic, holistic, single point); Build sample rubrics in Brightspace; Learn how to add rubrics to assignments	8

** Most workshops were recorded and made subsequently available; faculty participation numbers likely underestimate total numbers who engaged with material.*

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

Strengths:

The SPH has devoted substantial resources, particularly in the past two years, to building a robust infrastructure to ensure continuous improvement in instructional effectiveness and to support ongoing faculty feedback and development activities to support growth and continued excellence in this area. Department chairs assign instructional activities to both primary and non-primary instructional faculty based on their background and expertise, and all course instructors received feedback and opportunities for further development based on this feedback through the course evaluation process. Non-primary instructional faculty are selected primarily based on their current public health professional experience, and primary instructional faculty maintain and are expected to show evidence of remaining current in their fields through scholarship and service. Processes are in place to identify opportunities for pedagogical growth, and ongoing professional development activities are organized and implemented through activities lead by the SPH Associate Dean for Education, the Director of Pedagogical Advancement and Evaluation and through the Director of Online Learning & Instructional Innovation. A number of SPH committees, including the Committee on Educational Policy and Curriculum and the Council on Instructional Quality Improvement, ensure ongoing monitoring and continuous quality improvement of instructional effectiveness. Processes are in place to ensure engagement of non-primary instructional faculty who have professional public health practice experience and training, and instructional effectiveness is assessed at an individual level and factors into decisions regarding tenure and promotion.

Challenges and Opportunities:

Although the guidelines for tenure and promotion describe differences in expectations regarding the different tracks, some faculty have requested clarity on expectations for teaching responsibility in terms of course load across the two tenure-eligible tracks; SPH leadership has been engaged in ongoing discussions around these distinctions. The SPH has developed significant support to monitor and promote instructional excellence. Given the recency of many of these supports, however, evaluation metrics to assess indicators of instructional effectiveness are new. In the next few years, we will be able to longitudinally track whether we have met our goals.

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.

Our SPH values practice-changing research and scholarship as a means to better understand and improve health, quality of life, and well-being and as an important element in efforts to eliminate public health inequities. Aligned with our strategic goals, we seek to continue to build research capacity that serves as a basis for training the next generation of public health practitioners and applied researchers, that engages clinical and community partners to develop solutions for complex public health programs, and that ensures that public health communities benefit from our scholarship through timely dissemination of research outcomes. We define research and scholarship as the generation or translation of public health knowledge that is disseminated to audiences and stakeholders who can directly benefit from that knowledge and/or who can continue to develop that knowledge to deepen understanding of public health issues. All primary instructional faculty are expected to contribute to research and scholarly activity aligned with their training and expertise, regardless of whether they are on a tenure-eligible track, and all tenure-eligible and tenured faculty are expected to pursue funding opportunities external to the institution to support their research and scholarship.

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

The SPH has made significant advances in recent years in supporting public health research and scholarship. This includes the hiring in 2021 of an inaugural SPH Vice Dean for Faculty Affairs and Research who is tasked to support the Dean's vision to promote high-impact scholarship, develop guidelines and oversee coordination of grant submissions, identify needs and implement supports for faculty development, manage faculty appointments and reappointments, represent the Dean as needed on other SPH issues related to faculty affairs and research, manage the annual faculty evaluation process, and support the development of mentorship networks for junior faculty. In addition, the Vice Dean supervises a dedicated SPH Grants Manager, who supports all pre-award activities and serves as a liaison to the SPH with the DHSU Office of Research Administration. The Vice Dean for Faculty Affairs and Research helps support faculty in building teams to ensure competitive grant applications, provides feedback and input on grant sections as requested by SPH faculty, and supports and advocates for scholarship supports to enable a robust infrastructure for faculty research and scholarship.

The University-wide Office of Research Administration is comprised of several divisions that support the mission of our faculty in their pursuit and management of sponsored funding. This includes Sponsored Programs Administration, which provides support in proposal review and submission as well as grant management during the lifecycle of an award; Sponsored Program Finance, responsible for invoicing and draw-downs of funds; HR and Payroll, responsible for the onboarding, benefits and payroll of personnel working on sponsored programs; Clinical Trials, responsible for contract review

and negotiation and budget preparation of sponsored clinical trials; Accounts Payable/Procurement, responsible for all purchasing and payables charged to sponsored awards and the coordination of patent and licensing activities through the Technology Transfer Office. The Office of Research Administration provides training to campus researchers on sponsor policies and the Uniform Guidance, and Office of Management & Budget regulations.

All indirect costs from extramural grants are sent to the Research Foundation (RF) of SUNY. After subtracting out SUNY DHSU's share of system-wide RF operational costs, RF SUNY returns DHSU's remaining indirect costs to RF DHSU. RF DHSU then uses those to support most of DHSU's research enterprise operational needs, including those for the Office of Research Administration, IACUC, IRB, Office of Clinical Trials, and personnel in the Office of the Senior Vice President for Research (SVPR). SPH faculty benefit from the infrastructure of these offices in the processes of submitting, managing, and disseminating findings from research. The remaining indirect funds are then utilized by the Office of the SVPR to help grow research in DHSU's colleges and schools – i.e., the return of investment to the colleges and schools. Those investments include faculty startup and retention packages, seed grants, a grant-writing consultancy program, biostatistics support, high performance computing support, and support of symposium grants. The Office of the SVPR provides several additional resources to bolster the research portfolio at DHSU, which our SPH faculty have been able to leverage to support their scholarship. Some of these resources include:

- Grant-Writing Support: The Grant-Writing Consultancy Service is designed to provide funding to faculty for grant-writing consultancy services to aid in developing highly competitive and well-written applications. Researchers can request copy editing or an in-depth consultancy.
- The SVPR and SUNY-Wide Seed Grant Programs: Through these programs, funding can be requested for projects from individuals or teams of DHSU faculty to develop research ideas that have high potential to lead to competitive applications for federal extramural research support.

Other research infrastructure support available to SPH faculty includes:

- High-Performance Computing (HPC): The HPC employs a 'hybrid' computational environment comprised of both on-premises and cloud-based resources. A supercomputing cluster provides over 1,200 individual processor cores with 8 terabytes of RAM, a petabyte parallel-level Lustre file system, and includes both ethernet-based and Infiniband FDR10 networking. Faculty in epidemiology utilize the HPC for infectious disease research which requires generation of nucleic acid sequence data to be analyzed using bioinformatic software, evolutionary, and machine learning algorithmic implementations.
- Research Electronic Data Capture (REDCap): REDCap is a secure open-source web-based system for collecting, storing, and conducting preliminary analysis on research data. Originally developed at Vanderbilt University, it is an open-source product used at more than 1,600 institutions in almost 100 countries around the world. DHSU hosts our own REDCap system. Users who have obtained research project approval or an exemption from the campus Institutional Review Board (IRB) can request access to the system. Other researchers using non-human data may also use this system. Using REDCap, users can: test and build a series of data collection surveys; distribute the surveys as links or via email; use them to enter data (either at DHSU or by research partners at other institutions); use the system to follow up on selected patients; export for analysis on other systems; and easily "de-identify" data during export for HIPAA compliance. REDCap has dedicated technical support staff provided by the Academic Computing and Technology Office.
- The University-wide Academic Computing and Technology (ACT) Office: ACT is an in-house consulting group providing research support for faculty, staff, and students. Services include Instruction in the use of programs for analysis and presentation and access to specialized computer equipment and software. ACT is designed to be a one-stop Center for the researchers' needs as well as a comprehensive resource for training.
- Institutional Review Board: Public health research at DHSU is guided by the ethical principles regarding all research involving humans as subjects, as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Ethical Principles and Guidelines for the Protection of Human Subjects of Research apply to all DHSU research, regardless of whether the research is subject to Federal regulation, with whom conducted, or source of sponsor support. The fundamental responsibility of DHSU's Institutional

Review Board is to assure that all ethical issues have been fully addressed in the protection of human subjects who volunteer to participate in research studies. The IRB reviews all protocols for research using human subjects, weighing the ethical issues raised, assessing potential benefits against risks, and assuring that the appropriate recruitment and consent procedures are used. Through this process, compliance with both the spirit and letter of federal, state, and campus policies are achieved.

- DNA Sequencing Laboratory: This laboratory is maintained by the Institute for Genomic Health, and its Applied Bio systems automated DNA sequencer is used to detect fluorescently labeled dideoxy terminators in single-stranded or doubled-stranded DNA templates. SPH faculty engaged in genomic research utilize these facilities.
 - Clinical and Translational Science Center (CTSC): The CTSC is a 15,000 sq. ft. clinical research unit primarily dedicated to ambulatory protocols. The mission of the CTSC is to provide a clinical laboratory and other support for clinical and translational scientists who conduct human subject research. Resources include a full-time receptionist; a patient waiting room and 10 patient study rooms with exam tables, body weight and vital sign measurement equipment; full-time phlebotomists and a phlebotomy laboratory; a Research Pharmacist and pharmacy dispensary; a core laboratory with microscope, water bath, refrigerator, freezer, analytical balance, refrigerated centrifuge, microfuge; an emergency crash cart; EKG equipment; an Ultra-G treadmill; an "Inbody" machine for measuring body composition/weight; a group patient meeting room with one-way mirrors; and a conference room and kitchen. Several SPH faculty regularly utilize CTSC resources to support day-to-day research activities of NIH-funded grants, including conducting focus groups and interviews and for collecting samples used to generate clinical outcome data.
 - DHSU Research Advisory Council: The Research Advisory Council (RAC) meets quarterly, chaired by the DHSU SVP of Research, who reports to the University President. The RAC is part of the research advisory structure and is comprised of two research committees: the Human Research Advisory Committee and a Laboratory Research Advisory Committee. Research-active faculty representatives from each DHSU School and College are appointed to the RAC. The Council enables exchange of ideas between DSHU leadership and faculty to identify barriers to conducting research and develop strategies to overcome them. Some items discussed in past meetings include policy for allocation of research space, identifying shared resources, and support for early career faculty. The SPH Vice Dean for Research serves on the Research Advisory Council and the Human Research Advisory Committee, and additional SPH faculty are represented on both the Human and Laboratory Research Advisory Committees.
 - Office of Postdoctoral Affairs (OPA): The OPA was developed in Fall 2022 to serve the DHSU schools and colleges, including postdoctoral researchers in the SPH currently working on funded SPH grants. The OPA serves as a resource for career and professional development and career counseling, identifying funding opportunities, and supporting social and professional networking events. Several of our faculty supervise federally supported postdoctoral students, and as such, the infrastructure provided by this office will significantly benefit both faculty and trainees and will help our faculty maintain currently in best practices in mentorship for all trainees.
- 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.

Example 1. Students in the HPMG concentration are working on the Evaluating Lifeline for Moms study, funded by the national Patient-Centered Outcomes Research Institute (PCORI). Dr. Thomas Mackie is a Principal Investigator on the Evaluating Lifelines for Moms study, and MPH students in the Health Policy and Management concentration are provided the opportunity to join this project as graduate assistants. In this capacity, students are provided with mentorship by Dr. Mackie and his research team to participate in the research projects, including (1) weekly team meetings, (2) one-on-one meetings weekly with Dr. Mackie and/or his designee, (3) multi-site team meetings in which students learn about the multiple study components and build the network of faculty and community networks, and (4)

engagement efforts in which students participate in Advisory Council meetings providing exposure to community-engaged research processes. Students are working with Dr. Mackie and his team on a variety of different projects, and participate in quantitative analyses of administrative records, qualitative analyses of individuals with perinatal mood and anxiety disorders amidst the pandemic, and stakeholder engagement efforts with our Advisory Councils. These opportunities are available for students in both paid and volunteer positions.

Example 2. Under the direction of Dr. Paul Landsbergis two MPH students in the Environmental and Occupational Health Sciences concentration participated on the research team for his study, funded by the International Transport Workers Federation, that focused on the mental health of young public transport workers. As part of their participation, the students cleaned, reviewed, and analyzed transcripts of focus groups and interviews of U.S. transit workers, and selected representative quotations from workers to include in the final report to the funding agency.

Example 3. Dr. Tracey Wilson is currently a Principal Investigator of an NIH U01 examining aging and chronic health conditions among persons living with HIV and an R01 based on that study that examines how loneliness and social isolation are linked to HIV medication adherence, substance use disorders, and mental illness in the pre- and post-COVID era. Two DrPH students in the Community Health Sciences concentration are writing their dissertation based on data generated from the grant, with Dr. Wilson as the chair of the students' doctoral thesis committee. This project also engages MPH students across SPH concentrations. For instance, a recent MPH graduate developed a database of interventions that have been conducted to prevent or reduce loneliness and social isolation to inform a systematic review. The student then leveraged this work to develop an MPH ILE on the public health implications of social connections among persons living with severe mental illness.

- 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.

Example 1: Dr. Azure Thompson regularly integrates her research and scholarly activities and experiences into her instructions of students. Most recently, Dr. Thompson integrated her Robert Wood Johnson-funded work on policing and health into her MPH CHSC concentration course, CHSC 5300 Introduction to Research Methods. In this course, Dr. Thompson provides an overview of this collaborative project with the New York City Department of Health and Mental Hygiene (DOHMH) and describes the steps in designing a study purpose statement for the project and in identifying data collected by the DOHMH (secondary data) to address the designed study purpose.

Example 2: Dr. Anika Daniels-Osaze leverages her extensive experience in both federal and other grants in her DrPH elective HPMG 7316 Grant Writing for Public Health. In this course, which also involves SPH primary instructional faculty member and Associate Vice President for Research Strategy and Operations at Downstate, Dr. Marcus Lambert, students work over the course of a semester to develop a funding proposal, including budgets and timeliness. This course culminates in a mock review panel.

Example 3: Dr. Aimee Afafe regularly integrates her research and scholarly activities and experiences into her instructions of students. Most recently, Dr. Afafe is integrating her NIH-funded research, which utilizes the transcreation implementation science framework into the MPH foundational course, CHSC 5206, Program Design and Evaluation. In this course, Dr. Afafe provides an overview of how the framework supports community-engaged co-design and evaluation of health promotion interventions. She draws upon the two intervention prototype examples that she is engaged in with community partners: 1) a CHW-supported digital care coordination intervention to improve continuity of care among pregnant persons of color living in Central Brooklyn and 2) a caregiver-supported remote/digital health intervention to improve BP control and reduce stroke recurrence in a Central Brooklyn stroke survivor population.

Example 4: Dr. Elizabeth Helzner incorporates her experience as a hearing loss epidemiologist in the MPH epidemiology concentration course, EPID 5203 Chronic Disease Epidemiology. She uses examples from her own research to demonstrate how to define chronic disease outcomes, design analytic approaches for cohort study data, and present research findings in oral presentations.

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

Consistent with the expectation that all faculty are engaged in research, research and scholarly activity are important considerations when reviewing faculty and making recommendations for promotion and tenure. The SPH offers two tenure-eligible tracks, as described in the Policies and Procedures for the SPH Committee on Academic and Professional Qualifications. The first of these is an education and community/professional service track, and the second is a traditional academic track. Research in the academic track involves documentation and sharing of knowledge generated from research and takes the form of peer-reviewed publications, peer-reviewed conference presentations, research reports, book chapters and books, technical reports, published protocols of funded research, authorship on consensus statements, and development of funded research proposals. Scholarship in the education and community/professional service track has a stronger emphasis on development and leadership on funded training and mentorship grants, grants to support expanded instructional opportunities, publications related to public health pedagogy, publishing textbooks, development and dissemination of educational resources and curricula, and leadership on funded community-academic public health partnerships. Progress toward meeting these expectations is codified annually in the faculty activity summary form and discussed by the faculty member and chair during their annual review. Sample criteria related to faculty research and scholarship described in the appointment and promotion guidelines include:

- Conducts a focused scholarship/research program with steady or improving rate and quality of publications in peer-reviewed journals.
- Demonstrates research independence (e.g., leadership on research initiatives, continued efforts in procuring research funding to support research, conference presentations, service as principal investigator and/or team leader on research projects)
- Record of original and important publications in high quality peer-reviewed journals in one's field.

Although our tenure and promotion guidelines describe differences in expectations regarding our different tracks, some faculty have expressed interest in further understanding expectations for scholarship expectations within and between our tenure-eligible tracks in terms of advancement to associate professor and professor rank. In addition, with an increased prioritization and focus on practice-changing research under the direction of the SPH Dean along with expansion in the number of early career SPH faculty, there is increasing demand for senior-level mentors with funded research portfolios and/or significant scholarship history. We are investigating additional mentorship networks outside of DHSU to support this need. The need for additional mentoring infrastructure has also served as motivation to expedite a mentorship program for SPH faculty, which is currently being piloted and which is anticipated for school-wide review and implementation prior to the start of the 2023-2024 academic year.

To track our goals for faculty scholarship, we collect data on a number of indicators as indicated in table E4 and which are also quantified at the faculty level. In 2023-2024, we will begin utilization of ORCID identifiers at the school level, which will help describe current scholarship of our faculty and which will also serve as the basis for a new outcome measure, focused on citations of our faculty research. This new measure will help us assess the impact and reach of our collective scholarship.

- 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.

