

REVIEW FOR ACCREDITATION  
OF THE  
SCHOOL OF PUBLIC HEALTH  
AT THE  
UNIVERSITY OF MINNESOTA

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

April 4-6, 2022

SITE VISIT TEAM:

Susan Klitzman, DrPH, MPH—Chair  
Ela Austin, PhD, MPH  
Laura Liang, DrPH, CHES  
Daniel McDonald, PhD

SITE VISIT COORDINATOR:

Alexandra DiOrio, MPH, CHES

OBSERVER:

Galvin Jack, MPH

CRITERIA:

Accreditation Criteria for Schools of Public Health & Public Health  
Programs, amended October 2016

## Table of Contents

INTRODUCTION .....	1
A1. ORGANIZATION & ADMINISTRATIVE PROCESSES .....	4
A2. MULTI-PARTNER SCHOOLS & PROGRAMS .....	6
A3. STUDENT ENGAGEMENT.....	6
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH .....	7
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH .....	8
B1. GUIDING STATEMENTS .....	8
B2. GRADUATION RATES .....	9
B3. POST-GRADUATION OUTCOMES.....	10
B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS .....	11
B5. DEFINING EVALUATION PRACTICES.....	13
B6. USE OF EVALUATION DATA .....	14
C1. FISCAL RESOURCES.....	15
C2. FACULTY RESOURCES.....	17
C3. STAFF AND OTHER PERSONNEL RESOURCES .....	19
C4. PHYSICAL RESOURCES.....	20
C5. INFORMATION AND TECHNOLOGY RESOURCES .....	22
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE .....	24
D2. MPH FOUNDATIONAL COMPETENCIES .....	25
D3. DRPH FOUNDATIONAL COMPETENCIES .....	30
D4. MPH & DRPH CONCENTRATION COMPETENCIES .....	30
D5. MPH APPLIED PRACTICE EXPERIENCES.....	38
D6. DRPH APPLIED PRACTICE EXPERIENCE .....	39
D7. MPH INTEGRATIVE LEARNING EXPERIENCE .....	40
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE .....	42
D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM .....	42
D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS .....	42
D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES .....	42
D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES .....	43
D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES.....	43
D14. MPH PROGRAM LENGTH .....	43
D15. DRPH PROGRAM LENGTH .....	43
D16. BACHELOR'S DEGREE PROGRAM LENGTH .....	44

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES .....	44
D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES .....	47
D19. ALL REMAINING DEGREES.....	50
D20. DISTANCE EDUCATION.....	52
E1. FACULTY ALIGNMENT WITH DEGREES OFFERED.....	54
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE .....	55
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS.....	56
E4. FACULTY SCHOLARSHIP.....	59
E5. FACULTY EXTRAMURAL SERVICE .....	62
F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT .....	64
F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE.....	67
F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS .....	69
F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE.....	71
G1. DIVERSITY & CULTURAL COMPETENCE.....	72
H1. ACADEMIC ADVISING .....	78
H2. CAREER ADVISING.....	81
H3. STUDENT COMPLAINT PROCEDURES .....	84
H4. STUDENT RECRUITMENT & ADMISSIONS .....	86
H5. PUBLICATION OF EDUCATIONAL OFFERINGS .....	88
AGENDA.....	89

## INTRODUCTION

The University of Minnesota was founded in 1851 while the region was still a U.S. territory. The university began building as a land-grant institution in 1869. The university recognizes that the land it resides on was taken by force from the Dakota people and it seeks reconciliation with its history. The university partners with 11 tribal communities, to improve relations with and opportunities for indigenous people statewide. The university is a public research university and ranks eighth among U.S. research institutions for the number of students from other nations who study there.

The University of Minnesota consists of five campuses, of which the Twin Cities campus is the flagship. This campus is organized into 18 schools, colleges, and major academic units: College of Liberal Arts; College of Biological Sciences; Carlson School of Management; College of Continuing and Professional Studies; Medical School, School of Dentistry; School of Nursing; College of Design; College of Pharmacy; College of Education and Human Development; Hubert H. Humphrey School of Public Affairs; Extension; School of Public Health; College of Food, Agriculture, and Natural Resource Sciences; College of Science and Engineering; Graduate School; College of Veterinary Medicine; and College of Law. The university offers 25 bachelor's degrees, 45 master's and professional degrees, and nine doctoral degrees. As of fall 2021, the university system employed 4,702 faculty and 21,516 staff and enrolled 46,681 students.

The University of Minnesota is accredited by the Higher Learning Commission and had its most recent review in 2015-16. The university's next reaffirmation is scheduled for 2025-26. Specialized accreditors to which the university responds include the Accreditation Council for Genetic Counseling; the National Architectural Accrediting Board; the Council on Social Work Education; and the Commission on Accreditation of Marriage and Family Therapy Education.

The school was established in 1944 as the eighth School of Public Health in the nation. The school has a long history, with its division of environmental health sciences originating in 1873 and its biostatistics division originating in 1924. Today, the school employs 112 full-time tenure-track, tenured, and contract faculty who engage in research, instruction, and service. The school enrolls 844 MPH students, 225 academic public health master's degree students, 123 MHA students, and 181 public health doctoral degree students across its 17 degree programs, with 23 joint degree options linked to other schools and colleges. The school is organized into four divisions (biostatistics, environmental health sciences, epidemiology and community health, and health policy and management) and houses 24 research centers and three workgroups including the Center for Animal Health and Food Safety, the Midwest Center for Occupational Health and Safety, the Rural Health Research Center, and the Aging Work Group.