E4-1 Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	Target	2019-2020	2020-2021	2021-2022
Percent of primary instructional faculty participating in research activities	90%	73%	91%	82%
Number of grant submissions among primary instructional faculty in a PI role	18	9	8	19
Number of primary instructional faculty who are a principal investigator on an extramurally funded grant	10	6	3	7
Total dollars awarded annually in extramural research	10% annual increase	\$2,659,143	\$2,207,399	\$4,545,090
Percentage of funded research projects among primary instructional faculty that involve student engagement	50%	54%	50%	50%
Number of primary instructional faculty awarded internal seed/pilot project money	3	2	3	5

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

Strengths:

The SPH has established policies and practices to support faculty involvement in research and scholarship and has made significant advances in building administrative infrastructure to support public health research and scholarship, including establishment of the role of Vice Dean for Faculty Affairs and Research and a committed Grants Manager. Additional supports through the institution including the DHSU Office of Research Administration and the Senior Vice President of Research ensure compliance with state and federal regulations and provide additional supports through programs to enhance faculty scholarship. Although all faculty are expected to be involved in research and scholarship, we define involvement for tracking purposes as “author on a publication, conference, or external invited research presentation, or investigator on an extramurally funded grant” and recognize that not each year of research activity may produce a product, which is why we have set our goal at 90%. Our other target goals are based on total PIF and account for concurrent administrative roles and number of early-stage investigators. We are meeting our target goals and, in some cases, exceeding them, the exception of our research involvement indicator, which we expect to increase in coming years as our newer faculty begin to establish their research careers and efforts from newly funded grants begin to yield dissemination products.

Challenges and Opportunities:

Although the SPH has been successful in submitting research grants and in terms of involvement in research, greater infrastructure for mentoring is required. Faculty at the professor level are expected to contribute to mentoring of faculty, as described in our guidelines for tenure and promotion. However, as the SPH continues to grow, the number of senior research faculty cannot support demand. We recognize the need for enhanced mentorship in this area and are in process of formalizing approaches to ensure that this need is met, while also helping to shape a shared understanding of scholarship expectations for faculty at different ranks and tracks.

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.

As articulated in the SPH values statement, service is integral to the SPH. The SPH definition of faculty service includes activities internal and external to the University. While there is an emphasis placed on internal activities, including serving on committees at the Departmental, School, and University levels, faculty extramural service is also highly valued. Extramural service encompasses activities beyond institutional teaching, scholarship, and service and includes contributions of professional expertise, consultation, and practice. Examples include consulting or providing technical support to organizations on public health issues; providing legislative/government public health testimonies; serving community organizations as board members representing public health interests; serving as an officer or committee member in public health professional associations; supporting service-learning opportunities, and reviewing public health grant applications for state and federal funding, such as serving as an appointed member of an NIH study section.

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

- The Brooklyn Health Disparities Center (BHDC): The center is a collaboration between DHSU, the Arthur Ashe Institute for Urban Health, and the Office of the Brooklyn Borough President to develop and implement models to reduce health disparities in minority and new immigrant populations in Brooklyn through basic, clinical, behavioral and community participatory research, community education and outreach, and health professional training. It was established in 2004 and has since then completed two P20 awards successfully and is the recipient of an S21 Endowment award from the NIMHD for 'Translational Program of Health Disparities Research Training (TRANSPORT)' that supports a range of research training initiatives from undergraduate pipeline programs, faculty development, and recruitment under BHDC. SPH faculty are members of the Executive Committee for the Center. Several SPH faculty serve on the BHDC executive committee, and others have established community-engaged research through community partnerships supported by the center.
- The Arthur Ashe Institute for Urban Health, Inc. Established in 1994, the Arthur Ashe Institute for Urban Health has served as a voice for our community. The institute is located within SUNY DHSU and promotes community health through pipeline programs, health disparities research programs, policy-making, and advocacy in areas that are deemed a priority by our community. Many SPH faculty have partnered with the Institute to implement community-based participatory research projects, provide lectures to students in their pipeline STEM program, and identify and support solutions to community-identified public health priorities.
- The Brooklyn Free Clinic. The clinic is a DHSU student-run organization that provides free health care to residents in our community who are uninsured. Under the guidance of SPH faculty advisors, our public health students support the activities of the clinic through APEX and other service-learning activities.

- Kings Against Violence Initiative (KAVI). KAVI is a nonprofit 501(c)(3) youth-serving organization with a mission to prevent and eliminate interpersonal violence from the lives of young people through advocacy, peer leadership, community mobilization, and social justice. SPH faculty have partnered with KAVI on the development of programs over the years and have supported the development and dissemination of program evaluation efforts.
 - Center for Community Health Promotion & Wellness. The center provides students, faculty, and professional staff with health promotion engagement opportunities in the local community, including volunteer opportunities for community health education.
 - Brooklyn Perinatal Network: Faculty have been actively engaged in advocacy work in partnership with BPN on raising awareness of Central Brooklyn's maternal health crisis and on potential solutions. Faculty have participated in several community-legislative debriefings and panels with BPN since 2019.
- 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.

Example 1: Dr. Marlene Camacho-Rivera, Assistant Professor of Community Health Sciences, was selected as a Good Form Fellow by the Urban Design Forum. The Good Form program convenes architects, public health researchers, urban planners, engineers, community developers, as well as housing, parks, and transportation advocates, to advance ideas and develop proposals for creating a healthier New York City. For the last year, Dr. Camacho-Rivera has been involved in the Active Spaces Working Group, focused on creating passive and active spaces for physical activity to address chronic disease disparities in New York City neighborhoods. Dr. Camacho-Rivera shares her experiences and discusses proposed policy and programmatic initiatives within her Urban Health Issues course (CHSC 5205). Specifically, she incorporates these examples within her modules on Urbanization and Brooklyn, as well as in her module on Policy Approaches to addressing Urban Health Disparities.

Example 2: Dr. Janet Rosenbaum, Assistant Professor of Epidemiology, has served on the scientific committee for the New York City Epidemiology Forum since 2015. She encourages her students in Epidemiology Methods 1 and 2 to submit their class projects to the conference and present them. To date, 21 epidemiology methods students have presented their research at this city-wide conference: one student, for example, presented a platform presentation to the entire conference, while another presented a flash presentation, again to the whole conference. In total, more than 10% of Dr. Rosenbaum's epidemiology methods students have been engaged in this community activity over the six pre-Covid-19 years.

Example 3: Dr. Tracey Wilson, Distinguished Service Professor and Vice Dean for Faculty Affairs and Research, was selected to serve as a chartered member of the NIH HIBI (HIV/AIDS Intra- and Interpersonal Determinants and Behavioral Interventions) study section beginning in Fall 2022. Service on this committee allows Dr. Wilson, in her capacity as Vice Dean for Faculty Affairs and Research, to gain an in-depth perspective on the NIH grant review process, which is being leveraged to support the mentorship of faculty and student learners to develop their own applications for research funding. This service has additional benefits to students, including integration of competencies related to developing research aims, accompanying study questions, and developing psychometrically sound measurement strategies in her DrPH level course, CHSC 7303 Survey Research Methods.

Example 4: Dr. Aimee Afafe, Associate Professor of Community Health Sciences and Associate Dean for Community Engagement, builds on her community-engaged research and service projects with several SPH CAB/community partners, including Arthur Ashe Institute for Urban Health, KAVI, Brownsville Community Culinary Center, and Live Light Live Right. She uses existing interventions delivered by these community partners or in partnership with them as case studies for the SPH foundational course Program Design and Evaluation (CHSC 5206) to create project-based learning opportunities. Students are required to develop logic models, along with process and outcome evaluation plans for these case study interventions.

- 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.

Outcome Measures for Faculty Extramural Service				
Outcome Measure	Target	2019-2020	2020-2021	2021-2022
Percent of primary instructional faculty participating in extramural service activities	60%	58%	61%	70%
Number of faculty-student service collaborations	4	6	3	6
Number of community-based service projects	20	32	32	28

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

All primary instructional faculty are expected to contribute to the service mission of the SPH, and the SPH considers service when reviewing faculty and making recommendations for promotion and tenure. Expectations that all primary instructional faculty participate in service, which encompasses both internal and external activities, are described in the school's appointment and promotion guidelines, and progress toward meeting these expectations is discussed by the faculty member and chair during their annual review and explicitly detailed in writing during that process. The type and extent of community service and professional expertise varies by faculty member, according to their disciplinary and scholarship areas of interest. Sample criteria related to faculty extramural service described in the appointment and promotion guidelines include:

- Ability to appropriately initiate extramural collaborations of mutual benefit to the SPH and its professional or community partners.
- Contributes to extramural activities such as membership in community health initiatives, coalitions, or partnerships.
- Demonstrates extensive activities partnering the SPH with community organizations and service on internal committees, external professional organizations, and editorial boards.
- Ability to lead community-based initiatives.

Further reflecting our commitment to service, the SPH offers two tenure-eligible tracks. One is an education and community/professional service track, while the second is a traditional academic track. Faculty in the qualified education and community/professional service track are expected to provide significant contributions to professional and community service and to education. Recruitment of faculty in the education and community/professional service track is an area for planned expansion. We had one faculty member who was appointed to and had achieved tenure and promotion to the associate professor level, but who took a new position at another university in 2020-2021; we intend to ensure that our continued growth in primary instructional faculty includes intentional recruitment of faculty with expertise and scholarship in community and professional service to be appointed to this track.

Faculty document their annual extramural service activities through a standardized Faculty Activity Summary Form and review the contents with their department chairs during their faculty evaluation. This activity is overseen by the Vice Dean for Faculty Affairs and Research.

Finally, we note that the Distinguished Faculty Rank program demonstrates SUNY's ongoing commitment and recognition of faculty who elevate the standards of instruction and enrich contributions

to public service. Appointment at a Distinguished level constitutes a promotion to the State University's highest academic rank and is conferred by the State University Board of Trustees. A Distinguished Service Professorship is awarded to faculty "having achieved a distinguished reputation for service not only to the campus and the University but also to the community, the State of New York or even the nation, by sustained effort in the application of intellectual skills drawing from the candidate's scholarly research interests to issues of public concern." One of our SPH primary instructional faculty holds the rank of Distinguished Service Professor.

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

Strengths:

All primary instructional faculty are expected to contribute to the service mission of the SPH, and the SPH differentiates between intramural and extramural service activities. Extramural service contributions are codified in annual faculty activity reports and are considered part of tenure and promotion decisions. SPH has a tenure-track line focused on education and community and professional service.

Challenges and Opportunities:

None noted.

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 Downstate School of Public Health has two advisory boards: (1) SPH Community Advisory Board (SPH CAB) and (2) SPH Alumni Advisory Board (SPH AAB).

School of Public Health Community Advisory Board (SPH CAB). The 2022 DHSU School of Public Health Community Advisory Board (CAB) was envisioned to create, foster, and build meaningful, synergistic, and lasting partnerships with diverse stakeholders to promote excellence in our educational curriculum and the scientific inquiry of major urban health challenges. Our vision is to graduate public health leaders who are critical thinkers and well-trained to enter and thrive in today's evolving public health landscape. The main purpose of the SPH CAB is to provide regularly informed input on the school's vision, mission, and values, as well as on student outcomes, curriculum, and new plans and activities. The duties and responsibilities include the followings:

- To contribute to the regular assessment of the content and currency of public health curricula & their relevance to current practice and future directions
- To provide input to the ongoing operations of the school, including the development of the vision, mission, values, and goals
- To provide input on the development of new educational and research centers and programs in the school
- To advise the School of Public Health on workforce requirements
- To provide input in the interpretation of data obtained from the school alums, employers, and other stakeholders.
- To advise the school on a range of matters related to health promotion and disease prevention in the community in which the school is involved or will be involved.
- To advise the school of suitable practicum sites for MPH and doctoral students
- To advise the school about general and specific public health issues of concern to communities in Brooklyn

CAB members were chosen by process of leveraging existing partnerships that the School of Public Health has, brainstorming with a group of faculty and leaders in the School of Public Health who have networks in the community to identify sectors or public health areas of critical importance, and consulting with organizations currently within our networks. After the identification of key sectors, the Office of the Associate Dean for Community Engagement and the Dean of the School of Public Health created a list of categories and names of individuals representing those sectors. Through a series of zoom meetings, phone calls, and emails, the Associate Dean for Community Engagement and the Dean of the School of Public Health contacted each of the individuals on the list to gauge interest. Formal CAB invitation letters and CAB policies and procedures were then sent to our colleagues who expressed interest (see Appointment Letter Example in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Community Advisory Board). Our CAB is a dynamic cross-section of individuals (who represent diverse sectors, including academia, technology, food, healthcare, industry, and local representatives from the NYC Mayor's office and Brooklyn Borough President's Office). CAB

membership provides an opportunity to network with like-minded people who share a vision for health equity. The CAB will have the potential to impact equity in our community and modernize our school's curriculum in several areas. Our current faculty are leaders in public health. Many are seeking research collaborations in novel areas to respond to urgent public health needs and local community needs, including NYC's maternal health crisis, artificial intelligence and digital health solutions that advance health equity, shared hospital-community accountability models of chronic disease care, plant-based medicine, and COVID-19 associated outcome inequities. We are also interested in developing a new curriculum that explores the intersection between public health and law, journalism, and data informatics/analytics. The input from our community partners is crucial in conceptualizing these new programs.

Advisory board meetings are held bi-annually. Each meeting is about two hours in duration (see CAB Policies & Procedures and CAB Meeting Recordings in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Community Advisory Board). The list of the SPH CAB Board members is provided in the table below.

SUNY Downstate School of Public Health Community Advisory Board (CAB)		
Member's Name	Position in CAB	Professional Affiliation
Harvey Lawrence	Chair	Chief Executive Officer, Brownsville Multiservice Family Health and Wellness Center
Aimee Afable, PhD	SPH Faculty Liaison	Associate Dean for Community Engagement
Cheryl Hall	Member	Executive Director, Caribbean Women's Health Association
Mon Yuck Yu, MPA	Member	Policy Director, Office of Brooklyn Borough President Antonio Reynoso
Jacqueline Barley, BS	Member	Director of Planning at the Brookdale Medical Center
Nathan Sherfinski, MSW	Member	Senior Advisor to the Mayor for Health and Human Services
Susan Beane, MD, FACP	Member	Vice President and Executive Medical Director, Healthfirst, Inc
Ngozi Moses, MSc	Member	Executive Director, Brooklyn Perinatal Network
Marilyn Fraser, MD	Member	Chief Executive Officer, Arthur Ashe Institute for Urban Health
Adam Aponte, MD, MSC, FAAP	Member	Chief Medical Officer, Boriken Neighborhood Health Center
Alyson Clark, MPH	Member	Program Coordinator, HIV Prevention, Bureau of Hepatitis, HIV and Sexually Transmitted Infections, (NYC DOHMH) and SPH Alum
Milenka Berengolc	Member	Director, Special Projects Brooklyn Center for Independence of the Disabled
Chizoba Nwankwo, PhD	Member	Executive Director, Outcomes Research, Merck
Michael Joseph, PhD, MPH	Member	Vice-Dean for Education, Columbia University Mailman School of Public Health
Ramon Gist, MD, FAAP	Member	Clinical Director, Kings Against Violence Initiative
Porez Luxama, MS, MA	Member	Executive Director, Life of Hope

SUNY Downstate School of Public Health Community Advisory Board (CAB)		
Member's Name	Position in CAB	Professional Affiliation
Isaiah Marshall-Thomas, MPH	Member	Administrative Fellow, DHSU Office of the President and SPH alum
Cynthia de Luise, PhD	Member	Senior Director of Epidemiology at Pfizer Pharmaceutical
Edgar Mandeville, MD	Member	Chairman Emeritus, Arthur Ashe Institute for Urban Health
Sarita Dhuper, MD	Member	Founder & Executive Director of Live Light, Live Right
Tamer Badr, MD	Member	Program Manager, the Brownsville Community Culinary Center/Melting Pot Foundation
Donell Harvin, DrPH	Member	Senior Homeland Security Policy Researcher, the RAND Corporation

School of Public Health Alumni Advisory Board (SPH AAB). The School of Public Health recently established the SPH Alumni Advisory Board (SPH AAB). The purpose of the SPH AAB is to provide regular support to the school by building ongoing alumni engagement in the assessment of the content and currency of the public health curricula and to provide support to the school by actively participating in the school's philanthropic activities through its members acting as ambassadors for the school. Eligibility for membership includes successful completion of a graduate program in the School of Public Health and one or more alumni across each degree program, including concurrent MD/MPH, MPH, and DrPH programs. Members were selected from a cross-section of alumni representing various employment sectors. The duties and responsibilities of the SPH AAB are:

- To provide input to the ongoing operations of the school, including the development of the vision, mission, and values
- To contribute to the regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions
- To provide input on the development of new educational programs relevant to current public health practice
- To provide input in the interpretation of data obtained from current students, alumni, and employers
- To advise the school on a range of matters related to health promotion and disease prevention

SPH Alumni Advisory board (SPH AAB) meetings are held tri-annually. Each meeting is about two hours in duration (see the AAB Charter and Meeting Recordings in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Alumni Advisory Board). The list of the SPH AAB members is provided in the table below.