The school received initial accreditation in 1946 and had its most recent review in 2015. This review resulted in interim reports related to practical skills, required competencies, assessment procedures, other graduate professional degrees, academic degrees, and joint degrees. The Council accepted the school's 2016 interim report as evidence of compliance for practical skills, other graduate professional degrees, and joint degrees and accepted the school's 2017 interim report as evidence of compliance of the remaining areas.

Instructional Matrix - Degrees and Concentrations					
			Categorized as public health	Campus based	Distance based
Master's Degrees		Academic	Professional		
Biostatistics		MS		X	MS
Community Health Promotion			MPH	X	MPH
Environmental Health		MS	MPH	X	MS, MPH
Environmental Health: Industrial Hygiene		MS	MPH	X	MS, MPH
Epidemiology		MS	MPH	X	MS, MPH
Maternal and Child Health			MPH	X	MPH MPH
Public Health Administration and Policy			MPH	X	MPH MPH
Public Health Data Science			MPH	X	MPH
Public Health Nutrition			MPH	X	MPH
Public Health Practice			MPH	X	MPH MPH
Healthcare Administration			MHA		MHA MHA
Clinical Research		MS			MS MS
Health Services Research, Policy & Administration		MS		X	MS
Doctoral Degrees		Academic	Professional		
Biostatistics		PhD		X	PhD
Environmental Health		PhD		X	PhD
Epidemiology: Social/behavioral		PhD		X	PhD
Epidemiology: Clinical/biological		PhD		X	PhD
Health Services Research, Policy & Administration		PhD		X	PhD
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional		
2nd Degree Area	Public Health Concentration				
Nursing	Public Health Practice		MPH-DNP	X	MPH
Pharmacy	Public Health Practice		MPH-PharmD	X	MPH
Public Policy	Public Health Practice		MPH-MPP	X	MPH

Urban and Regional Planning	Public Health Practice		MPH-MURP	X	MPH	
Dentistry	Public Health Practice		MPH-DDS	X	MPH	
Medicine	Public Health Practice		MPH-MD	X	MPH	
Veterinary Medicine	Public Health Practice		MPH-DVM	X	MPH	
Human Rights	Public Health Practice		MPH-MHR	X	MPH	
Social Work	Community Health Promotion or Maternal and Child Health		MPH-MSW	X	MPH	
Law	Public Health Practice, Public Health Administration and Policy, Community Health Promotion, Environmental Health, or Epidemiology		MPH-JD	X	MPH	
Business	Healthcare Administration		MHA-MBA		MHA	
Law	Healthcare Administration		MHA-JD		MHA	
Law	Health Services Research, Policy & Administration	MS-JD PhD-JD		X	MS, PhD	
Medicine	Epidemiology or Health Services Research, Policy & Administration	PhD-MD		X	PhD	

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The school's organization and administrative processes are sufficient to support its mission and ensure faculty input. The school has a highly decentralized organizational structure, with the divisions operating largely independently. Each division has its own curriculum and executive committees. The division-level executive committees feed into the school's Executive Team. The Executive Team (consisting of the dean, division heads, associate and assistant deans, executive administrative leaders, and chairs of key committees and senates) sets the school's direction and ensures alignment of the school's activities.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>● degree requirements</li> <li>● curriculum design</li> <li>● student assessment policies &amp; processes</li> <li>● admissions policies &amp; decisions</li> <li>● faculty recruitment &amp; promotion</li> <li>● research &amp; service activities</li> </ul>		In addition to the division-level committees, the school has 10 school-wide standing committees: Academic Professional and Administrative Senate; Appointment, Promotion, and Tenure Committee; Diversity, Equity, and Inclusion Action Alignment Team; Educational Policy Committee; Executive Team; Faculty Consultative Committee; Recognition, Awards, and Honors Committee; Research Committee; Staff Association; and Student Senate. Each committee has a different membership formula and meets at different frequencies. For example, the Education Policy Committee is made up of a faculty member from each program, school staff members, and a student representative.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program				

		<p>Divisions set degree requirements and are responsible for curriculum design. Major curricular changes and new programs must be reviewed and voted upon by the Education Policy Committee. The Education Policy Committee then passes major policy and programmatic changes to the dean for approval, before the change proceeds through other university-level approvals, when needed.</p> <p>The Education Policy Committee and Graduate School set policies and procedures for student assessment. Individual instructors also determine assessment procedures within policies established by the Education Policy Committee and Graduate School.</p> <p>The associate dean for education and student engagement and the assistant dean for recruitment and enrollment oversee admissions policies and decisions for master's-level students, though program directors and graduate student coordinators customize and develop their own operational practices for admissions. Doctoral programs set their own admissions policies and make admissions decisions.</p> <p>The division heads, in consultation with the dean, oversee faculty recruitment and promotion. All school policies align with university administrative policy. Division heads meet monthly, and more frequently when reviewing dossiers.</p> <p>Research and service activities are determined by individual faculty in consultation with the division heads as part of the annual performance review.</p>		
--	--	--	--	--