SUNY Downstate School of Public Health Alumni Advisory Board (SPH AAB)			
Members Name	Position in SPH AAB	Class of	Professional Affiliation
Jake Littman, MPH	Chair	2020	Research Associate at 1 Day Sooner, Research Program Manager, University Orthopedics, Brown Medical School
Eric Persuad, DrPH	Member	2021	Evaluation Contractor, National Institute of Environmental Health Sciences Training Program
Erika Usui, MPH	Member	2015	Director of Program Evaluation, Contract Management & Compliance. The Ali Forney Center
Erin Andrews, DrPH	Member	2016	Senior Quality Data Analyst, Montefiore Medical Center
Gladys Figaro-Amisial, MPH	Member	2018	Assistant Director Nuclear Medicine, SUNY DSU
Isaiah Marshall-Thomas, MPH	Member	2021	Administrative Fellow, SUNY Downstate Office of the President
Justin Tien, MD/MPH	Member	2018	HS Clinical Instructor of Medicine, Department of Medicine, UCSF School of Medicine
Karl Charles-Pierre, MPH	Member	2008	Associate Vice President- US Alzheimer's Diagnostic Field Leader, Eli Lilly and Company, Lilly USA
Lauren Meador, MPH	Member	2013	Research Program Manager and Center Administrator, Department of Pathology, Stanford University School of Medicine
Maly Fenelus, MD/MPH	Member	2008	Assistant Clinical Member, Memorial Sloan Kettering Cancer Center
Marline Attallah, MPH	Member	2021	Clinical Research Fellow, Cardiology, New York Presbyterian Hospital
Mazin Khalil, MPH	Member	2020	Adjunct Professor, The New York School of Medical and Dental Assistants (NYSMDA)
Natalie Octave, MPH	Member	2010	City Research Scientist II, New York City Department of Health and Mental Hygiene
Nitya Devireddy, MPH	Member	2021	Public Health Advisor, NYC Department of Health and Mental Hygiene
Rebecca Hill, DrPH	Member	2021	Senior Research Data Analyst, Office of Research and Scholarship, Bernard J. Tyson Kaiser Permanente School of Medicine
Shahidul Islam, DrPH	Member	2019	Assistant Professor of Biostatistics, NYU Long Island School of Medicine
Shaquasha Shannon, MPH	Member	2015	Overdose Prevention Training Coordinator, New York City Department of Health and Mental Hygiene

- 2) Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

The School of Public Health receives feedback externally from our APEx preceptors. Preceptors are field supervisors who oversee and supervise the student's work and performance in the field. Preceptors are members of our partnered APEx sites and are usually engaged in public health work and research and are public health and/or medical professionals. At the end of every student's APEx, which typically aligns with the end of the semester, preceptors complete a Preceptor Evaluation Form, providing feedback on the student's performance, as well as on public health-related skills our school can help our students improve upon (see APEx Preceptor Form in ERF > Criterion F > Criterion F1 > F1.5 Community Input).

The school also collects input and data from employers of our graduates through quantitative and qualitative employer surveys (see Employer Qual Methods and Employer Qual Results in ERF > Criterion F > Criterion F1 > F1.7 > Employer Methodology > Qualitative Data and Quant Survey Methods and Quant Survey Results in ERF > Criterion F > Criterion F1 > F1.7 Employer Methodology > Quantitative Data.)

- 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.

The school values reciprocity and engages external constituents via several strategies to promote trust, reciprocity, and continuous engagement, which ensures the currency of the public health curriculum.

The School of Public Health engages our advisory boards (SPH Community Advisory Board and SPH Alumni Advisory Board) in the content of the current public health curriculum and curricular currency in many ways; (i) Board meetings at least twice a year for CAB and three times a year for AAB, and (ii) frequent short surveys on essential questions to elicit their opinion on the school's curriculum and currency.

- We also maintain ongoing email and social media communications with all CAB members to share essential funding announcements and disseminate webinars and other professional learning and advocacy opportunities.
- Routine data collection/needs assessments through the CAB public health workforce needs survey, APEx preceptor evaluation surveys, alumni surveys, employer surveys, and focus groups with these external constituents. This information is used to ensure that our public health curriculum meets the needs and demands of the evolving public health workforce and to identify professional development opportunities among our external constituents.

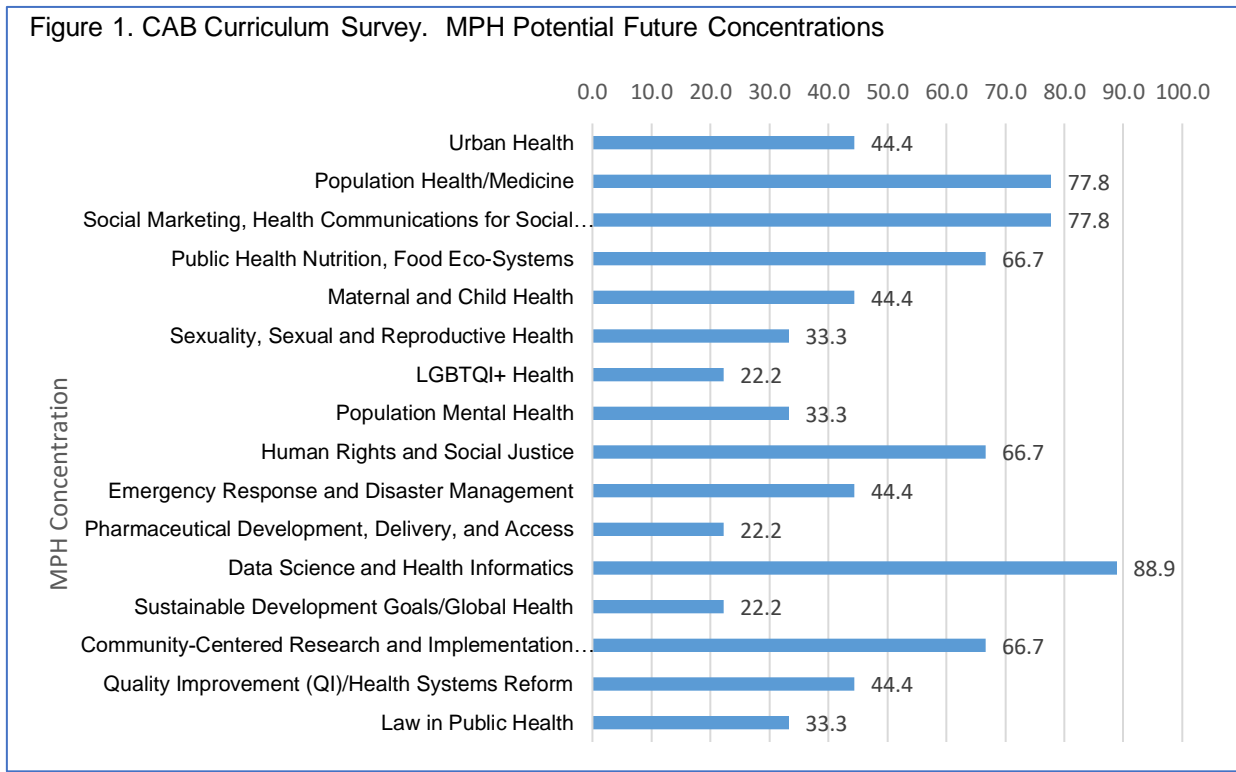
Some examples of findings from these engagements are presented below.

Engagement of the Community Advisory Board in Reviewing the Current Public Health Curriculum and Curricular Currency:

The School of Public Health presented the current curriculum and the competencies to the SPH Community Advisory Board, and CAB members provided input and feedback on the curriculum and competencies (see Meeting Transcript 05-16-22 and CAB Meeting Recordings for the second CAB meeting video recording in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Community Advisory Board) In addition, we introduced a short survey before the regular meeting to elicit about the curricular currency, which is discussed below.

The meeting, which was held in December 2022, provided the CAB with an opportunity to comment on the currency of the SPH academic curriculum. In advance of the meeting, we distributed a brief survey to SPH CAB members on strategic areas to develop in our curriculum to prepare for the presentation. This also provided an opportunity to gather both qualitative and quantitative feedback. Of the 17 CAB members surveyed, 88.9% said a concentration in Data Science and Health Informatics is needed to prepare future public health professionals. In addition, 77.9% said that Social Marketing /

Health Communications for Social Change, and that Population Health / Medicine are needed concentrations. See the detailed data below in Figure 1.



This presentation, along with the presentation of employer survey data (discussed below), stimulated additional discussion on ways we can revise our curriculum. Some of the major themes discussed during these meetings are listed below.

- Degrees in effective healthcare management and leadership in the context of safety-net, low-resource settings, and historically marginalized communities
- Programming to support CBOs and career development for CBO staff.
- Student wellness – programming/coursework in the future.
- APEx experiences that give students patient-facing opportunities.

Finally, we polled our SPH CAB members about the most urgent public health issues of today. The following responses were received:

- Rising healthcare costs and the need to move toward a business-oriented model.
- Health equity, human rights, social justice
- Mental health and wellness
- Chronic disease due to environmental factors
- Combating public health misinformation/ disinformation

Engagement of the Alumni Advisory Board in Reviewing the Current Public Health Curriculum and Curricular Currency:

The Alumni Advisory Board (AAB) met for the second time on February 27, 2023 (see Minutes & Attendees 02-27-23 and Meeting Recording 02-27-23 in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Alumni Advisory Board). The focus of this meeting was to discuss the content of the public health curricula and the curricular currency. The Associate Dean for Education (Dr. Anika Daniels-Osaze) presented an overview of the current SPH curricula, the learning modalities, and the requirements of APEx and ILE. Dr. Daniels-Osaze also presented the updated competencies to the group. Several members of the Alumni Advisory Board discussed the importance of competency-based training and how the competency-focused curriculum helped them gain the skills they needed in the workforce. Some participants discussed the significance of the ILE in integrating the various competencies and knowledge they acquired from several courses.

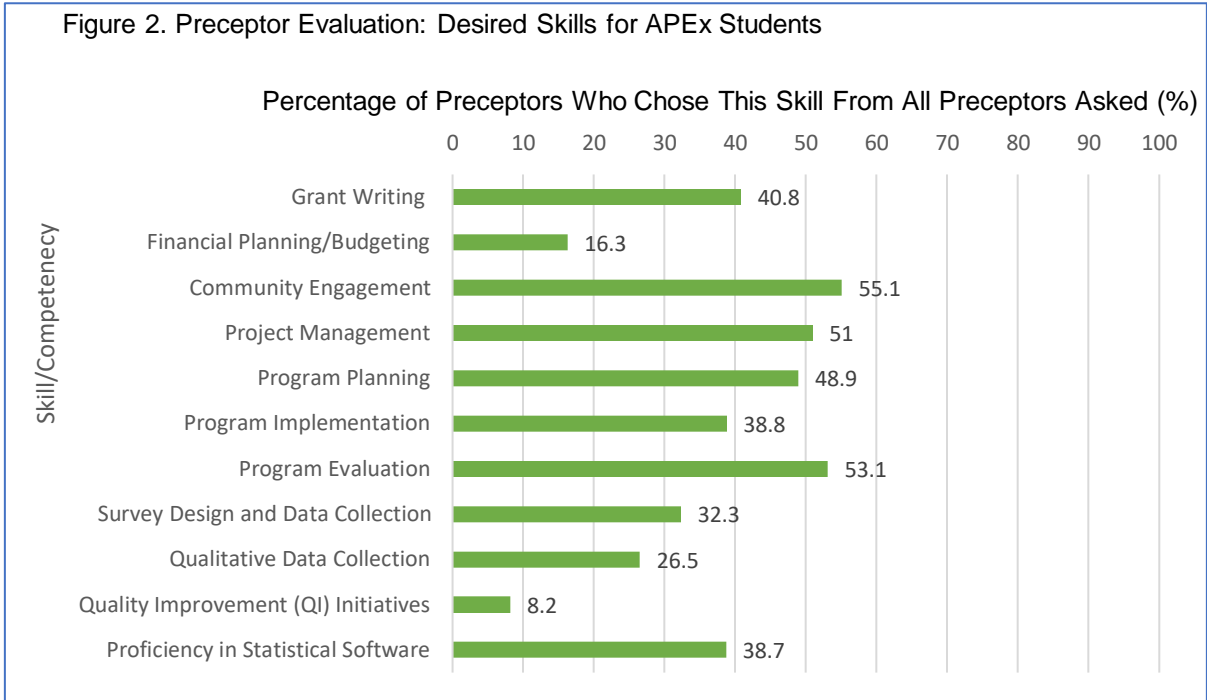
The Dean of the School of Public Health initiated a discussion by asking members what skillset public health students entering the workforce now should have based on their experience. Several Alumni Board members agreed that a better understanding of healthcare financing is essential for the workforce and that SPH should place a greater emphasis on this topic when updating the curriculum. A doctoral student from the Community Health Sciences concentration discussed how the SPH curriculum is strong in developing needs assessments to inform community projects. Even so, more quantitative skills for this concentration would be advantageous for new students entering the workforce. Other alumni made similar suggestions for improving quantitative methods and non-quantitative software training in R and SAS. The project management skill set they gained for a practice-heavy school like Downstate School of Public Health has been extremely helpful in the workforce but strengthening it with more quantitative and software skills is beneficial for today's graduates.

Dr. Demissie (SPH Dean) continued probing and asked, "Based on your experience, what MPH program concentrations are needed to prepare future public health professionals (in terms of community impact, demand, emerging public health issues, and so on)? Although some members suggested new concentrations, such as public health law and communication, the majority of board members believe that expanding the number of concentrations will spread resources thin and dilute the program's effectiveness. Members instead proposed having a specialty or sub-concentration by offering more elective courses that are necessary for the workforce. One board member, for example, proposed having three or four core areas of electives called pillars. The four pillars could be an innovation pillar, communications pillar, strategic management pillar, and so on. The idea of a pillar is an excellent and novel suggestion.

Preceptor Evaluation Survey

With the hiring of new staff, the SPH has begun initiating routine data collection through several methods. On May 5, 2022, the Office of Community Engagement began collecting information relevant to the currency of the public health curriculum on its Preceptor Evaluation Survey. To date, of the 49 APEx preceptors polled on what public health skills are needed to support their ongoing mission and operations, community engagement, program evaluation, project management, and program planning were the most frequently mentioned skills. This data is consistent with Employer Surveys. Complete data is found below.

Figure 2. Preceptor Evaluation: Desired Skills for APEx Students



Employer Survey Data

Employer survey data identified the following skills to be valuable in prospective employees in decreasing order (see Quantitative Data in ERF > Criterion F > Criterion F1 > F1.7 Employer Methodology).

Skills that would be valuable in prospective public health employees
Program Evaluation
Community Engagement
Survey Design and Data Collection
Project Management
Quality Improvement Initiatives
Program Planning
Qualitative Data Collection
Program Implementation
Grant Writing
Proficiency in Statistical Software
Financial Planning and Budgeting

- 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.

SPH organized two meetings with the SPH Community Advisory Board and with the SPH Alumni Advisory Board. The first meeting of both boards focused on obtaining input and feedback from our partners on the school's strategic planning process and strategic plan (see transcripts and recordings of these meetings in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Alumni Advisory Board and F1.5 Community Input > Community Advisory Board.)

In both meetings, the Dean of the School of Public Health presented the purpose of the Community Advisory Board. He presented the organizational structure of the school with the degrees the school is offering. The Guiding Principles of the school's vision, mission, and strategic priorities were presented and discussed, followed by a presentation of the values of the school (see Strategic Presentation to CAB in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Community Advisory Board) Goals and detailed objectives for each priority strategic goal are discussed, and how these objectives are linked to measurable outcomes for assessment. The importance of assessment and evaluation in monitoring the school's progress for guide improvement was discussed.

Community board members welcomed their involvement with the school and expressed interest in co-learning. They articulated the need for them to educate public health students and the students also to help them teach them grant writing and other analysis skills. One community member commented on modifying the wording highly trained to "motivated," and two members felt that we should use the word "educate" rather than "train," as training is often used in the context of laboratory animals.

The school's external partners also contribute to ongoing operations through other avenues:

- SPH conducts a community needs assessment survey twice a year in order to plan workforce development.
- Co-development of research proposals and co-leadership on research projects.
- Seminars and workshops involving community engagements.
- Co-planning of major public health events
- Co-planning of roundtable discussions on major public health issues. For example, a Roundtable with Senator Zellnor Myrie on Maternal Mortality was organized in partnership between the Community-Based Organizations and the School of Public Health.

SPH has formed a Steering Committee on 2023 CEPH Reaccreditation (SCR). Mr. Jake Littman, who is the Chair of the SPH Alumni Advisory Board (SPH AAB), and another member of the SPH Alumni Advisory Board (Mr. Isaiah Marshall-Thomas) are members of the Steering Committee on 2023 CEPH Reaccreditation (SCR). The SCR meets monthly to discuss reaccreditation-related issues and the first meeting was held on June 23, 2021 (see Minutes & Attendees in ERF > Criterion A > Criterion A1 > A1.5 Faculty Interaction > Boards & Committees > Ad-Hoc Committees > CEPH Steering Committee).

- 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.

The Alumni Advisory Board Charter, along with meeting minutes and video meeting recordings, are available in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Alumni Advisory Board.

Policies and procedures for the Community Advisory Board, along with meeting minutes, video meeting recordings, and a PowerPoint presentation made to the Board, can be found in ERF > Criterion F > Criterion F1 > F1.5 Community Input > Community Advisory Board.

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

Downstate School of Public Health also administered an Employer Survey in Fall 2022, which was sent to employers who have hired recent SPH graduates. Survey respondents were asked to evaluate graduates' preparedness for the workforce, ability to apply public health competencies and skills, and indicate any skills that would be valuable in prospective employees. Of the 89 employers identified by our sampling frame, we received 29 responses for a total response rate of 32.6%. Respondents were provided the opportunity to skip any questions in the survey; partial responses were therefore included in the total response count. Employers who selected N/A for any question were omitted from analysis.

A copy of the survey and a summary of the results can be found in ERF > Criterion F > Criterion F1 > F1.7 Employer Methodology > Quantitative Data > Quant Survey Methods and Quant Survey Results.

Employer Assessment Data (% of graduates perceived as Very Good / Good)	
Graduate Professional Skill Level	
Cultural competency skills	100%
Professionalism	96%
Cultural humility skills	96%
Ability to work independently	92%
Effective teamwork	92%
Writing ability	92%
Problem solving skills	88%
Decision making skills	88%
Oral communication skills	88%
Leadership skills	84%
Graduate Competency Level	
Communicate audience appropriate public health content, both in writing and through oral presentation.	95%
Evaluate epidemiologic studies and reports and draw appropriate inferences.	93%
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	91%
Apply principles of leadership and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.	90%
Perform effectively on interprofessional teams.	90%
Analyze, interpret, and present quantitative and qualitative data.	90%
Communicate audience appropriate public health content, both in writing and through oral presentation.	95%
Apply negotiation and mediation skills to address organizational or community challenges.	90%
Apply systems thinking tools to a public health issue.	90%
Design and evaluate health promotion programs.	88%

Employer Assessment Data (% of graduates perceived as Very Good / Good)	
Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.	86%
Assess population needs, assets and capacities that affect communities' health.	85%
Advocate for political, social or economic policies and programs that will improve health in diverse populations.	82%

Overall, employers rated SPH graduates very highly both in professional performance and in public health foundational competencies. The results show that our graduates perform very well in the three most relevant public health competencies: building community and partnerships, communicating public health content, as well as evaluating epidemiologic studies and reports. The percentage of SPH graduates rated “Very good” or “Good” at all professional skills was also extremely high, with cultural competency, professionalism, ability to work independently, and teamwork among some of the top skills. Two notable open-ended survey responses about SPH graduates include:

“Employing SUNY students has always been a positive experience.”

“Our employee is outstanding and well on her way to moving up the career chain and being a leader of her department!”

Skills that employers find most valuable among prospective graduates, along with the percentage of respondents who selected that category, include:

- Program evaluation, 76%
- Community engagement, 66%
- Survey design and data collection, 62%
- Project management, 62%
- Quality Improvement (QI) initiatives, 52%

The Director of Curricular Innovation and Instructional Effectiveness conducted in-depth interviews with four employers of Downstate graduates in late Fall 2022. Employers were asked to describe the professional strengths of SPH graduates and any areas they would benefit from additional preparation. The following key themes emerged:

- Employers shared what skills they look for most in public health graduates. The most frequent responses include quantitative and qualitative data collection, interpretation, and analysis, proficiency in SAS, R, and Excel, verbal and written communication, community engagement, and interpersonal skills.
- Employers all expressed positive experiences supervising and working alongside Downstate graduates. Graduates were described as “very well-prepared,” “efficient,” and “successful,” with an ability to “think outside the box” and maintain “great work ethics.”
- Employee communication skills and the ability to interact in a public-facing capacity were emphasized across *all* organizations and departments. Downstate SPH graduates excel in these areas.
- Graduates can continue building the aforementioned skills by having more opportunities with real-world public health issues via case studies and/or community involvement. One employer suggested that instructors can partner with community-based organizations (for applicable courses) and allow students to assist with ongoing projects and public health activities.
- Employers prefer when graduates have a portfolio of interdisciplinary deliverables (i.e., an Epidemiology graduate can provide a writing sample such as a policy memo or op-ed).

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

The purpose of the Employer Survey is to collect quantitative data from organizations that currently or have recently employed SUNY Downstate School of Public Health graduates. The sampling frame included recent and current employers of SUNY Downstate School of Public Health alumni. Employer contact data was gathered from three sources: (1) the 2022 Alumni Survey where respondents were asked to optionally list contact information for their direct supervisor, (2) any preceptors who are recent employers of recent graduates, and (3) employers of recent graduates who are also members of our Community Advisory Board. The Employer Survey was developed using Qualtrics and an anonymous link was sent via email to recent employers of SUNY Downstate School of Public Health graduates in Fall 2022. Several reminder emails were sent over the course of four weeks and SPH staff conducted outreach via phone, where possible, to explain the importance of the survey.

The purpose of the Employer In-depth Interview sessions is to collect qualitative data from current and recent employers of SUNY Downstate School of Public Health graduates. All recipients of the Employer Survey, distributed in Fall 2022 via Qualtrics, were also eligible to participate in interview sessions. One of the final questions embedded within the Qualtrics survey asked respondents whether they would like to participate in a focus group to share more about their experiences working with our graduates. In late October 2022, a Google Form was then distributed to the six employers selected “yes” to volunteering in a focus group session. Due to scheduling constraints of employers, we were unable to host a focus group session. Instead, we pivoted to holding in-depth interviews to gather qualitative feedback from employers. Thus, we could still hear from employers while also respecting their limited availability.

Please see ERF Criterion F > Criterion F1 > F1.7 Employer Methodology > Qualitative Data > and Criterion F > Criterion F1 > F1.7 Employer Methodology > Quantitative Data for detailed information on the methodology used to gather employer feedback.

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

Strengths:

Community engagement is a major strength of the SPH, as evidenced by the large membership of our CAB, and we still receive requests from external constituents to join the CAB. Much of this success is attributed to the history of collaborations that the SPH has had and continues to have through its research, service, and APEX program. We have initiated more routine data gathering from our community partners and external constituents (employers). The Community Partnerships Manager (CPM) will support and implement the School of Public Health’s (SPH) public and private sector’s community engagement and partnership development strategy. The CPM reports to the Associate Dean for Community Engagement and therefore institutionalizes an Office of Community Engagement. CPM will continue to build partnerships with diverse community stakeholders to establish routine delivery of professional development workshops, ensure APEX experiences are meaningful and address the needs of a modern, urban public health workforce, and support the functioning and institutionalization of the SPH’s 2022 Community Advisory Board.

Challenges and Opportunities:

Areas that can be improved include the development and institutionalization of outreach and engagement strategies, including APEX preceptor info sessions, more consistent offerings of professional development workshops, and dedicated support in strategic technical areas for our community partners. Establishing regular communications and the routine provision of professional development opportunities, mainly those responsive to needs that are articulated during our SPH CAB meetings, will build trust and ensure continued engagement from our community partners. In addition, many of our community partners have funding streams that are cyclic, diverse, and uncertain. They are limited in the amount of time they can dedicate to the varied requests the School of Public Health might

have. To indeed strengthen strong partnership structures and shared leadership, the school can consider institutionalization of the involvement of community members in the development of the school's mission and vision, perhaps through primary faculty/professional staff appointment of community members, specifically those that represent the community-based organization/advocacy sector.

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.

Students first learn about activities related to community engagement and professional development through their student orientation, where they are introduced to different organizations that work directly with the community. Faculty also encourage community engagement in courses that emphasize service and project-based learning by introducing students to community partners. Faculty advisors also encourage students' community engagement and professional development efforts. Faculty share workshops, webinars, and community-based projects with their advisees and forward any community engagement and professional development activities to the School's Community Partnership Manager for distribution to our SPH Email List Serve. Additionally, students use social media and email as a source for the sharing and dissemination of community engagement and professional development opportunities. Using these platforms, SPH faculty and staff share developments in the field of public health, disseminate professional and educational seminars and workshop information, and circulate internship and job opportunities.

- Student List Serve
- Twitter: @DownstateSPH; 656 followers
- Facebook Page: SUNY Downstate Health Sciences University, School of Public Health; 958 likes/follows
- LinkedIn: SUNY Downstate Health Sciences University, School of Public Health; 1,933 alumni, 4,103 followers
- DHSU SPH Student Council Instagram: @DownstateSPH; 61 followers
- Bi-Annual Applied Practice Experience (APEX) Info Sessions
- SPH website

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

Professional Development Opportunities

- Community Webinar: Data Collection for Social Determinants of Health: Co-led by Downstate School of Public Health Office of Community Engagement and Arthur Ashe Institute for Urban Health in November 2022. A two-day workshop focusing on the following content: 1) Data collection on SDOH and widely used and validated SDOH screening tools; 2) Capacity building for the creation of secure data sharing systems for multi-institutional and collaborative public health projects; and 3) Digital solutions to care coordination – Unite Us presentation.
- Contact Tracing Skills Building: In July 2020, Downstate SPH established the Test and Trace Corps as a Campus Response to the COVID-19 pandemic. Using guidance from the Centers for Disease Control and Prevention and the New York State Department of Health, protocols for case and contact investigations, including scripts, were developed. Over 30 SPH students were recruited and trained in the remote and confidential case and contact investigations. This Corps was led by DHSU leadership, including the Dean of the SPH, who serves as the Campus Safety Monitor; the

SPH Associate Dean for Community Engagement, who served as the Campus Surveillance Officer; and the Interim Chair of Community Health Sciences, who serves as a Lead Tracer. These three SPH leaders played a central role in establishing the Corps, training 53 student volunteers across 3 DHSU Schools and supervising contact tracing and testing. Out of the 53 student volunteers, 32 were SPH students. Our work is described in a 2022 publication in the journal *Academic Medicine*.

- SPH Student Council Career Development Workshops: SPH Student Council is comprised of MPH and DrPH students who have planned and participated in many career development events as well as in the planning of SPH Public Health Week every academic year.

2019-2020:

- The SPH Student Council assisted in the coordination and development of National Public Health Week events
- The Student Council also coordinated a Career Fair for public health students on campus. This Career Fair included representatives from many local, state, and national public health agencies.
- The Student Council hosted Faculty-Student mixers in the Fall and Spring Semesters for networking.
- Sex in Medicine Week, a collaborative event with the College of Medicine and other student clubs, discussed the role of gender, sexuality, and biological sex in medicine.

2020-2021:

- At the height of the pandemic, the 2020 Student Council hosted virtual student/faculty mixers to promote unity and to create an opportunity for networking
- In April of 2021, the Student Council supported and participated in student-developed Public Health Week events: Stress, Isolation and Burnout in the Age of Covid-19: Coping Strategies for Students
- In 2021 the SPH Student Council hosted Career Development Week with the following virtual events:
 - Resume Writing Workshop (4/28/21)
 - Job Searching Effectively Workshop (4/29/2021)
 - Cover Letter Writing Workshop (4/30/2021)

2021-2022:

- In April 2022, the Student Council hosted a virtual Career Fair to give students the opportunity to meet with recruiters and to discuss job opportunities with various organizations and health agencies such as the CDC and NYCDOHMH
- In April 2022, the Student Council also hosted a virtual Resume and Cover Letter Writing Workshop hosted by a public health professional.
- Inter-Professional Education: In January 2020, one MPH student, one MD-MPH student, one MD-PhD student, Dr. Lori Hoepner, Assistant Professor of Environmental and Occupational Health Sciences at SUNY Downstate School of Public Health, and Dr. Shirley Eisner, Associate Professor of Cell Biology at SUNY Downstate College of Medicine, created an interprofessional education (IPE) data workshop for MPH and MD students to foster collaboration between the two arms of the institution. An hour-long interactive presentation was developed on designing and testing hypotheses with both public health and medical implications utilizing Excel. The presentation was delivered to a cohort of over forty MPH and MD students split into mixed groups to design and test hypotheses using the National Health and Nutrition Examination Survey (NHANES) dataset. Each group presented their ideas and findings, and the entire class engaged in discussions on each presentation's public health and medical implications. This event was illustrative of a larger community-wide drive towards fostering interprofessional relationships that best serve the intersectional needs of local underserved populations, a skill necessary for participation in professional environments.

- Lifestyle Medicine and Nutrition Training: Between 6/11/2021 and 7/31/2021, Downstate launched the Food as Medicine Initiative which was a supplemental course program and professional development opportunity that students were able to enroll in and complete regarding diet, nutrition, and health. The initiative provided two courses (approximately six hours of instruction):
 - T. Colin Campbell Center for Nutrition Studies: “The Role of a Whole Food, Plant-Based Diet in Preventing, Treating, and Reversing Chronic Disease”
 - Gaples Institute: "Nutrition Science for Health and Longevity: What Every Health Professional Needs to Know"

Fifty-one College of Medicine, School of Public Health, College of Nursing, and School of Health profession students completed the program, which was made free through a \$10,000 discretionary grant from the Office of Brooklyn Borough President Eric Adams, now New York City Mayor Eric Adams. At the end of the program, students received a certification. This initiative was led by SUNY DHSU Committee on Plant-Based Health and Nutrition and supported by the student-run Lifestyle Medicine Interest Group.

Community Service Opportunities

- Community Health Fairs: In 2022, several MPH students volunteered at the Community Healthy Lifestyle Fair, a free community event sponsored by Physicians of University Hospital at Downstate (UHD) and Residency Program Coordinators Forum in collaboration with the Offices of Graduate Medical Education, Government & Community Relations, Strategic Planning, and the Diversity Equity Inclusion House Staff Council. The students helped with sharing information about healthy lifestyle medicine, supported health screenings and healthy cooking demos, and connected with members of the community around SUNY Downstate.
- Planetary Health: Planetary Health Club is a student club focused on providing opportunities for anyone to learn more about Planetary Health and how environmental changes affect the health of humans, animals, and ecosystems.
 - In 2021, the Planetary Health Club created the Cafeteria Project, in which they worked to present sustainability options by using the SUNY Downstate Cafeteria's provider's, Sodexo's, own sustainability metrics. They planned to discuss the merits of biodegradable take-out products, the impact of using more plant-based foods on the environment and introducing composting initiatives. In September 2021, they promoted a Planetary Health Report Card and Medical Students for a Sustainable Future Webinar. From 10/31/21-11/12/21, they endorsed the Climate Change Global Conference.
- Advocacy to Stop NYC Hate Crimes: In 2021, after the rise of the “Stop Asian Hate” movement, a DrPH student from the School of Public Health developed the organization **Main Street Patrol**, a female-led, diverse, and multifaceted group dedicated to protecting its beloved Flushing community by standing up against xenophobia, speaking out against racism, and safeguarding the neighborhood from anti-Asian hate crimes. After bystander intervention and anti-racism training, volunteers of Main Street Patrol stroll together and are ready to apply their training when necessary to de-escalate situations.
- COVID-19 Community Health Education: In 2020, COVID-19 Educational Videos in English, Cantonese, Spanish, Haitian Creole, Yiddish, and Russian were created and edited by students. These videos were disseminated across our social media and shared with our community partners.
- Diabetes Community Education: Central Brooklyn Diabetes Task Force Health Expo and Symposium took place during the months of September through November of 2019. A series of conferences were held in 3 Central Brooklyn neighborhoods that experience disproportionate burden of diabetes in Central Brooklyn and empower communities to promote change. SPH faculty and students were active in the planning and implementation of this series of conferences.
- Social Justice: Several MPH students led the planning and participated in an annual student initiated Social Justice in Health Conference at SUNY Downstate. Activities and planning are supported by faculty and staff at the School of Public Health who assist in identifying community activists and speakers. These conferences were held in 2019, again in 2020 with the theme of “If not now, when?”

Confronting Racism and Health Inequity in the COVID Era” and then again in 2021 with the theme “Separate and Unequal: Segregated Health Care in NYC’s Hospital System.”

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

Strengths:

We have significant student engagement and involvement in the community and continue to develop more centralized coordination and dissemination of information and activities (via social media, list serves, website, etc.). These efforts will elevate our efforts, help to add to the sustainability of selected activities, and leverage opportunities that might serve as professional development or APEx projects for our students and external constituents.

Challenges and Opportunities:

None noted.

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.

F3-1 Professional Development Offerings for the Workforce			
	Education/training activity offered	How did the unit identify this educational need?	External participants served
Integrating Social Determinants of Health (SDOH) into Population Health Research and Care Coordination Initiatives	Co-led by the SPH Office of Community Engagement and the Arthur Ashe Institute for Urban Health. In November 2022, a two-day workshop was held focused on: 1) Data collection on SDOH and widely used and validated SDOH screening tools; 2) Capacity building for the creation of secure data sharing systems for multi-institutional and collaborative public health projects; and 3) Digital solutions to care coordination – Unite Us presentation	Needs Assessment was done through two channels: (1) an APEx preceptor evaluation survey where survey design and data collection was reported by 30% of respondents and (2) a direct request from two community partners.	<u>Target audience:</u> CBO staff, care managers at healthcare or social service agencies in NYC. The webinar had 161 registrants (Day 1: 75 unique viewers, Day 2: 55 unique viewers). There were 35 external participants. The remaining were Downstate registrants.
5 th Annual Translational Program for Health Disparities Research Training (TRANSPORT) Symposium on Community Engagement	On March 11, 2022, the School of Public Health participated in the 5th Annual SUNY Downstate TRANSPORT SYMPOSIUM. The panels centered around three themes: 1) What is Community Engagement from a Methodological Perspective, 2) The Practice of Community Engagement and 3) Future Directions and Capacity Building. The Symposium offered Continue Medical Education credits. The half-day symposium focused on Advancing the Science of Community Engaged Research with the Keynote Speaker, Dr. Eliseo Perez-Stable, Director of the NIH/National Institute of Minority Health and Health Disparities. SPH faculty (Lambert, Afable, Camacho-Rivera, Thompson) were involved in the organization and planning of the symposium as well as actively involved as participants, panelists, and moderators.	According to the APEx preceptor evaluation survey, community engagement was the second most commonly reported workforce training need (53% of respondents). In addition, the need for community engagement training was identified by external DHSU community partners through research and learning collaborations. All have a common goal of addressing health equity with sustainable solutions.	55-65 participants representing community organizations, public health practitioners in the community, social workers, local and federal funders, healthcare payers, as well as academia at SUNY Downstate and nationally.

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

Strengths:

The SPH is building infrastructure to assess the workforce development needs of the public health practitioners in our service area and is working to routinely provide professional development opportunities to partner organizations in response to these identified needs. The Community Partnerships Manager supports and implements the School of Public Health's (SPH) public and private sector community engagement and partnership development strategy. CPM will build partnerships with diverse community stakeholders to establish routine delivery of professional development workshops, ensure APEX experiences are meaningful and address the needs of a modern, urban public health workforce, and support the functioning and institutionalization of the SPH's 2022 Community Advisory Board. CPM will also support the Associate Dean for Community Engagement in seeking additional funding to support the implementation of routine professional development workshops and new certificate programs that reflect the dynamic needs of the public health workforce. The Associate Dean of Community Engagement is uniquely positioned to assume leadership of the professional development program given her extramurally funded community-engaged research. For example, she is currently working on developing an online training curriculum for community health workers (CHWs) in precision maternal healthcare and support for one of her NIH-funded projects. This project aims to reduce severe maternal morbidity and mortality in Central Brooklyn, the epicenter of NYC's maternal health crisis.