		<p>School faculty also participate in governance at the university level. For example, multiple faculty members provide service on a range of university committees, initiatives, and institutes as well as the University Senate and Faculty Senate.</p> <p>Faculty interact in monthly division meetings and committees, as well as regularly scheduled division seminars. The school holds two school-wide faculty meetings per year, and in 2020 began also providing comprehensive updates and holding strategic planning meetings. The site visit team validated interaction through a review of meeting minutes and attendance lists.</p>		
--	--	--	--	--

**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

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

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have formal opportunities to participate in governance through representation on key committees, including the Education Policy Committee, Executive Team, and the newly launched Diversity, Equity, and Inclusion Action Alignment Team. Additionally, students	<a href="#">Click here to enter text.</a>	

Students engaged as members on decision-making bodies, where appropriate		<p>have opportunities to engage with multiple student organizations at the division, school, and university levels, which provide opportunities for them to advocate for their interests. Students also serve in advisory roles on committees within the divisions.</p> <p>The school acknowledges challenges with engaging PhD students in governance. During the site visit, school leaders explained that they are exploring ways to increase student participation in policy and decision making and have recently appointed an assistant dean for enrolled students, who is working with students to increase engagement.</p> <p>During the site visit, students and recent alumni confirmed that students have adequate opportunities to participate in decision making. Several noted that MPH students tend to get involved at the school level, while doctoral students are more likely to be involved within their own divisions or with the Graduate School.</p>		
--	--	---	--	--

**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The School of Public Health has equal status and the same level of autonomy and independence afforded the other 17 schools and colleges at the university. All deans have the same reporting lines to the president through the executive vice president and provost. The dean's administrative authority is delegated through the Board of Regents. The dean works collaboratively with school	Click here to enter text.	

		faculty regarding curricula, education programs, and appointment, tenure, and promotion for faculty.		
--	--	--	--	--

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master’s degree in at least three distinct concentrations		The school offers nine MPH concentrations and five PhD concentrations. The instructional matrix in the introduction of this report presents the school’s entire list of degrees and concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The school's vision is: <i>“A world in which all people thrive throughout their lives with optimum health and well-being.”</i>  The school’s mission is as follows: <i>“The School of Public Health improves the health and well-being of populations and communities around the world through excellence in research and education, and by advancing policies and practices that sustain health equity for all.”</i>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				

Guiding statements reflect aspirations & respond to needs of intended service area(s)		The school's goals address education, research, community engagement, continuing education, and diversity, equity, and inclusion. These goals reflect critical aspects of the school's values, including the belief that health is a human right and that upstream action saves lives. Taken together, the vision, mission, goals, and values that guide the school position it to advance the field of public health and promote student success through a focus on instruction, scholarship, and service. These guiding statements are both aspirational and specific enough to guide the school and allow evaluation of outcomes. A strong example of this includes the mission's focus on advancing health equity, which is reflected in the development of the Strategic Plan for Anti-Racism. This plan has led directly to the allocation of additional resources, including new staff and establishment of a center.		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

**B2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The school reports graduation rates that exceed the threshold for this criterion. For the MPH, the school reports a graduation rate of 75% for the 2017-18 cohort, which has reached the maximum time to graduation of five years. The 2018-19 cohort has already exceeded the 70% threshold, and the attrition rates are low enough that the 2019-20, 2020-21, and 2021-22 cohorts can meet the threshold.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		<p>For the MS, the school reports a graduation rate of 74% for the 2017-18 cohort, which has reached the maximum time to graduation of five years, and the 2018-19 cohort already exceeded the threshold. Again, the attrition rates are low enough that the remaining cohorts can meet the threshold.</p> <p>Finally, for the PhD, the school reports a graduation rate of 79% for the 2014-15 cohort that reached the maximum time to graduation of eight years. The 2015-16 and 2016-17 cohorts have already exceeded the 60% threshold, and the attrition rates are low enough that the 2017-18 through 2021-22 cohorts can meet the threshold.</p> <p>Data in the self-study indicate that currently enrolled PhD students appear to be progressing through their programs of study, based on the number of students completing coursework and advancing to candidacy.</p>		
--	--	---	--	--

**B3. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The school exceeds the threshold for positive post-graduation outcomes for the MPH, MS, and PhD programs. For the MPH, the school reports the following positive post-graduation placement rates for 2018, 2019, and 2020: 87%, 91%, and 83%. For the MS, the school reports the following positive post-graduation placement for the same period: 93%, 90%, and 96%. For the PhD, the school reports the following positive post-graduation placement for the same period: 100%, 95%, and 100%. Not	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				

<p>Achieves rates of at least 80% employment or enrollment in further education for each public health degree</p>		<p>all graduates were accounted for, but unknown rates fall between one and eight percent across all three degree programs. The school was still finalizing data for 2021 at the time of the site visit, as not all graduates had reached 12 months post-graduation.</p> <p>The school collects these data primarily through the graduate outcomes survey, which the Career and Professional Development Center strengthened in 2019. In addition to adding new questions and removing unnecessary ones, the center now receives notice when a student is still seeking employment or continuing education and follows up directly to offer job search assistance and resources.</p>		
---	--	--	--	--