Challenges and Opportunities:

The COVID pandemic has been a significant challenge in New York and Brooklyn, but it created a unique opportunity for stronger community-academic partnerships.

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 SPH has prioritized the engagement of students, staff, and faculty that reflect the rich diversity of the community in Brooklyn that we serve. DHSU is the only academic medical center in Brooklyn, making it critical that our school responds to and reflects the diversity of the borough. Over 50 percent of the Brooklyn population are racially and ethnically diverse, including but not limited to African Americans, Caribbean Americans, Continental African, Asian Americans, and Latinx. In Brooklyn, 44.9% of the population are also speakers of a non-English language. The school-defined diversity categories were selected by leadership at the school to ensure that our students, administrators, and faculty represent the diversity of the communities that our school serves. The school-defined diversity categories were specifically recommended by the Diversity, Equity, and Inclusion Working Group and the Admissions Committee. Our priority populations vary by student, administrator and faculty groups and reflect criteria specific to each.

Diversity Categories and Definitions			
	Students	Faculty	Professional Staff
Historically Underrepresented Populations: Black/African-American, Hispanic/ Latinx ethnicity of any race, Native American/ Alaskan Native/ Pacific Islander	X	X	X
First-Generation College Graduate: Parents have earned less than a baccalaureate degree from an accredited US or international institution	X	X	X
Low Socioeconomic Background: Category is determined by student's report of parental education or occupation level on the SOPHAS application	X		

- 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.

Increasing both the representation and supporting the persistence and ongoing success of priority underserved populations is a critical part of our vision for the SPH. It is therefore embedded within our *Strategic Plan* stated goals. Below, we list the specifics that express our commitment to Diversity, Equity, and Inclusion for students, faculty, and staff.

- Students

As outlined in our *Strategic Plan*, we will continue to build upon our successes in recruiting priority under-represented students as defined above and supporting the ongoing success of students by focusing on the following goals:

1. Sustain enrollment of a highly qualified diverse student body, as defined by our priority populations in Request 1.
2. Enhance student success of our priority populations in Request 1.
3. Support an inclusive climate for all students in priority populations in Request 1.

- Faculty

As outlined in our *Strategic Plan* for faculty, we will continue to build upon our successes in recruiting diverse faculty from our priority populations as defined above, and supporting the retention, persistence and ongoing success of diverse faculty by focusing on the following goals:

1. Sustain recruitment and retention of a highly qualified diverse faculty, as defined by our priority populations in Table G1.1.
2. Provide ongoing research support for current early career faculty from priority populations to progress within the tenure and promotion process.

- Professional Staff

As outlined in our *Strategic plan* for professional staff, we will continue to build upon our successes in recruiting professional staff from priority populations and supporting the persistence and success of professional staff by focusing on the following goals:

1. Sustain recruitment and retention of a highly qualified diverse professional staff, as defined by our priority populations in Table G1.1.
2. Provide opportunities for professional development for administrators and professional staff from priority populations.

- 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.

Students

1. Sustain Enrollment of a Highly Qualified Diverse Student Body. Our SPH engages strategies in both recruitment and review processes to sustain our success in recruiting a highly qualified and diverse student body.

- **Recruitment Strategies**

Approximately 60% of our student body is comprised of populations underrepresented in the field of public health. A number of actions and strategies are employed to “sustain enrollment of a highly qualified diverse student body.” These events are overseen by the Assistant Dean for Student Affairs. Student recruitment strategies include:

- Virtual Information Sessions: The student Recruitment Specialist hosts 8-10 virtual information sessions per semester for prospective students and in-progress applicants, which feature faculty and current students. Advertisements for all virtual information sessions are sent to minority-serving institutions across New York City.
- Presentations/ Guest Lectures at Minority Partnering Institutions: SPH has MOUs with 7 local minority- serving institutions. We provide 2-3 specialized information sessions and guest lectures within senior seminars and public health courses about various public health topics and the benefits of attending the institution.
- Participation in Diversity Graduate Fairs: Exhibiting in virtual as well-in-person graduate fairs at surrounding SUNY Colleges as well as the This is Public Health Fair, mini ASPPH fairs, etc.
- Memorandums of Understanding with local Minority-Serving Institutions: Downstate SPH currently has memorandums of understanding with 7 colleges that are designated minority-serving institutions. These colleges include SUNY College at Old Westbury, Medgar Evers School of Business, Medgar Evers School of Science, Health and Technology, York College, Queens College, Brooklyn College, and Manhattan College. Targeted in-person and virtual recruitment events are conducted for these institutions each semester, and applicants from these institutions are offered a rapid application process and review.
- Scholarships: The SPH received a 1.5 million dollar grant from the Health Resources and Services Administration (HRSA) to provide support for 85 students per year for the three years (2022-2025) from our priority populations entering the MPH and DrPH programs.

A detailed list of our 2022 recruitment activities can be found in ERF > Criterion G > Criterion G1 > G1.3 Diversity > Recruitment Activities Table for your reference.

- **Holistic Review**

Consistent with best practice in leveling the field for students from disadvantaged backgrounds, our school evaluates prospective students based on a holistic review. A number of factors, including undergraduate and graduate grade point average (GPA) (if applicable), graduate entrance examination scores (if submitted), personal essay, letters of recommendation and professional experience, are considered in the decision to accept an applicant into the Master or Doctoral program. Each factor is weighed separately yet considered in relation to the others in the final decision. The Graduate Record Examination (GRE) or other graduate exams are not required for admission into the Advanced Certificate or MPH programs as we recognize disparities exist in test scores and may disproportionately impact students from lower socioeconomic and racial/ethnic minoritized backgrounds.

2. Retention Strategies and Services to Enhance Success of Students from Priority Populations

Our program has developed strategies to enhance student success that specifically aim to retain and foster the success of students from the priority populations. Our SPH engages strategies that seek to support the success of students from disadvantaged backgrounds by providing ongoing academic programs that target financial support for all students in the SPH program.

- Academic counseling: To enhance student success, the Downstate Academic Counseling Office is available to students for academic support. They provide individualized instruction, workshops, and resource materials on time management, study organization, test-taking techniques, and stress management. Group tutorials will be available for selected courses as needed. Referrals for one-on-one tutoring are available. An educational counselor is available to meet with individual students who are experiencing academic difficulties. The SPH provides additional resources like student assistants and individual/group tutoring, as needed.
- Financial support to students from priority populations: The SPH provides 10 full-tuition scholarships per year through the CREST R25 and HRSA Center of Excellence grants. An additional 85 partial scholarships per year are awarded through the HRSA Public Health Scholarship Program. Socioeconomically disadvantaged and underrepresented minority groups will satisfy the eligibility criteria for these scholarships. Students are also eligible to apply for the Lenard and Christine Szarek

Fellowship fund, which annually supports 5-7 students on partial scholarships per year, with priority given to students committed to advancing urban and immigrant health and is offered directly from the SPH. Through our 4 scholarship programs, we are able to provide scholarships for approximately 20% of our student population. In addition, the university provides financial counseling from the University's Office of Financial Aid.

3. Strategies to Foster an Inclusive Climate for Students from Priority Populations

Our school engages multiple strategies to support and provide a student-centric educational experience and improve pathways to graduate education and the success of individuals who are from the stated priority populations.

PROGRESS: As part of a newly funded Downstate HRSA Center of Excellence grant, students receive tailored support through PROGRESS (Promoting 1st Generation Retention and Student Success), a program designed by Dr. Camacho-Rivera, a 1st Gen Latinx faculty member and Assistant Dean for Student Affairs in the SPH. Approximately 1 in 5 students at Downstate are first-generation; this program addresses the needs and builds upon the assets of first-generation students. Based on our formative research interviews with current first-generation students, students described financial challenges, isolation, family stressors, and imposter syndrome, a phenomenon that includes feelings of inadequacy among high achievers and persistent fear of being exposed as an imposter. First-gen students also described a sense of pride in being the first in their family to attend an institution of higher education and strong intrinsic motivation to give back and improve the health and well-being of their communities.

Our approach to supporting first-generation students is by taking an asset-based approach that provides holistic and longitudinal support systems that begin prior to matriculation. The goals of PROGRESS are to enhance the visibility of our first-gen community, increase social support and enhance social and cultural capital, provide academic support, and promote wellness. Activities include:

- Pre-matriculation session with current first-gen students
- Peer mentorship, linking students with first-generation alumni and first-generation faculty
- Frequent group-based social events
- *First-Gen Forward Week* a week of events across the Downstate campus that will include Downstate-wide networking events, first-gen student spotlights on social media and across campus, and a first-gen symposium to identify opportunities for action.
- Linkages to existing academic support and mental health services to ensure that students can thrive and have the necessary resources to succeed.
- Launch of a first-gen survey to collect data on student engagement, academic success, mentoring, professional development, mental health and social support, and sense of community and belonging.

Faculty

The SPH conducts several actions and strategies used to recruit and support the success of faculty from prioritized populations. We summarize actions underway for each of the listed goals.

1. Recruitment of Highly Qualified, Diverse Faculty

- The Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth Program (PRODiG) is a state-funded program that aims to increase the representation of historically underrepresented faculty at SUNY, including under-represented minority and women faculty in STEM fields. Increasing the representation of faculty members who understand and have overcome race- and gender-based barriers and biases is important to the success and well-being of our students. The PRODiG initiative supports the growth of faculty diversity and a more robust pipeline for graduate students interested in academic careers. PRODiG eligibility and approval are based on a review of comprehensive campus diversity strategic plans. It is through these plans and a collaborative campus-wide effort of assessment (goals and measurable outcomes) that campuses will transform their methods of hiring processes, pipeline initiatives, and student/faculty retention efforts. Over the

past three years, PRODiG recruited ten URM faculty through this program, of which 2 have been in the SPH. PRODiG supports the salaries of under-represented faculty for the first three (3) years (almost full salary the first year, about 40% the second year and about 25% the third year).

2. Research Support and Leadership Development for Faculty from Priority Populations

- Translational Program of Health Disparities Research Training (TRANSPORT): In 2017, Downstate was awarded a (NIMHD)-funded \$10 million S21 Health Disparities Endowment grant that provides a foundation for developing a diverse biomedical research workforce. The program is known as the Translational Program of Health Disparities Research Training (TRANSPORT) program. This program provides an infrastructure for research training through didactic coursework, structured mentorship, and pilot funding for some trainees. TRANSPORT provides a vehicle for institutionalizing research training. The endowment provides a steady source of funding with which to attract and recruit senior faculty while supporting a pipeline of racial and ethnically underrepresented investigators. TRANSPORT provides pilot funding opportunities for junior faculty to generate preliminary data to support future grant submissions. TRANSPORT also hosts the monthly Presidents Multi-disciplinary Investigator Seminar (PREMIS) series. This series serves as an incubator for research discussions and collaborations and will serve to cultivate interprofessional discussions on research and assist faculty with maintaining currency. In addition, TRANSPORT hosts an annual speakers' series where nationally renowned researchers discuss their research and network with early investigators, and grant writing seminars. Since its inception in 2017, TRANSPORT has graduated nine trainees, of which 3 are from the SPH and are from racial and ethnically underrepresented backgrounds.
- The Summer Institute Program to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE) is an all-expense-paid research career advancement opportunity sponsored by the National Heart, Lung, and Blood Institute (NHLBI) through a variety of Summer Institutes. These mentored research programs will address the difficulties experienced by junior investigators in establishing independent research programs and negotiating through the academic ranks. The primary outcome of this program is to increase the number of scientists and research-oriented faculty who are from ethnic groups currently under-represented in science, those with disabilities, and the socioeconomically disadvantaged who successfully compete for external funding for scientific research in the biomedical and behavioral sciences in heart, lung, blood, and sleep (HLBS) disorders. The overarching goals of the Training and Mentoring Institute are to instruct scientists in multidisciplinary approaches to research in cardiovascular health disparities. In order to accomplish its goals, the Institute attracts a cadre of qualified underrepresented scientists who have great potential to contribute to the state of current knowledge in cardiovascular disease research. These scientists are trained in multidisciplinary research methods to address cardiovascular health disparities. The Institute provides mentoring to underrepresented scientists in order for them to transition into independent researchers. It provides underrepresented scientists with intensive individualized training and guidance in grant writing and peer review in order to enhance their capacity for success in their research careers. Faculty in SPH are directly recruited for this effort through emails and virtual information sessions. Two SPH faculty have participated in PRIDE and are from racial and ethnically underrepresented backgrounds.
- The Center for Social Capital (SoCa) is a multi-institutional center funded by the National Cancer Institute in 2023. This center's mission is to reduce cancer health disparities in areas of persistent poverty in New York City by supporting junior faculty, especially from URM and low socioeconomic backgrounds, to develop pilot research projects for future extramural funding. Downstate SPH leads the Development Core, which will support 5 Downstate faculty from URM or low-income backgrounds per year to develop cancer health equity projects. Downstate SPH faculty will also be connected to collaborators from other SoCa institutes, Weill Cornell Medicine and Columbia University Medical Center, to provide additional research methods and grant writing support. Dr. Camacho-Rivera, SPH DEI Chair, leads the SoCa Development Core.

Professional Staff

1. Recruitment of a Diverse and Highly Qualified Professional Staff.

Recruitment and retention of highly qualified and diverse professional staff begins with a diverse search committee with equal representation of faculty and staff from underrepresented backgrounds. Further, professional staff postings are advertised in the media such as *Diverse Issues in Higher Education*. Lastly, job postings are circulated through personal and professional networks within minority-serving institutions.

2. Opportunities for Professional Development of Administrators and Staff from Priority Populations

Administrators and staff are afforded the opportunity to attend professional development conferences and workshops such as those sponsored by the Association of Schools and Programs in Public Health (ASPPH) and the American Public Health Association (APHA). In 2022, two administrators (both women of color) and 1 staff member attended the Spring ASPPH meeting in Arlington, VA. There will be one administrator (a woman of color) attending the APHA conference in November 2022.

Administrators and staff are encouraged to seek professional development opportunities related to their short term or long-term goals. Examples include two Student Affairs staff members (one man and one woman of color) attending the 2022 National Association of International Educators virtually and in-person in Denver. These opportunities help to support the retention of a diverse group of professional staff.

Administrators and staff are represented on various Dean-appointed and faculty governance committees. We have one administrator (woman of color) who serves on the DHSU faculty governance committee and a staff member (man of color) who serves on the SUNY Faculty Senate for Awards and Programs Committee. Representation of professional staff from diverse backgrounds contributes to an inclusive environment and helps ensure that policies implemented by SPH are inclusive and equitable to professional staff.

- 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 SPH develops the actions and strategies to create and maintain a culturally competent environment in collaboration with the Office for Institutional Equity (OIE), which serves as the central hub for unifying and coordinating diversity, equity, inclusion, and belonging initiatives across SUNY DHSU. The Office for Institutional Equity creates University-wide priorities under the leadership of Dr. Carla Boutin-Foster, Associate Vice President for Institutional Equity.

To realize the university- and school-wide commitment to diversity, equity, and inclusion, the SPH engages multiple modalities to foster a culturally competent environment. Prior to Fall 2022, these activities were generated by faculty, staff, and students across the campus. Beginning in the Fall of 2022, the School of Public Health's initiatives is led and coordinated by the SPH Diversity, Equity, and Inclusion (DEI) Committee.

Dr. Camacho-Rivera, the Assistant Dean for Student Affairs, serves as the SPH Chair for the Diversity, Equity, and Inclusion (DEI) Working Group and as the institutional representative to the DHSU-wide DEI working group. Dr. Camacho-Rivera has published book chapters and scholarly articles on approaches to promote cultural and structural competence in the health professions and conducts research on the evaluation of health professional curricula in areas of racism and other forms of discrimination and bias.

Dr. Daniels-Osaze, Associate Dean for Education in the SPH and former Director of Diversity Education and Research in the College of Medicine at DHSU, is a member of the DEI Committee. She has

experience in coordinating seminars for students and faculty addressing cultural and linguistic awareness and responding to unconscious bias and microaggressions.

Dr. Camacho-Rivera works with Dr. Daniels-Osaze and Dr. Thomas Mackie, the Chair of the Department of Health Policy and Management (HPMG). Dr. Mackie also serves on the DEI Committee to facilitate cultural humility and responsiveness to the needs of LGBTQ+ community members. Trained as a sociologist, Dr. Mackie has provided training for faculty, staff, and students in creating inclusive environments for sexual and gender-minoritized individuals in other institutional settings (Rutgers, Brandeis, Wesleyan); he has also served as a member of the Diversity Equity and Inclusion task force for Peace Corps Lesotho; in this capacity, he developed curriculum for new Peace Corps Volunteers on diversity, equity, and inclusion, and reviewed policies and procedures to ensure inclusivity.

The DEI Committee also holds student and staff representation. Currently, Janille Williams, DrPH Candidate, Hector Gonzalez, MPH Candidate, and Jennifer Thompson, HPMG Department Administrator, serve as the student and staff representatives, respectively. The SPH has notably held multiple initiatives to foster a culturally competent environment, including community engagement, academic partnerships, SPH Curriculum, APEX, a monthly seminar series on health equity, as well as additional student organizations and student-led activities. Before Fall 2022, initiatives described below were developed by our faculty, students, and staff. In the future, initiatives will be identified, coordinated, and evaluated by the DEI Committee. A description of relevant initiatives is provided in turn below:

- **Community Engagement**

We have engaged key academic, clinical, governmental, and community-based stakeholders in designing our curriculum and field experiences. Both formal and informal structures are in place to facilitate the engagement of community members. Formally, our SPH currently convenes a Community Advisory Board (CAB) and an Alumni Advisory Board (AAB). The members of these boards represent the diversity of the community within which our school is located, and members were purposefully selected to ensure representation of the diverse set of stakeholders with vested interests in the work of our school. In addition to our academic partners, the SPH established our Community Advisory Board (CAB), which consists of key stakeholders such as city and state government public health agencies, non-profit community organizations, colleges and universities, community residents, and other health organizations. Beginning in Spring 2022, the CAB has worked with the SPH to develop our strategic plan and review our programs. The CAB is provided with relevant program materials and provides input through routine convenings and email correspondence. The CAB provides feedback on the SPH Strategic Plan, including, but not limited to, strategies to create a more inclusive, culturally competent learning environment and curriculum through the integration of case examples and learning activities from community partners. We have also established an Alumni Advisory Board. We are conducting climate surveys and focus groups with assistance from the CAB members and alumni to receive further input on our processes.