**B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines qualitative &amp;/or quantitative methods designed to provide meaningful, useful information on alumni perceptions</p>		<p>The school assesses alumni perceptions of competency attainment and other components of their education and training through a career trends survey and through alumni focus groups. In 2021, the school sent the survey to all school alumni (MPH, MS, MHA, and PhD) more than 12 months post-graduation for whom it could locate contact information: approximately 10,000 individuals, of whom 2,000 responded.</p> <p>Eighty-seven percent of respondents strongly agreed or agreed that the school’s education provided them with the specific skills they needed for their first jobs. Additionally, alumni rated their preparedness on</p>	<p>Click here to enter text.</p>	
<p>Documents &amp; regularly examines its methodology &amp; outcomes to ensure useful data</p>				
<p>Data address alumni perceptions of success in achieving competencies</p>				
<p>Data address alumni perceptions of usefulness of defined competencies in post-graduation placements</p>				

		<p>foundational and program-specific skills, using a scale of one as very unprepared and four as very prepared. Overall, alumni rated themselves best prepared (somewhat or very prepared) on skills related to evidence-based approaches to healthcare and systems thinking (95% and 92%, respectively) and least prepared in skills related to public health policy and leadership (80% and 83%, respectively). For program-specific skills, alumni rated preparedness between 3.15 to 4 out of 4.</p> <p>In spring 2021, the school conducted focus groups with recent alumni, most of whom graduated in 2020. The feedback was similar to the survey data in that alumni felt most prepared for evidence-based approaches to public health and would have liked more preparation in communication, leadership, and public health policy. Alumni also noted that while their education provided necessary skills and was well rounded, the coursework was grounded more in the ideal rather than in the complexities and uncertainties present in the workplace.</p> <p>During the site visit, the dean explained that the school is in the process of strengthening public health policy content as well as case studies that simulate real world situations and challenges, rather than ideal situations. As another example, alumni expressed interest in data science content, and the school developed a public health data science concentration.</p>		
--	--	--	--	--

**B5. DEFINING EVALUATION PRACTICES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
Met with Commentary				
<p>Defines sufficiently specific &amp; appropriate evaluation measures. Measures &amp; data allow reviewers to track progress in achieving goals &amp; to assess progress in advancing the field of public health &amp; promoting student success</p>		<p>The school has defined 16 evaluation measures for each of its educational; research; community engagement; continuing education; and diversity, equity, and inclusion goals. The school's measures generally align with the goals and mission. Each of the measures has defined data sources and multiple individuals or committees responsible for reviewing the data. For example, the school measures preceptor evaluations of applied practice experiences; employment rates at graduation; alumni perceptions of the curriculum; and employer perceptions of graduates' preparation for the workforce for its educational goal.</p>	<p>Click here to enter text.</p>	
<p>Defines plan that is ongoing, systematic &amp; well-documented. Plan defines sufficiently specific &amp; appropriate methods, from data collection through review. Processes have clearly defined responsible parties &amp; cycles for review</p>		<p>Overall, the indicators are specific enough to enable the school to track progress on achieving its goals as well as its progress in advancing the field of public health and promoting student success.</p> <p>The school draws data from surveys, focus groups, evaluation forms, and reports. The Executive Team and Educational Policy Committee review these data during monthly meetings. Additionally, student services and alumni relations staff review these data on a regular basis.</p> <p>The commentary relates to the opportunity for the school to improve its systematic, ongoing approach to using the evaluation plan to track progress in achieving its goals. Due to the school's decentralized model, a significant</p>		



		amount of reviewing evaluation data is done within the divisions and is not always communicated out across the school. During the site visit, the school shared recent examples of significant changes undertaken in response to evaluation data, but it is not clear that evaluation data has been consistently reviewed and used in strategic decision making across the school. During the site visit, school leaders acknowledged that this has been a challenge and that they are looking for opportunities to facilitate evaluation review at the school level.		
--	--	---	--	--

**B6. USE OF EVALUATION DATA**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		As described in Criterion B5, divisions review evaluation data regularly, and data for certain indicators are also reviewed by school-wide committees such as the Executive Team and the Educational Policy Committee. During the site visit, school leaders shared that they are developing a standing data committee that will help the school move toward a more comprehensive analysis of evaluation data across divisions.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		One recent example of a change that the school made based on evaluation data included hiring a consulting firm to help the school create its Strategic Plan for Anti-racism based on data from the student engagement survey. Building off this change, the school launched a new Center for Antiracism Research for Health Equity based on feedback from the Campaign Council, which identified diversity, equity, and inclusion as a funding priority. As a		

		third example, the school recently created a new MPH concentration, public health data science, in response to feedback from current students, alumni, and employers.		
--	--	---	--	--

**C1. FISCAL RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The school has sufficient fiscal resources to support its mission and degree offerings. Across the last five years, income has exceeded expenditures in each year except 2017. The current budget is approximately \$120 million.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>The university operates under a responsibility-centered management system and allows each school discretion in allocating and managing financial resources. The Executive Team engages in a “compact process” with the provost. The Executive Team sends the compact to the provost for review and discussion at the annual compact meeting. During this meeting, the provost and other central administrators discuss the compact as well as potential forthcoming funding, financial reports, and other deliverables for the coming year. Once the provost approves the compact, the finalized document serves as the agreement between the dean and the provost.</p> <p>Within the school, most faculty cover a large portion of their salary through extramural sources and teaching efforts. The school and/or division covers the remaining salary. Contract faculty salaries are covered through extramural funding and/or tuition funding based on the specifics of each contract.</p>		

		<p>To hire additional faculty or staff, the school must budget for the position. The chief financial officer develops a five-year plan/ROI statement showing funding sources for each requested position. The funds may include salary start-up packages at the school and division levels, or through sources such as the provost's office. During the site visit, the dean emeritus explained that the school looks at gaps in areas of expertise rather than requesting faculty lines. The divisions discuss needs based on gaps with the dean. The dean must seek approval from the provost to hire a faculty member in the position of associate professor or higher.</p> <p>Operational costs, which are considered all costs that support the school's mission and community engagement activities, are covered through tuition, indirect cost recovery, gifts and endowments, and external and internal service organizations. One hundred percent of tuition and indirect costs are allocated back to the school, with 60% to the division and 40% to the school based on estimated revenue for each budget year.</p> <p>Student support is funded by gifts and endowments, tuition, and indirect costs. The school provides funding for students to travel and present their work at national events such as the American Public Health Association annual meeting. The school also supports six scholarships to attend the Winter School at Nitte University in Mangalore, India and three scholarships to attend the National School of Public Health in Mexico.</p> <p>For faculty development support, the school provides start-up funding packages to new faculty with variations in</p>		
--	--	--	--	--

		<p>the formula based on faculty rank (e.g., full professor gets one year of funding, assistant professor gets up to three years of funding.) The divisions also provide startup funding for research, graduate students, travel, and professional development. The school uses the same funding sources as it does for operational costs.</p> <p>The Executive Team must request additional funding for operating costs, student support, and faculty development expenses through the compact process described above.</p>		
--	--	---	--	--

**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The school has more than sufficient faculty resources to support its degrees and mission. The school has a total of 112 primary instructional faculty (PIF) and 68 non-PIF. Each of the school's 10 concentrations has an appropriate number of PIFs for the degrees offered.</p> <p>The school calculates non-PIF FTE by the number of courses taught (.1 FTE per course), if an adjunct faculty member, or the percentage of time spent teaching for the school if the faculty member is employed at the university. As an example, an intermittent lecturer is considered to have an FTE of 0.05.</p> <p>For general advising, advisors have an average of five master's students and two doctoral students. For the MPH</p>	<p><a href="#">Click here to enter text.</a></p>	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				

Ratios for MPH ILE are appropriate for degree level & nature of assignment		ILE, faculty have an average of two students, and for the MS thesis and PhD dissertation, faculty have an average of one advisee for each degree.		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A	The school collects student perceptions of class size and faculty availability through its graduate outcomes survey and gradSERU survey (a survey used throughout the university's graduate and professional programs). In 2021, respondents from all degree programs rated their satisfaction with class sizes as 3.74 out of 4. For faculty availability, in 2021, 93% of respondents agreed or strongly agreed that faculty are available to talk with them, and 84% agreed or strongly agreed that there are open lines of communication between students and faculty.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		For qualitative information, the school included open-ended questions on the graduate outcomes survey. The 40 qualitative comments fell evenly across three categories: positive, negative, and other. Examples of positive comments include that the small class size allowed students to "more easily able to get to know my classmates and work effectively with them" and that "both in-person and virtual class sizes were ideal." Negative comments included that core course class sizes were larger and students "didn't feel like they got to know professors very well," and that asynchronous courses "were large and those that didn't break the class into small groups were not as conducive to learning."  During the site visit, students and alumni expressed satisfaction with faculty availability both in and out of the classroom. Both groups were highly complimentary of		

		how willing faculty are to meet with them and connect them to resources.		
--	--	--	--	--

**C3. STAFF AND OTHER PERSONNEL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The school has staff and other personnel adequate to fulfill its mission and goals. As of November 2021, the school had 351 personnel (equivalent to about 326 FTE). Audit/finance/HR/IT, legal, and e-learning comprise 63 FTEs. There are 17 FTE in clerical support, and direct academic staff include approximately 166 FTE. The remaining FTE are in leadership, generalist staff, or other support roles.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>In addition to support staff, the SPH workforce includes postdoctoral researchers, graduate assistants, student workers, and temporary employees. Graduate assistants also receive 100% tuition support, and for FY22, there were 209 assistants.</p> <p>The school also receives support from university centralized offices that include the offices of the vice president for research, information technology, human resources, senior vice president for finance and operations, university relations, equity and diversity, and the Graduate School.</p> <p>The school described undergoing regular audits of staffing levels that can fluctuate due to need (e.g., grown due to e-learning during the pandemic) or funding cycles (e.g.,</p>		