Our faculty is also recognized nationally for their engagement with relevant stakeholders in their respective research programs. Illustrative of this commitment, Dr. Mackie (Contact MPI) and Dr. Karen Tabb Dina (MPI) received a Eugene Washington PCORI Stakeholder Engagement Award in September 2021 to engage individuals with lived experience of perinatal mood and anxiety disorders and other relevant stakeholders in developing a national roadmap for perinatal mental healthcare equity. Our school and faculty also informally engage with stakeholders in the health and educational programmatic initiatives that are developed, fostering responsiveness to the cultural, racial, linguistic, and/or geographic diversity of the populations and communities that DHSU serves. Our community engagement processes provide opportunities for our faculty to discuss challenges and lessons learned from working with community partners within our coursework. We also present culturally tailored deliverables from our community partnerships and highlight how they are responsive to the needs of the communities we serve. Examples of how faculty have incorporated extramural service from community partnerships into the curriculum can be found in section E5.3.

- **SPH Curriculum**

Multiple elements of our curriculum at the SPH embody our commitment to Diversity, Equity, and Inclusion. These include requirements both in our program core courses, taken by all MPH students as well as concentration-specific requirements. Notably, three of the MPH foundational competencies that

address DEI are taught across multiple courses to engage the students in the application of these core concepts across multiple contexts and disciplines. (See Table G4.1 below) Our curriculum incorporates these competencies into both instructional material and assessments to ensure students demonstrate having attained each competency.

MPH Foundational Competencies Related to Diversity, Equity, and Inclusion			
	CHSC 5206: Program Design and Evaluation	EOHS 5200: Issues in Environment al Health	HPMG 5206: Intro Health Policy and Management
F6: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.		X	
F8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	X	X	
F15: Evaluate policies for their impact on public health and health equity.		X	X

The Community Health Sciences, Environmental and Occupational Health Sciences, Epidemiology, and Health Policy and Management concentrations each also offer concentration-specific competencies that convey our commitment to diversity, equity, and inclusion. These concentrations each provide at least one relevant competency demonstrating advanced discipline-specific competencies relevant to DEI within the respective fields of study.

In addition to our competencies, core to the mission of the SPH is our focus on urban and immigrant health. Accordingly, a core emphasis is placed on educating students to identify and address the social determinant of health (SDOH) that disproportionately compromise the health and well-being of urban and immigrant communities. Such understandings foster a more culturally aware classroom and campus community. Courses focused on SDOH topics include:

- CHSC 5312: Reading Seminar on the Social Determinants of Health
- CHSC 5313: Public Health and Well-Being
- CHSC 5203: Sex, Gender, Race, and Ethnicity in Health
- EOHS 5203: Built Environment and Health
- EPID 5203: Chronic Disease Epidemiology
- HPMG 5306: Policy Studies in Urban and Immigrant Health
- HPMG 5309: Policy Issues in Mental Illness

Within the DrPH curriculum, there are four foundational competencies addressing DEI that are taught across multiple courses. (See Table G4.2 below). Our curriculum incorporates these competencies into both instructional material and assessments to ensure doctoral students demonstrate having attained each competency.

DrPH Foundational Competencies Related to Diversity, Equity, and Inclusion						
Competency	PUBH 7200: Politics and Policy Seminar	PUBH 7201: Study Design for Public Health Practice	HPMG 7200: Public Health Management and Ethics	CHSC 7204: Seminar in Health Promotion	CHSC 7201: Qualitative Research Methods in Public Health Practice	CHSC 7202: Methods of Community Intervention and Research
Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.			X	X	X	
Integrate knowledge of cultural values and practices in the design of public health policies and programs.	X					X
Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners.	X	X	X			
Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency	X					

The Community Health Sciences, Environmental and Occupational Health Sciences, and Epidemiology concentrations each also offer concentration-specific competencies that convey our commitment to diversity, equity, and inclusion.

DrPH Concentration-specific competencies related to Diversity, Equity, and Inclusion		
Concentration	Concentration-Specific Competency	Course(s)
EOHS	Assess risk communication approaches in relation to issues of environmental and occupational justice and equity.	EOHS 7202 Advanced Topics in Risk Assessment and Management EOHS 7203 Environmental Health Policy and Management Systems
EOHS	Assess occupational hazards and social contextual factors that influence working	EOHS 7300 Advanced Topics in Occupational Health

DrPH Concentration-specific competencies related to Diversity, Equity, and Inclusion		
Concentration	Concentration-Specific Competency	Course(s)
	conditions and contribute to injury, illness and health disparities.	
CHSC	Conduct a community assets and needs assessment and articulate concerns in communications with diverse stakeholders, decision-makers, and academic audiences.	CHSC 7202. Methods of Community Intervention and Research
CHSC	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	CHSC 7203. Program Evaluation: Theory, Practice, Research
CHSC	Assess cultural, environmental, and social justice influences on the health of communities.	CHSC 7201. Qualitative Research Methods in Public Health Practice
CHSC	Demonstrate cultural sensitivity in ethical discourse and analysis.	CHSC 7201. Qualitative Research Methods in Public Health Practice

Additional DrPH courses that place emphasis on educating students to identify and address the social determinants of health (SDOH) can be found below:

- EPID 7303: Chronic Disease Epidemiology
- EPID 7300: Epidemiology of Communicable Disease
- EOHS 7300: Advanced Topics in Occupational Health

- **The Applied Practice Experience (APEX)**

The APEX is required for all MPH and DrPH students and provides opportunities for students to conduct fieldwork in diverse communities and with diverse populations. Most of the APEX sites are located in the Central Brooklyn area. Students receive training in program planning and evaluation, data collection and analysis, and policy review and development. This includes an analysis of social determinants of health and issues surrounding health disparities. By attending to these issues, students learn of the relationship between cultural, geographic, and linguistic differences and their potential impact on health and health equity, thus creating a more culturally competent community.

As part of the requirements for the HRSA Downstate Public Health Scholarship Program, students from populations under-represented in public health and financially disadvantaged backgrounds were awarded this scholarship with complete APEX experiences focused on health equity, COVID-19, and emergency preparedness topics. The students are placed in APEX experiences that directly support communities underserved by public health and healthcare systems within Brooklyn and across New York City.

- **Additional Student Organizations and Activities**

Students also participate in several clubs and organizations on campus with a mission to increase campus diversity, expand opportunities for disadvantaged groups, provide social and cultural awareness, and develop community programs and projects that address health disparities and inequities. A few of the groups include:

- Students for Social Responsibility
- Downstate Black Students of Excellence
- Muslim Student Association (MSA)
- Downstate Christian Fellowship

- Downstate Students for Choice
- Downstate Organization of South Asians (DOSAs)
- Health Policy Student Interest Group
- PRIDE Club
- Students for a National Health Program
- Downstate Ethics Society
- Downstate Initiative for Nutritional Empowerment (DINE)
- Global Health Club

Student clubs like these provide an opportunity for students to discuss issues that are culturally relevant and to develop programming that creates awareness around race, ethnicity, orientation, spirituality, and other backgrounds relative to topics in public health, helping to foster a culturally competent environment outside of the classroom.

- 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.

SPH Enrollment by Race and Ethnicity, 2018-2022					
Race/ Ethnicity	2018	2019	2020	2021	2022
Black or African American	39.5%	40.9%	43.7%	40.3%	41.0%
Hispanic/Latino	8.1%	12.0%	9.9%	11.0%	12.0%
American Indian or Alaska Native	0%	0%	0%	0%	0.5%
White	24.9%	24.4%	18.9%	19.6%	17.0%
Asian	20.0%	16.0%	19.2%	20.5%	20.9%
Two or more race	1.6%	0.9%	0.7%	1.7%	1.0%
Unknown	5.9%	5.7%	7.6%	7.0%	7.5%
Total URM	47.6%	52.9%	53.6%	51.3%	53.5%
First Generation Status	18.2%	25.6%	27.7%	20.9%	21.7%

Percent of SPH Degrees Awarded to Racial and Ethnic Minorities by Year					
Academic Year	2018	2019	2020	2021	2022
Overall Degrees Awarded to URM by SPH	36.8%	48.3%	50.5%	47%	56%

- 6) Provide student and faculty (and staff, if applicable) perceptions of the school's climate regarding diversity and cultural competence.

DHSU, as an institution, used to conduct climate surveys through the Office of Diversity and Inclusion and the Office of Student Affairs, but that has not happened in over 5 years. The SPH, with assistance from our Diversity Equity and Inclusion (DEI) committee, has recently established a unit-defined evaluation measure to assess faculty, staff, and student perception of campus climate regarding diversity and cultural competence through two surveys, the *Faculty-Staff Climate Survey*, and the *Student Climate Survey* (see Faculty-Staff Climate Methods and Student Climate Methods in ERF > Criterion G > Criterion G1 > G1.3 Diversity). The Faculty-Staff and Student Climate Surveys were administered via Qualtrics during the Fall 2022 semester. We plan to administer these climate surveys biennially moving forward to facilitate the comparison of data over time. Moreover, the Student Exit Survey collects data on diversity and cultural competence.

Data from the Student Climate and Student Exit surveys provide a first glance at students' perceptions of campus climate. The annual Student Exit Survey, administered in Spring 2022 to all graduating students, included one question to assess student perceptions of diversity, equity, and inclusion in their program's courses. Student Exit survey respondents were asked to indicate their level of agreement with the following statement, "My program's courses demonstrated a commitment to diversity, equity, and inclusion." 93% selected "Strongly agree" or "Somewhat agree," suggesting favorable perceptions of program offerings regarding diversity, equity, and inclusion.

The student perception of SPH's commitment to diversity and cultural competence from the *Student Climate Survey* is provided below. Please note that partial responses are included in the analysis of survey data.

Student Climate Data, 2022-2023		
	% Strongly /somewhat agree	Responses per item
I feel comfortable interacting with individuals who are different from me (race, ethnicity, sexual orientation, gender expression, etc.	94%	62
My program's courses demonstrate a commitment to diversity, equity, and cultural competency	85%	62
I feel competent discussing issues related to diversity, equity, and inclusion in classes, meetings, informal interactions with colleagues, etc.)	82%	62
Downstate SPH fosters an understanding of the impact of the social context and cultural values on the lives of diverse populations	78%	67
Downstate SPH promotes diversity and inclusion of historically underrepresented populations	76%	67
Downstate SPH has a general climate of inclusivity	75%	67
Downstate SPH provides an environment for the free and open expression of ideas, opinions, and beliefs	73%	67
Downstate SPH recruits historically underrepresented students, faculty, and staff as an institutional priority	70%	67
Downstate SPH provides sufficient programs and resources to foster the success of a diverse student body	60%	67

The Student Climate Survey preliminary data also reveals two key opportunities for improvement. As shown in the table above, only 60% of respondents felt that the SPH provides sufficient programs and resources to foster the success of a diverse student body. When asked whether respondents know how to report acts of discrimination or harassment on campus, only 45% of respondents selected “Strongly agree” or “Somewhat agree.” The Student Climate Survey also allowed respondents to share open-ended feedback. Several key themes emerged from student responses:

- Students may not know how to report acts of discrimination and harassment on campus.
- Ensure that reporting mechanism is fully anonymous and accessible by students.
- Respondents expressed frustration with Downstate-wide communications on various social and political issues, preferring school leaders to take a more active role in communicating public health work as social justice work.

Faculty and staff perception of SPH's commitment to diversity and cultural competence are summarized below. Please note that partial responses are included in the analysis of survey data.

Faculty and Professional Staff Climate Data, 2022-2023		
	% Strongly /somewhat agree	Responses per item
I feel comfortable interacting with individuals who are different from me (race, ethnicity, sexual orientation, gender expression, etc.)	94%	33
Downstate SPH recruits historically underrepresented students, faculty, and staff as an institutional priority	91%	35
I feel competent discussing issues related to diversity, equity, and inclusion in classes, meetings, informal interactions with colleagues, etc.	82%	33
Downstate SPH promotes diversity and inclusion of historically underrepresented populations	80%	35
Downstate SPH fosters an understanding of the impact of the social context and cultural values on the lives of diverse populations	79%	34
Downstate SPH provides sufficient programs and resources to foster the success of a diverse student body	71%	34
Downstate SPH provides an environment for the free and open expression of ideas, opinions, and beliefs	69%	35
I feel a strong sense of acceptance and belonging at Downstate School of Public Health	67%	33
Downstate SPH has a general climate of inclusivity	66%	35

The Faculty and Staff Climate survey data reveal mixed perceptions of diversity, equity, and inclusion on campus. While 91% of respondents agree that the SPH recruits diverse students, faculty, and staff as an institutional priority, 66% agreed that there is a general climate of inclusivity. Additionally, only 55% of respondents know how to report acts of discrimination or harassment on campus. The survey captured open-ended feedback from faculty and staff, which included:

- The SPH actively conveys the importance of diversity, equity, and inclusion but needs to focus time, energy, and resources on promoting those values for students, faculty, and staff.
- Several faculty and staff members suggested providing DEI training to all employees of the SPH.

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

Strengths:

The SPH demonstrates numerous strengths in this area, including its recruitment, retention and advancement of students, faculty, and professional staff across its designated priority populations. The SPH has worked considerably to provide financial support to students which we have expanded to four (4) scholarship mechanisms and research and professional development opportunities to faculty through the awarding of federally funded training grants. Further, the SPH has synergized its efforts in diversity and inclusion through the development of a DEI committee, which will be fully supported through the DHSU Office for Institutional Equity.

Challenges and Opportunities:

An opportunity for some departments is to increase the synergy between health equity and concentration competencies, which will be strengthened through a curriculum retreat and continued curricular developments led by the Associate Dean for Education.

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 orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

Graduate student orientation is a robust process that involves coordination with multiple student service offices at DHSU, in-person and virtual attendance options, and involvement from SPH leadership, faculty, and professional staff. The SPH orientation is overseen by the Assistant Dean for Student Affairs, who also serves as the primary liaison for the SPH at DHSU-wide orientation activities. Students from the SPH are invited to participate in on-campus orientation activities in the spring and summer of each year prior to the start of classes. Orientation consists of the following activities: Welcome addresses by DHSU and SPH leadership; formal presentations by the Registrar, Director of Student Finances and Records, Director of Student Health Services, Director of Student Counseling Services, and Title IX Director and Deputy EEO Officer (see Student Orientation Agenda in ERF > Criterion H > Criterion H1 > H1.4 Advising Materials). Following DHSU-wide presentations, students are provided a school-specific orientation led by the Assistant Dean for Student Affairs. During the SPH orientation, students are provided with the following resources.

- Introduction to advisement procedures from the Assistant Dean for Student Affairs.
- Welcome remarks and departmental-specific student information from the SPH department chairs.
- Open question and answer sessions and academic orientation on department-specific courses from faculty members within each of the departments.

Upon completion of this presentation, public health students are provided student-led tours of university facilities and lunch. After lunch, SPH staff are available to provide additional answers to questions and to help students acquire their student ID photos. In the afternoon, students are provided additional information on student life resources, academic and technology support services, and diversity, equity, and inclusion initiatives.

All new students are automatically enrolled in an orientation "course" through our BrightSpace learning platform. This resource allows students to refer back to videos of formal presentations, test their knowledge of policies and procedures, and access a directory of important administrative and leadership offices. Within this orientation course, students are required to complete additional training in safety and compliance, as well as a checklist for orientation procedures prior to the start of classes.

For our distance learning students, the Brightspace orientation course is complemented by a tailored virtual orientation session. The orientation session, led by Dr. Wendy Williams, Director of Pedagogical Advancement and Evaluation, includes an introduction to SPH academic advisement by the Assistant Dean for Student Affairs, a discussion of educational modalities from the Associate Dean for Education, and information on accessing student academic supports, counseling services, online library resources, and information technology from each of the respective Downstate offices (see Online Resources Agenda in ERF > Criterion H > Criterion H1 > H1.4 Advising Materials.)

- 2) 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.

Advisors are assigned to students upon acceptance of an offer into the MPH, DrPH, or Advanced Certificate Programs. The department chair assigns advisors based on the faculty advising load. Faculty advisors assist students in selecting a program of study and monitor progress toward the

successful completion of the degree. Advisors are available throughout the academic year to assist students with problems or issues and for discussions regarding academic progress and career opportunities. Advisors may be changed by request and with the approval of the departmental chair.

As part of the orientation process, students are introduced to the Advising process and forms at DHSU School of Public Health (See Sample Curriculum Worksheet in ERF > Criterion H > Criterion H1 > H1.4 Advising Materials). Each semester, prior to the beginning of the open registration period for the following semester, the entire DHSU School of Public Health student body is sent an email reminding them of the advising policies and procedures as outlined in the student handbook.