		<p>grants). In addition to audits, the school collects information on the adequacy of human resources through employee engagement surveys. Engagement survey data for 2019 and 2021 indicated that most were satisfied with the level of resources and support. During the site visit, faculty described the e-learning staffing support as being an “amazing team of instructional designers” that facilitated a quick pivot to alternate modalities to mitigate pandemic disruptions. The school is also participating in a wider university initiative, Positioned for Excellence, Alignment and Knowledge (PEAK). PEAK is designed to fine-tune staff service delivery models to provide more optimized support to faculty and students.</p> <p>The self-study describes challenges due to space fragmentation (discussed in Criterion C4) that result in a greater need for student support services and alignment of those functions.</p>		
--	--	---	--	--

**C4. PHYSICAL RESOURCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The school has adequate physical resources to fulfill its mission and goals. The SPH administration is centralized in the Mayo Memorial Building on the Minneapolis East Bank Campus. While the space is adequate to accommodate faculty, staff, and students, the divisions and programs are in ten locations. Full-time faculty have dedicated private offices and part-time faculty share space. All school staff have assigned office or cubicle space located in one of the	<a href="#">Click here to enter text.</a>	
Physical resources appear sufficiently stable				

		<p>10 buildings. Many staff do telework, and the school regularly leases space.</p> <p>There are five exclusive classrooms for the school and other space available for student learning, study areas, and computing resources. The school also has access to classroom space across the university, including in the Health Sciences Education Center. Student common areas include a computer lab, study space, and a kitchen. A student lounge, meeting spaces, and lactation rooms are in the Health Sciences Education Center.</p> <p>The Environmental Health Sciences (EHS) Environmental Chemistry Lab is in the Mayo Building and is equipped with extraction and processing equipment for analysis of environmental samples. The EHS Industrial Hygiene Lab is in the Boynton Health Services Building and is equipped with instrumentation for measurement of gases, vapors, and particulate matter. The EHS Biological Lab is in the Mayo Building. The Epidemiology Clinical Research Center is designated for population-based clinical research studies.</p> <p>During the visit, administrators, faculty, and students commented on how geographically dispersed the school is across the university but also noted that classrooms and space are appropriately equipped for faculty and students. Students did perceive that some space is dated, e.g., Mayo building. Alumni and stakeholders described the physical resources as adequate but also expressed conflicting views related to the geographic dispersion of the school. As a positive, they described a strong sense of network and connectedness but overall viewed the geographic dispersion as a weakness. School leaders also pointed out</p>		
--	--	---	--	--



		the value of having student collaboration space in the Mayo building and how it fosters interdisciplinary collaboration.		
--	--	--	--	--

**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		<p>The school has information and technology resources adequate to fulfill its mission and goals. The University of Minnesota’s libraries include 8.2 million volumes and 114,000 serial subscriptions. The Health Sciences Libraries include the Bio-Medical Library, Wangensteen Historical Library of Biology and Medicine, and the Veterinary Medical Library.</p> <p>The school has its own liaison and data curation specialist at the library. The specialist is available to assist faculty and research centers with literature reviews for grants, publications, and evaluations of center success.</p> <p>The university libraries provide online course reserve services in coordination with the University bookstore to ensure that students can access digital materials.</p> <p>In 2020, the Bio-Medical Library transitioned into the Health Sciences Education Center, which has enhanced technology to support data visualization.</p> <p>Student access to hardware and software is provided through the Office of Information Technology, which</p>	<p>Click here to enter text.</p>	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		<p>provides services to all SPH students, including access to a range of software at low or no extra cost.</p> <p>SPH faculty also have access to IT resources for teaching and research, and many of the classrooms have audio and video capabilities. SPH classrooms are equipped with computers that are also configured for remote access with the same level of technology while teaching remotely.</p> <p>Technical assistance for students and faculty are provided by the university and SPH staff. The SPH Office of E-Learning provides instructional design expertise and establishes practices for teaching and learning using Canvas LMS and other learning technologies that enhance classroom effectiveness. Faculty noted that most IT support is centralized, however the school does maintain IT support for unique program needs. For example, faculty described that biostatistics software and software/servers to support clinical trials require unique support needs.</p> <p>During the site visit, students described the benefits of access to IT services including access to supercomputer resources and server support for clinical trials and research. During the visit, faculty and administrators noted that university-level IT is also undergoing the university's PEAK process designed to improve overall IT infrastructure for the university; they anticipate having a defined IT infrastructure model by June 2022.</p>		
--	--	---	--	--

**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The school ensures coverage of the learning objectives for all students through required courses or an equivalency exam.</p> <p>Five out of eight MPH concentrations require students to take PubH 6250: Foundations in Public Health (two credits) to address foundational public health knowledge. PubH 6250: Foundations of Public Health is required by the following MPH concentrations:</p> <ul style="list-style-type: none"> <li>● Environmental Health</li> <li>● Maternal and Child Health</li> <li>● Public Health Administration and Policy</li> <li>● Public Health Data Science</li> <li>● Public Health Practice</li> </ul> <p>Three remaining MPH concentrations (community health promotion, epidemiology, and public health nutrition) rely on required core and program-specific courses to address the learning objectives.</p> <p>Students can waive the requirements for the 12 learning objectives if they enter the program with a bachelor’s or MPH degree from a CEPH-accredited program or school or pass an equivalency exam. School leaders explained that few students request the opportunity to take the exam.</p> <p>The syllabi align with all foundational knowledge areas. The site visit team was able to validate didactic coverage</p>	Click here to enter text.	

		of all learning objectives, as shown on the D1 worksheet. The site visit team was also able to validate coverage of all 12 learning objectives in the equivalency exam.		
--	--	---	--	--

D1 Worksheet

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

**D2. MPH FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The school ensures coverage and assessment of the foundational competencies for all students (including joint degree students) through a required core for each concentration. Students in all concentrations take the same three courses (PubH: 6102: Issues in Environmental and Occupational Health; PubH 6741: Ethics in Public Health: Professional Practice and Policy; and PubH 6751:	For coverage of competency 5, see the new options below:  <b>For PHN students:</b> To be mapped to PubH 6901, Foundations of Public Health Nutrition Leadership, currently required by all PHN MPH	The Council appreciates the school's response to the site visit team's report and agrees that, based on updated information since the site visit, the school now demonstrates compliance with this criterion. Therefore, the Council acted to

		<p>Principles of Management in Health Services Organizations), while the remaining courses vary across the concentrations. For example, students in the public health nutrition concentration take PubH 6901: Foundations of Public Health Nutrition Leadership and students the community health promotion students take PubH 6050: Community Health Theory &amp; Practice I to address some foundational competencies. The full list of courses that the school has mapped to foundational competencies for one or more concentrations is as follows:</p> <ul style="list-style-type: none"> <li>● PubH 6020: Fundamentals of Social and Behavioral Science</li> <li>● PubH 6050: Community Health Theory &amp; Practice I</li> <li>● PubH 6102: Issues in Environmental and Occupational Health</li> <li>● PubH 6250: Foundations of Public Health</li> <li>● PubH 6320: Fundamentals of Epidemiology</li> <li>● PubH 6341: Epidemiologic Methods I</li> <li>● PubH 6414: Biostatistics Literacy</li> <li>● PubH 6450: Biostatistics I</li> <li>● PubH 6741: Ethics in Public Health: Professional Practice and Policy</li> <li>● PubH 6751: Principles of Management in Health Services Organizations</li> <li>● PubH 6901: Foundations of Public Health Nutrition</li> </ul> <p>Examples of assessments include exams, discussion board posts, a policy brief, case studies, and public service announcements. Site visitors reviewed self-study documentation and syllabi and were able to validate some of the competencies. During the site visit, reviewers discussed assignments for competencies 2, 3, 5, 7, 8, 9, 11, 13, 14, and 18, which were challenging to validate based</p>	<p>students. Content will be taught and assessed as follows:        In Week 1, students will be required to read "Government's responsibility for public health," available at:  <a href="https://www.health.state.mn.us/communities/practice/resources/chadmin/mnsystem-responsibility.html">https://www.health.state.mn.us/communities/practice/resources/chadmin/mnsystem-responsibility.html</a>. Students will also watch the video "What Experts say about who has the world's best health-care system"  <a href="https://www.youtube.com/watch?v=wfsjXo1h1G0">https://www.youtube.com/watch?v=wfsjXo1h1G0</a> in class followed by a discussion of health care systems in MN, the US and other countries. This discussion will count toward course participation points (a total of 15 points for the semester). In Week 5, students will read "The state of food security and nutrition in the world: 2021. Chapter 2." Available at  <a href="https://www.fao.org/3/cb4474en/online/cb4474en.html">https://www.fao.org/3/cb4474en/online/cb4474en.html</a> and "The Food and Nutrition Assistance Landscape: Fiscal Year 2020" Annual Report, Economic Information Bulletin No. (EIB-227) 31 pp. August 2021. Students will participate in an online posting activity where they compare and contrast US and WHO global indicators for nutrition status, including food insecurity as well as</p>	<p>change the team's finding of partially met to a finding of met.</p>
--	--	--	--	--

		<p>on the self-study document. Faculty were able to provide additional information for these competencies, and reviewers were satisfied that the assessments were appropriate for almost all competencies.</p> <p>The first concern relates to the site visit team’s inability to validate an appropriate assessment for all students for competencies 5 and 11. Specifically for competency 5, reviewers could not validate that all students were required to compare domestic and international public health and health systems. For competency 11, the team could not validate that epidemiology students must select program evaluation strategies as part of the mapped assessment. Reviewers’ findings are listed in the D2 worksheet.</p> <p>The second concern relates to the school’s current policy that allows students to take an equivalency exam that may exempt them from courses mapped to one or more competencies. The school has an option that allows students to “test out” of any of the foundational competencies and the corresponding course(s) designated for their concentration using an equivalency exam. The site visit team could not validate that the exam defines appropriate assessments for each of the 22 foundational competencies. Additionally, while this criterion does not require students to complete coursework that duplicates an already completed graduate course, this criterion’s foundational competencies define the underpinning of knowledge and skills for an MPH degree, rather than a checklist of skills to be demonstrated in isolation; thus, they are not intended to be construed as individual elements to be completed and demonstrated out of context. Additionally, the exam’s questions are structured</p>	<p>programs that are designed to address nutrition-related health issues in the US and globally. Each student will be required to develop their own unique post, as well as to respond to the postings of 2 other students in the course. This discussion will count toward course participation points (a total of 15 points for the semester).</p> <p><b>For CHP students:</b> To be mapped to PubH 6078, Public Health Policy as a Prevention Strategy, to be required for all CHP MPH students. At present that course is one of two optional policy course options that currently map to a program-specific competency. On unanimous consent of the program curriculum committee, we will require both classes of all CHP students (the second course is PubH 6045: Skills for Policy Development). PubH 6045 will remain mapped to the program-specific competency CHP6: <i>Develop intervention materials to use for public health programs and policies</i>, and PubH 6078 will now map to FC5. There is a section in PubH 6078 where the instructor discusses policy across levels (i.e., organizational, local, state, federal, international) and includes relevant readings; an individual written reflection assignment will be added</p>	
--	--	--	--	--