Students are required to maintain regular contact with advisors. Each student has the responsibility to meet with his/her faculty advisor at least once each semester prior to registration in order to review completed coursework and course requirements and ensure that the course plan is appropriate. Within the advising session, the faculty advisor will review the student's academic progress in DegreeWorks and review the student's curriculum worksheet within their respective program. Students are required to enter a unique PIN code before proceeding with online registration. At the end of an advising session, and upon approval of the course selection, the student's advisor will provide a unique PIN code that will allow a student to proceed with registration via the Banner-Self-Service system. The advisor maintains a record of the approved course schedule. PIN codes change every term, and as such, students must meet with the faculty advisor prior to every registration period.

When assigned a new advisee, advisors are expected to have an initial introductory meeting with the student. During the meeting, advisors will review the student transcript on DegreeWorks, which will assist in course selection. Advisors are expected to respond to advisees' requests to meet or obtain assistance within two (2) business days (see *SPH Faculty Handbook in ERF Criterion H1.4 Advising Materials*). Advisors have advisement resources, including a web-based program that helps students and advisors to track academic progress.

Advisors are expected to remain current with each student's academic progress. Instructors are required to inform the advisor at appropriate intervals concerning students who are having academic difficulties. The advisor will, in turn, share said status with the departmental chair. Together, the advisor and, as needed, the departmental chair will work with the student to find the necessary assistance.

For MPH students, a particular emphasis is placed upon advising students engaged in the Integrated Learning Experience (ILE). Each student and faculty advisor must review the protocol for the ILE and ensure that the proper documents are completed. For DrPH students, a special emphasis is also placed on advising students engaged in the ILE, which takes the form of a doctoral dissertation. Each student works closely with their dissertation committee advisor to ensure the requirements and accompanying documents are correctly completed. A student engaged in dissertation work must register for credit each spring and fall semester until the dissertation is completed and approved.

Additional Academic Counseling Services are available to students for academic support. Services include but are not limited to individualized instruction, workshops, and resource materials on time management, study organization, test-taking techniques, and stress management. A more detailed description can be found in the MPH and DrPH student handbooks (see MPH Student Handbook and Doctoral (DrPH) Student Handbook in ERF > Criterion H > Criterion H1 > H1.4 Advising Materials). Faculty are provided these resources in the advising section of the SPH faculty handbook.

3) Explain how advisors are selected and oriented to their roles and responsibilities.

Advisors are assigned by department chairs based on several factors, including the student's program and concentration of study (if applicable), their research interests as specified in their application for admission, and the current advising load of each faculty member. Advisor assignments for MPH and DrPH students are assigned by the Department Chairs based on the student's concentration. Department Chairs orient new faculty within their respective departments at the time of faculty onboarding. As part of the faculty onboarding process, faculty are provided copies of the SPH Faculty Handbook (see SPH Faculty Handbook in ERF > Criterion H > Criterion H1 > H1.4 Advising Materials), which includes information on advisement guidelines and expectations and DHSU student and SPH supplemental handbooks where detailed advising policies and procedures can be found. Department Chairs also provide samples of advising materials and resources (e.g. course selection forms, course add/drop forms, curriculum worksheets) to provide faculty with hands-on training in completing

necessary advising forms and documents (see Sample Curriculum Worksheet in ERF > Criterion H > Criterion H1 > H1.4 Advising Materials). Continued faculty development in advising is an important priority area for the SPH. The SPH Director of Pedagogical Advancement and Evaluation has provided additional resources for faculty to support online formal and informal advisement and student academic success through her professional development activities. Departmental Chairs conduct evaluations of student advisement and mentoring as part of annual faculty evaluations within their respective departments, including advising load, advising expectations, communication with advisees, and monitoring of academic progress.

- 4) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

For student handbook resources, a sample curriculum worksheet, and copies of the Online Resources Agenda and Student Orientation Agenda, see ERF > Criterion H > Criterion H1 > H1.4 Advising Materials.

- 5) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable. Schools should present data only on public health degree offerings.

Quantitative information on student satisfaction with academic advising is derived from three sources:

- Student Exit Survey: Administered to all graduating students in the 2021-2022 academic year. Although questions were sent to graduating DrPH students, the numbers were too small to analyze.
- Student Experience Survey: Administered in the Spring of 2022 to current MPH and DrPH students. Although questions were sent to DrPH students, the numbers were too small to analyze.
- DrPH Student Survey: Administered to DrPH students in Spring 2023.

For MPH and DrPH survey methods and results, see the MPH Survey and DrPH Survey folders in ERF > Criterion H > Criterion H1 > H1.4 Advising Materials.

In the Student Experience and Student Exit survey, student satisfaction with academic advising was measured by how much students agreed or disagreed with the following question, "Please rate your overall level of satisfaction with academic advising." Because the sample size for each item varied in the two surveys, we present findings from the larger sample size for each item. To better understand DrPH students' perception of their faculty advisors, the following question was asked in the DrPH Student Survey: "Overall, how satisfied have you been with faculty advisement in the DrPH program?" Respondents who selected N/A for any question were omitted from the analysis.

Satisfaction with academic advising	n	%
MPH students		
Satisfied with academic advising (Student Experience Survey; 30 responses)	24	80%
DrPH student satisfaction with faculty advisement (DrPH Student Survey; 62 responses)		
Satisfied	47	76%
Neither agree nor disagree	5	8%
Disagree	10	16%

While most students are satisfied with academic advising, qualitative feedback among students who were dissatisfied centered primarily on faculty responsiveness, and among the DrPH students, this feedback primarily focused on concerns regarding timely feedback and structure at the dissertation stage. Both the DrPH Dissertation Handbook and the SPH Faculty Handbook now include information on expected timelines for feedback on dissertation drafts in order to support mutual understanding and commitments between doctoral students and committee members (see SPH Dissertation Handbook and the SPH Faculty Handbook in ERF > Criterion H > Criterion H1 > H1.4 Advising Materials.)

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

Strengths:

The SPH has several strengths in this area including formalized advisement procedures that are regularly communicated in person and electronically, and readily available to faculty and students in our handbooks. Further, there are several checks and balances in place to ensure that students regularly meet with their advisor at least once per semester. Lastly, the orientation process for students is robust and coordinated across the SPH and DHSU, with representation across all student services and offices. The in-person orientation activities are complemented by a virtual orientation for distance-learning students; both are supported by a detailed online course, where students have continued access to orientation resources.

Challenges and Opportunities:

We seek to continue to streamline opportunities for communication between students and their faculty advisors. One way that we have worked with the Student Council to improve this area is by recommending to students the use of Microsoft Teams for easy communication between faculty and students. We have also included all faculty in SPH-wide correspondence to students informing them of important registration and academic deadlines throughout the semester. As part of the faculty development series, we plan to facilitate a session focused on best advising practices, which will include recommendations around use of Calendly or other software programs to facilitate scheduling of advisement meetings. Faculty will be able to refer to an expanded set of advising resources through the faculty handbook.

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 various forms, including 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.

As outlined in the SPH Faculty Handbook (see SPH Faculty Handbook in ERF Criterion H1.4 Advising Materials), SPH faculty members are required to discuss career goals and offer career advice as part of their regular advisement meetings with advisees. SPH offers a number of tools available to aid with students' career development, including an SPH Career Resources website with information about careers in public health, as well as a dedicated SPH job posting group, the SPH LinkedIn Career Group, and links to local and regional public health employers' websites. Students are also connected to public health fellowship and training opportunity resources through the SPH website.

The SPH Student Council regularly sponsors career workshops on resume writing and developing a LinkedIn profile and arranges mock interviews. Program recordings of these resources are available on the SPH website.

The School of Public Health is currently working with the New York Jobs CEO Council to provide opportunities for our students. The Dean has met with the Organization's Executive Director. The Executive Director and Dean plan to meet again to discuss how our students will be recruited to major industries through this council.

Several SPH faculty members, including Drs. Elizabeth Helzner, Janet Rosenbaum, Marlene Camacho-Rivera, Lori Hoepner, Simone Reynolds, Aimee Afafe, and others, send out job postings to our students on a regular basis via email. Similar opportunities are also distributed to students by the Office of Student Affairs.

Because of the very low response rate, it is difficult to draw any conclusions based on the data presented in section 4 below, SPH has already begun expanding its career services by hiring a Career Advisement Manager who devotes 50% of her efforts solely on career advising. SPH planned the following activities through *the Career Advisement Manager Office*:

- Career Advising Training to the Career Advisement Manager: The manager will receive training in career advising from a recognized training center. Dr. Jason Lazar leads the College of Medicine Career Advising and Development activities, and an initial discussion has occurred on ways the College of Medicine Office of Career Development supports the SPH Career Advisement Manager.
- Development of Career Resources: on the SPH website
- Drop-In Career Advising: this requires no appointment, and an individual career advising session with the Career Advisement Manager for 10-20 minutes will be provided.
- Individual Career Counseling: this requires appointments, and is provided at select times, and is planned for those with the most need.

- Virtual Career Advising: The Drop-in Career Advising and the Individual Career Counseling will be available in person and virtual.
- Early Career Advisors: Mentorship at early stages has been associated with professional identity formation and professional development. A program of pairing students with SPH alumni for early career advising will be devised and implemented. The Career Advisement Manager, with the supervision of the Associate Dean for Community Engagement, will be responsible for implementing the Early Career Advisors Program.
- Career Communities (Interest Groups): Career interest communities are specific-industry focused groups that will facilitate entry into the specific industry students are interested in. The Career Advisement Manager will create five (5) priority career communities after surveying the industry interest of students and alumni. The Career Advisement Manager will invite industry-specific career advisors to meet with members of the interest groups. The manager also will prepare specific resources for these interest groups on the SPH website.
- Regular Monthly Workshops: The workshops will focus on topics and activities, including an introduction to careers in Public Health, Constructing a Public Health Professional Curriculum Vitae, and Employer Presentation. Professional Panels discussions also will be conducted.
- Mock Job Interviews: The Career Advisement Manager will set up a mock interview with SPH faculty for graduating class students who are looking for employment.
- Social Media: posting opportunities on social media. SPH currently posts opportunities on LinkedIn, but this activity will be expanded.
- Monthly Digest of Career Opportunities: The Career Advisement Manager will serve as an editor of the Monthly Digest of Career Opportunities, which will be distributed to all students and alumni. Students and alumni who are unable to participate in real-time due to current employment or personal responsibilities will be sent recordings of career development events.
- Building Employer Relationships: Expand building employer relationships with key industries interested in hiring public health professionals. The Associate Dean for Community Engagement will support the Career Advisement Manager and the Dean in building employer relationships.
- Career Advising for MD/MPH Concurrent Program Students: Dr. Denise Bruno, a physician public health professor and primary instructional faculty in the School of Public Health, advises these students. She will work with the Career Advisement Manager's Office to prepare events and resources for this group of students. Dr. Bruno also will participate in the career advising of these students.

- 2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

Our students benefit from the individualized career advising provided by faculty advisors, such as resume and cover letter reviews, job/internship search strategies, interviewing skills, and salary negotiation. The office of the Career Advising Manager shares employment opportunities with students through email and social media. We also have an active SUNY DHSU SPH Career Link group on LinkedIn with 265 members. The group is closed and only shared with SUNY DHSU students and alumni and requires administrative approval for sharing and membership. The Career Advisement Manager is an MPH alumna and has also worked within the NYCDOHMH. Students are paired with faculty advisors based on their respective concentrations within the MPH or DrPH programs. The Career Advisement Manager will receive training from a well-recognized career advising training center.

- 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.

Example 1. Students and alumni were invited to attend an internship workshop led by the Director of the High Roads Training Partnerships (H RTP) Public Health Training Partnership. The internship provides training and mentorships to public health students in all concentrations. Students and alumni who participate in the workshops are often invited to apply for permanent positions with the NYC DOHMH. A Google Form was created and managed by a former employee. We do not have access to the final sign-up spreadsheet.

Example 2. The SPH Student Council plays an active role in facilitating connections between their academic experiences and professional paths during the Virtual Career Development Workshops week. For example, in Spring 2021, three days were reserved for events, which included a Resume Writing workshop, attended by 25 participants, a Cover Letter Writing workshop, attended by 20 participants, and an Effective Job Search seminar, attended by 25 participants.

Example 3. The Office of Student Affairs and Student Council in Spring 2022 sponsored a series of Career Development events. One session on April 29, 2022, was led by Dr. Heather Krasner, Associate Dean for Career Services at Mailman School of Public Health. The presentation focused on exposing students to various career opportunities within public health, based on her recent book “101+ Careers in Public Health: Second Edition.” The presentation also explored additional background information as to what each position entails to thrive in the public health workplace. There were 20 students in attendance and each student received a physical copy of the book.

- 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.

Data on the level of student satisfaction with career advising are collected in both the Student Exit and Student Experience surveys, each developed and implemented in Spring 2022 (see MPH Quant Methods and MPH Quant Results in ERF > Criterion C > Criterion C2 > C2.6 Faculty Resources > MPH Survey Results > Quantitative Data). In both survey instruments, students are asked to rate their overall level of satisfaction with their career advisement experiences, whether they have had an opportunity to meet with an advisor regarding career development, and the timeliness of advisor feedback for career development. Respondents who selected N/A for any question were omitted from the analysis, and due to survey attrition, response counts for the following questions were low.

Student Experience and Student Exit Survey Data		
Student Experience Survey (N=28)		
	Respondents Selecting Very or Somewhat Satisfied	Responses N=
Doctoral Program	5 (50%)	10
Master’s Program	8 (44.4%)	18
Student Exit Survey (N=18)		
	% Selecting Very Satisfied or Somewhat Satisfied	% Selecting N/A
Doctoral Program	---	---
Master’s Program	11 (61.1%)	18
--- Data not shown due to sample size less than 5		

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

Strengths:

Include strong collaboration between the Office of Community Engagement, Office of Student Affairs, and Student Council to partner around career service events. Strengths also include the high proportion of our students that are working professionals, particularly in the health professions, which we leverage to promote diversity within the alumni panels and career fairs.

Challenges and Opportunities:

Although most of our students are working professionals, recognizing the student survey responses on the need for more career advisement, we have formalized the role of the Career Advisement Manager. We have a plan to increase the FTE of the career advisor depending on how the office is utilized. Moreover, the SPH plans to orient faculty advisors to meet with their advisees at least once a year with time dedicated to career advising only in addition to the other sessions related to academic advising. While we circulate employment opportunities electronically as they are available, we will create a monthly digest of career opportunities and recordings of career development events to circulate to students who may not be able to participate in real time due to current employment and personal responsibilities.

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.

Within 90 days of the event, students may file a formal complaint with the DHSU Vice President for Student Affairs/Dean of Students. Complaints can be submitted in person, over the phone, or in writing. A formal complaint must be submitted in writing. Students who have filed a formal complaint will be asked to meet with a responsible school or college representative if necessary. Downstate will investigate and respond in a timely fashion. If appropriate or necessary, the complaint may be referred to a different responsible campus official for resolution. An individual who is not directly involved with the complaint will make a final determination of a formal complaint. Downstate does not tolerate retaliation, and no adverse action can be taken against the student who filed the complaint. The university (college) will keep a record of the complaint and its disposition for at least a period of six (6) years. The complaint documentation and associated files will not be part of the student's file and will be kept by the DHSU Vice President for Student Affairs.

Students can also file a formal complaint with the NYSED in writing. Students or any individual may file a complaint under Section 494c(j) of the Higher Education Act of 1965 if the individual believes that the higher education institution has acted contrary to its published standards or jeopardized the general welfare of its students. The department will accept written complaints up to three (3) years after the alleged incident. The School of Public Health website (at the bottom of any page has a [link to student policies](#)) and the [DHSU student handbook](#) also contains detailed instructions on how to file a complaint with the NYSED, as well as the address to which the written complaint should be sent. For more information on filing complaints with the State University of New York (SUNY) or the NYSED, please refer to the NYSED Office of College and University Evaluation's [Student/Public Resources](#) webpage.

Distance Learning students who live outside of NYS may also file a complaint with the appropriate education authority. Federal regulations require distance education institutions to provide students with contact information for filing complaints. SUNY DSU is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). DHSU adheres to the student complaint resolution policies and procedures outlined within the [SARA Policy Manual](#) and summarized [here](#). Students enrolled in Distance Learning may file complaints with SUNY Downstate for investigation and resolution. Please see SUNY Downstate's **Complaint Resolution Procedure** for details on how students' complaints can be evaluated, referred to, and appropriately addressed (See "[Filing of Formal Student Complaints](#)"). If the distance learner is dissatisfied with the campus-based resolution, the student may file a written complaint with the State University of New York as outlined [here](#). If not satisfied with the response, the complaint may be submitted to the NYSED as outlined [here](#).

DHSU policies and NYS laws govern student grades and other student conduct violations. See the Student Policies section of the [2022-2023 DHSU Student Handbook](#) for information on how to resolve these complaints in the [Student Policies](#) section.

DHSU, in its continuing effort to seek equity in education and employment and consistent with Federal and State anti-discrimination legislation, has adopted a complaint procedure for the prompt and equitable investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, creed, age gender, sexual orientation, disability, gender identity, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Harassment based on the above categories is one form of unlawful

discrimination. Complaints of discrimination are directed to the Associate Vice President of the Office of Diversity and Inclusion (ODI) or a designee. Complaints of sex discrimination and sexual violence are made to the Title IX Coordinator. Complaints or concerns that are reported to a University administrator, manager, or supervisor concerning an act of discrimination or harassment or acts of discrimination or harassment that administrators, managers, or supervisors observe or become aware of are referred to the Office of Diversity and Inclusion. Employees who observe or become aware of sex discrimination, including sexual harassment and sexual violence, should report this information to the campus Title IX Coordinator. Employees with Title IX compliance responsibilities and/or employees who have the authority to take action to redress the harassment must report any complaints to the Title IX Coordinator. Complaints may also be made directly to the Associate Vice President and/or Title IX Coordinator by anyone who experiences, observes, or becomes aware of discrimination or harassment. ODI will also receive initial inquiries, reports, and requests for consultation. ODI will respond as appropriate in a timely manner.

Grievances regarding disputed grades or unfair treatment rest within the SPH. Academic grievances are formally addressed as described in the Policies and Procedures of the Committee on Student Evaluation. Promotion and Honors are publicized in the SPH Supplemental Student Handbook and the DHSU Student Handbook, which are accessible to students on the DHSU website. Students are provided electronic and hard copies of the DHSU and SPH Supplemental Student Handbooks during orientation in their first semester. Once per year, a Town Hall meeting with the SPH Dean is also held, where students are reminded of their rights and processes for submitting complaints or grievances. SPH Student Council also reminds students of their ability to be able to communicate formally or informally periodically during their monthly meetings. Students are also encouraged to submit academic grievances for specific courses through course evaluations and advisement through the student experience surveys.

- 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.

Student grievances in the SPH are brought to the attention of the Associate Dean for Education through direct communication of a student to the SPH Dean, Department Chair, Assistant Dean for Student Affairs, or Vice Dean. The Associate Dean for Education will meet with the student individually to obtain all information about the complaint. The appropriate member of the faculty or staff will be notified, and a meeting will be held with the faculty/staff member and the Vice Dean. Resolution is normally accomplished through this method. Any escalation of the situation would be brought to the Dean for an ultimate decision.

Processes for Resolving Academic Integrity Grievances: Grievances around academic integrity may be initiated by a student or faculty member. Detailed steps around academic integrity grievances and appeals processes can be found in the Academic Integrity Section of the DHSU Student Handbook (see DHSU Student Handbook in ERF > Criterion A > Criterion A1> A1.3 Bylaws-Policy Documents). To summarize, the student(s) will meet with the course director to discuss the grievance and the evidence presented. The evidence and remediation for this grievance will be submitted in writing to the student involved, the course director's Department Chair, and the Associate Dean for Education. In the event the student is involved in two academic integrity grievances, the student will be referred to the Committee on Student Evaluation, Promotion, and Honors for determination. The Assistant Dean for Student Affairs will inform the student in writing of a resolution within 24 hours.

Appeals Process: The student has the right to appeal the matter to the Dean of the SPH within forty-eight hours of being informed of the decision of the Committee on Student Evaluation, Promotion, and Honors. The Dean will appoint an Appeals Committee comprised of faculty of the SPH not previously associated with the matter at hand. This Appeals Committee will be provided with all necessary information. The student will have an opportunity to address the committee and present their version of events. The Appeals Committee will come to a decision and refer it to the Dean, who will make the final decision.

Course/Grade Grievances and Appeal Procedures: A student who is dissatisfied with a course grade or has been recommended for repeating a course by the SPH Committee of Student Evaluation,

Promotion, and Honors (SEPH) will be granted the right to appeal the recommendation (in writing) to the Departmental Chair. with an opportunity to discuss his/her grade appeal with the Departmental Chair. Upon completion of the review process, the student will be notified of the final decision of the Departmental Chair within ten (10) business days of his/her grade appeal meeting with the Chair. A copy of the chair’s decision letter will also be given to the Vice Dean, SPH, and the SPH Assistant Dean for Student Affairs.

Processes for Appealing Academic Dismissal: Students who have been recommended for dismissal for academic failure or unprofessional behavior by the SPH Committee of Student Evaluation, Promotion, and Honors (SEPH) shall be notified by the SPH Associate Dean for Education (or designee) and may appeal the recommendation (in writing) to the Dean. Cases in which students are being recommended for academic probation may not be appealed.

- 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.

Formal Complaints and Grievances 2019-2022		
Academic Year	General Nature or Content	Status/Progress
2019-2020	Students were concerned about communication regarding COVID-19 campus updates, transition from in-person to online instruction.	COVID-19 Campus Safety Monitoring group was established, with SPH Dean serving as Chief Campus Safety Officer. COVID-19 communication updates were regularly disseminated to students through email and virtual meetings. Courses transitioned to online mid Spring 2020, transition to online learning was supported by SPH Director of Online Learning.
2020-2021	Some MPH students expressed concerns about COVID-19 vaccine mandates, even if they planned to attend classes online only.	Dean worked with the Downstate Office of Student Affairs, Office of Student Health, and the COVID-19 Task Force to develop attestation for online only students to waive vaccine mandates and continue enrollment in MPH program.
2020-2021	MPH students expressed concerns to leadership about returning to campus and in-person learning modalities.	Synchronous online and asynchronous online learning modalities sustained for MPH foundation classes. Director for Online Learning supported faculty transitions to online learning. A new Director of Pedagogical Advancement and Innovation was hired to assist faculty with strengthening the quality of online instruction.
2021-2022	Students expressed concerns about microaggressions within the learning environment.	Dean raised issues of the learning climate within Faculty and Professional Staff meetings. Dean established SPH Diversity, Equity, and Inclusion working group in Summer 2022 and the formal DEI Committee which includes student, faculty, and professional staff representation in Fall 2022. A priority area for the DEI Committee is to identify opportunities for faculty training in areas of microaggressions and implicit bias. The SPH DEI Committee is working with the Downstate Office for Institutional Equity to provide training for faculty spring and summer 2023.

Formal Complaints and Grievances 2019-2022		
Academic Year	General Nature or Content	Status/Progress
2021-2022	Teaching assistants communicated to school leadership they were dissatisfied with HR onboarding procedures and compensation policies.	SPH Dean, Associate Dean for Education, and Senior Executive Director for Administration and Finance met with HR to streamline procedures for onboarding. Teaching Assistant title converted to Student Assistant to reflect responsibilities more accurately. Student Assistant onboarding orientation developed.
2021-2022	MPH students complained about the professional conduct of another student during a group assignment.	Course Director met with all students to discuss the grievance. Course director made modification to group assignment grading. Associate Dean for Education met with all students involved to review professional conduct policies.
2021-2022	MPH and DrPH students submitted a grievance to the Dean and Assistant Dean for Student Affairs about the number of elective course offerings.	The Dean and Vice Dean met with Department Chairs to identify new potential course offerings. New MPH and DrPH course offerings were proposed for fall 2022 and spring 2023, all eligible for elective credit. Courses were approved by the SPH Committee on Educational Policy. For Fall 2022, 3 new MPH and 1 new DrPH course were added. For Spring 2023, 4 new MPH and 2 new DrPH courses were added to the course schedule.
2022-2023	Informal complaints identified through the student experience surveys indicate student challenges in communicating and scheduling meetings with faculty advisors.	Survey data were presented by Dean at Leadership Council meeting. Faculty handbook is in the process of being updated to include expanded resources and best practices on advisement. A faculty development session focused on advisement and mentoring is also under development for spring 2023.

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

Strengths:

Strengths include that processes for submitting student complaints and appeals for decisions are clearly articulated within the DHSU Student handbook and SPH Student handbooks. Students are provided with these policies during orientation, and the handbooks are readily available on the DHSU website. Students are reminded of policies around academic misconduct and grievances within course syllabi. Students are also provided informal mechanisms to submit grievances or complaints through Town Hall opportunities and Student Council meetings with the Dean, Vice Dean, and Assistant Dean for Student Affairs. Students can also submit complaints about courses or advisement through the student experience survey.

Challenges and Opportunities:

Previous challenges around course delivery during COVID-19 were addressed through the expansion of course modalities. Additional COVID-19 concerns around masking and vaccination were swiftly resolved and communicated to SPH students. Additional concerns around the lack of electives for MPH and DrPH students were also addressed with the development of new courses for Fall 2022 and Spring 2023. Concerns raised in the inclusivity of the learning environment are a top priority of the DEI Committee; the SPH DEI Committee is working with the Downstate Office for Institutional Equity to provide training for faculty in spring and summer 2023. Strategies to address the additional challenge with advisement and faculty communication are also in process, which includes additional advising resources within the faculty handbook, as well as an additional faculty development session focused on advisement and mentoring through a DEI lens.

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.

SPH recruitment activities are overseen by the Office of Enrollment and Student Affairs. Prior to the beginning of each semester, the Assistant Dean for Student Affairs works with the Senior Executive Director for Recruitment, Enrollment and Student Experience and the SPH Student Recruitment Specialist to develop a strategic plan of recruitment activities and a calendar of events. Recruitment for new programs and participation in recruitment events with MOU partner schools are prioritized within the semester's recruitment activities. Similar approaches are used for all SPH degree programs; descriptions of recruitment activities are listed below:

- Virtual Information Sessions: Student Recruitment Specialist hosts 8-10 virtual information sessions per semester for prospective students and in-progress applicants, which feature faculty and current students.
- Open Houses: The Office of Student Admissions hosts an open house twice a year that features all the Schools and Colleges at DHSU.
- Presentations and Guest Lectures at Partner Institutions: SPH has MOUs with Medgar Evers, SUNY Old Westbury, Brooklyn College, York College, and Manhattan College. We provide 2-3 specialized information sessions and guest lectures to Senior seminars about various public health topics and the benefits of attending the institution.
- Participation in Public Health Conferences: Exhibiting at the annual American Public Health Association conference and meetings for ASPPH.
- Participation in Graduate Fairs: Exhibiting in virtual as well-in-person graduate fairs at surrounding SUNY Colleges as well as This is Public Health Fair, mini ASPPH fairs, etc.
- Digital Ads: SPH regularly receives 60-80 new student inquiries each month due to digital ads on google and social media and we provide them with one-on-one advising through the application process.

- 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.

Several factors, including undergraduate and graduate grade point averages, personal essays, letters of recommendation, and professional experiences, are considered in the decision to accept an applicant into the MPH. Certificate program. Each factor is weighed separately yet considered in relation to the others in admissions decisions. Applications are submitted through SOPHAS for external applicants or AMP for internal applicants. Members of the SPH Admissions Committee review assigned applications and determine whether the application appears appropriate for the program and department. The Admission Committee begins meeting in the middle of the admission cycle to review and reach a consensus on the students who should receive admission. Recommendations of acceptance, rejection, or hold for further review are entered in SOPHAS by the designated reviewer. Once a final decision has been rendered, the decision is sent to the DHSU Office of Admissions and entered into the SOPHAS portal. The DHSU Office of Admissions generates an admissions letter which is sent to the accepted applicants. MPH students are offered

admission three (3) times a year in the Fall, Summer, and Winter. For the MPH, application requirements include:

- Degree. A baccalaureate degree in any discipline from a college or university institutionally accredited and recognized by the Council of Higher Education Accreditation (CHEA).
- Transcript. Official transcripts from all previous postsecondary CHEA regionally accredited colleges or universities
- GPA. An undergraduate record with a cumulative grade point average of 3.0 or better (on a 4.0 scale) is preferred. Applicants who have completed all or part of their education abroad are required to have a course-by-course educational credential evaluation completed by an approved agency accredited by the National Association of Credential Evaluation Services.
- Coursework. For those interested in pursuing a concentration in Biostatistics, Epidemiology, or Environmental and Occupational Health Sciences, a Bachelor of Science degree is preferred with at least one (1) undergraduate math and one (1) undergraduate biology course. For applicants to Environmental and Occupational Health Sciences, an undergraduate chemistry course is preferred.
- Recommendation letters. Two letters of recommendation must be submitted addressing the applicant's academic ability and professional experience or interest as it applies to public health issues.
- Test of English as a Foreign Language. The (TOEFL) is required for ALL applicants for whom English is a Second Language and who have not completed at least one year of full-time study in a regionally accredited college or university in the United States (at least 24 semester credits, including two courses in English composition). A minimum score for the paper exam of 536 (undergraduate programs) and 564 (graduate programs); a minimum score for the computer exam of 208 (undergraduate programs) and 223 (graduate programs); and a minimum score for the Internet-based exam of 65-78 (undergraduate programs) and 79-95 (graduate programs) is required on the TOEFL.
- Fee. A non-refundable application fee.

For DrPH applicants, when an application is received, it is screened for completion by the SPH Office of Enrollment and Student Affairs and then shared with the Department Chairperson of the applicant's chosen degree concentration and with the Chair of the Committee on the Doctoral Program. The Department Chairperson reviews assigned applications and determines whether the application appears appropriate for the department. If the Department Chair determines that the applicant is appropriate, then the Department Chairperson arranges for a personal interview for the applicant with an appropriate faculty member within that department. Based on this process, the Department Chairperson submits their recommendation for acceptance or rejection to the Chair of the Committee on the Doctoral Program, who then compiles the Department Chair recommendations and assigns a primary and a secondary reviewer from members of the Doctoral Program Committee for each application that is proposed for admission. Each reviewer is responsible for assessing each candidate's application and the Chairperson's review and for making a recommendation to the committee. Based on this review, the Doctoral Program Committee will concur with the Department Chair's recommendation or, if there is no agreement, convey any concerns to the Chair for further consideration. The Chair of the Committee on the Doctoral Program then forwards final recommendations to the SPH Office of Enrollment and Student Affairs, which will report the doctoral committee decisions to the Committee on Admissions. DrPH students are admitted only once a year in the Fall. Application requirements for the DrPH include:

- Degree: An MPH degree from a college or university accredited by CEPH is required for admission into the DrPH program.
- Transcript: Official transcripts from all previous postsecondary CHEA regionally accredited colleges or universities.
- GPA: A graduate academic record with a cumulative grade point average of 3.5 or better (on a 4.0 scale) in the major course of study is preferred.

- **Coursework:** For those applying to Epidemiology or Environmental and Occupational Health Sciences, a Bachelor of Science degree is preferred with at least one (1) undergraduate math and one (1) undergraduate biology course. For applicants to Environmental and Occupational Health Sciences, an undergraduate chemistry course is also preferred.
- **Recommendation letters:** Three letters of recommendation, preferably from either faculty in the primary field of study and/or from a recent employer
- **Interview:** Each doctoral applicant must have an interview with a designated faculty member in the department to which the applicant is applying. The interview will be arranged by the specific department when the applicant's application is complete. The detailed written report and recommendation of the interviewer will be submitted with the application for consideration by the Admissions Committee.
- **Personal Statement:** An essay of 1000 words or less denoting the applicant's interest in pursuing a doctoral degree in a specific area. The applicant should examine the research and practice interests of the doctoral faculty in his/her respective areas of interest to ensure that an appropriate faculty collaboration is possible.
- **Test of English as a Foreign Language:** The (TOEFL) is required for ALL applicants for whom English is a Second Language and who have not completed at least one year of full-time study in a regionally accredited college or university in the United States (at least 24 semester credits, including two courses in English composition). A minimum score for the paper exam of 536 (undergraduate programs) and 564 (graduate programs); a minimum score for the computer exam of 208 (undergraduate programs) and 223 (graduate programs); and a minimum score for the Internet-based exam of 65-78 (undergraduate programs) and 79-95 (graduate programs) is required on the TOEFL.
- **Fee:** A non-refundable application fee.

A copy of the Admissions Application policy can be found in ERF > Criterion H > Criterion H4 > H4.2 Admission Policies.

- 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.

H4-1 Outcome Measures for Recruitment and Admissions				
Outcome Measure	Target	2019-2020	2020-2021	2021-2022
Percentage of students recruited from the pipeline programs to increase diversity	15%	25%	27%	17%
Percentage of MPH students with an undergraduate GPA of 3.5 and above	20%	28%	18%	22%

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

Strengths:

We have many strengths in this area, including a well-defined policy of holistic review for our degree programs, multi-pronged recruitment strategies across in-person and virtual modalities, and established partnerships with local minority-serving institutions. The strengths of these policies and procedures are directly reflected in our target goals for our student body, which we have met for the last three years.

Challenges and Opportunities:

None noted.

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.
 - DHSU & SPH Academic Calendars: <https://www.downstate.edu/education-training/academic-calendars/academic-calendars/index.html>
 - SPH Admissions & SPH Bulletin: <https://www.downstate.edu/education-training/school-of-public-health/admissions/index.html>
 - DHSU & SPH Handbooks: <https://www.downstate.edu/education-training/school-of-public-health/for-current-students/handbooks.html>
 - Grading Policies and Integrity Standards: <https://www.downstate.edu/education-training/student-affairs/student-policies/index.html>
 - Degree Completion Requirements: <https://www.downstate.edu/education-training/school-of-public-health/programs/index.html>
 - Master of Public Health Curriculum (MPH): <https://www.downstate.edu/education-training/school-of-public-health/programs/master-of-public-health/curriculum/index.html>
 - [Biostatistics](#)
 - [Community Health Sciences](#)
 - [Environmental & Occupational Health Sciences](#)
 - [Epidemiology](#)
 - [Health Policy & Management](#)
 - [Healthcare Administration](#)
 - MD-MPH Academic Requirements: <https://www.downstate.edu/education-training/school-of-public-health/programs/md-master-of-public-health/academic-requirements.html>
 - Master of Healthcare Administration (MHA): <https://downstate.edu/education-training/school-of-public-health/programs/healthcare-administration/curriculum.html>

- Doctor of Public Health Curriculum (DrPH): <https://www.downstate.edu/education-training/school-of-public-health/programs/doctor-of-public-health/academic-requirements.html>
- Advanced Certificate in Public Health: <https://www.downstate.edu/education-training/school-of-public-health/programs/advanced-certification-public-health/curriculum.html>
- Advanced Certificate in Climate Change and Planetary Health: <https://www.downstate.edu/education-training/school-of-public-health/programs/advanced-climate-change.html>
- Advanced Certificate in Public Health Geriatrics: <https://www.downstate.edu/education-training/school-of-public-health/programs/advanced-public-health-geriatrics.html>
- Advanced Certificate in Clinical Epidemiology: <https://www.downstate.edu/education-training/school-of-public-health/programs/advanced-clinical-epidemiology.html>