		<p>by competency, but many required courses address multiple competencies, making the examination impractical as a means for structuring curricula, as well.</p> <p>During the site visit, school leaders explained that, historically, any student could sit for the exam, but faculty met recently and determined the need to set eligibility requirements. Additionally, school leaders acknowledged that the examination may not be the best assessment to determine competency attainment for some of the competencies and plan to shift to a focus on transfer credit, where appropriate.</p> <p>School leaders provided additional details about plans to allow students to request to transfer in credits, when appropriate, as a more accurate method to avoiding requirements that duplicate a student's previous education. In this case, faculty would review the syllabus of a previously completed course to determine whether the student was assessed on a competency and potentially allow students to replace a required class with the transfer credit, if the previous coursework addressed all competencies associated with a given course. If such credit were approved, students would take an elective in place of the required course.</p> <p>During the site visit, students and alumni were mostly complimentary of the curriculum and felt well prepared for their applied practice experiences and for future employment. Students appreciated the collaborative projects in public health courses as well as the ability to take courses outside of their program of study based on areas of interest. Stakeholders also praised the quality of</p>	<p>to assess knowledge of the material. This material will be augmented as needed to fully reflect FC5.</p> <p><b>For EPI students:</b> To be mapped to PubH 6365, Global Challenges in Infectious Disease Epidemiology, to be required for all Epi MPH students. Stemming from the current accreditation review process, this course will now be required of all Epi MPH students. The course currently covers global health care and public health systems via lecture, readings, class discussion, and individual written "Challenging Cases" exercises. This material is framed around discussion of how public health systems are organized within countries and internationally, taking into account health care and public health system organization, structure, and function at various levels, and highlighting different multinational collaborations; material will be reviewed to ensure that it is fully reflective of FC5.</p> <p>For coverage of competency 11, a new lecture, "Choosing Evaluation Methods" has been added to PubH 6102: Issues in Environmental and Occupational Health (required by all MPH students), and an existing assignment has been modified to</p>	
--	--	---	---	--

		the school's curriculum and noted that students are well prepared for internships and employment.	<p>assess this competency. Please see the attached updated syllabus and assignment description for details.</p> <p>After discussing the concern regarding equivalency exams, MPH core course instructors made the decision to eliminate all equivalency exams. Students who wish to waive a course requirement will need to petition to do so. Core course instructors will review each petition to make sure that the student has taken a course or courses that teach and assess the competencies and content of the course. The Educational Policy Committee was notified of this decision.</p>	
--	--	---	--	--

D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>Yes/CNV</b>
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes



11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

**D3. DRPH FOUNDATIONAL COMPETENCIES**

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

**D4. MPH & DRPH CONCENTRATION COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		Each of the school's nine MPH concentrations has between five and 13 competencies that, as a whole, define appropriate knowledge and skills. Each concentration requires between three and six courses that are used to teach and assess the concentration competencies. Students can choose from multiple courses in the EHS and	Regarding the MPH in Public Health Practice, as discussed during the site visit, we plan to develop a set of core courses that address three key areas identified through consultation with our community partners. These areas are	The Council appreciates the school's response to the site visit team's report, which demonstrates that the school has addressed some of the team's concerns. The Council determined that the school defines appropriate competency sets for

Assesses all students at least once on their ability to demonstrate each concentration competency		public health practice concentrations to meet the competencies.	communication, leadership, and systems thinking skills. We anticipate that it will take approximately one year to fully develop and implement the new core courses. We have also developed a new PHP competency: Apply principles of interdisciplinary One Health leadership. This replaces the competency that could not be validated at the site visit.	the public health practice, environmental health, and public health data science concentrations, as shown in the D4 worksheet. The Council also revised the worksheet to reflect updated assessments deemed appropriate in the community health promotion, environmental health, maternal and child health, and public health data science concentrations.
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	<p>Reviewers noted that the self-study's list of required courses for the maternal and child health, public health nutrition, and public health practice concentrations constituted only five to seven semester-credits of defined concentration courses, since one or more required courses were one- or two-credit courses. During the site visit, the team asked faculty how they ensure that students receive an appropriate depth of knowledge in the concentration areas, when the curricular plan suggests that they might only complete between five and seven credits within a 42-48 credit program in the concentration.</p> <p>During the site visit, faculty in two of these concentrations: maternal and child health and public health nutrition, explained that while the program only maps the concentration competencies to courses worth five to seven credits, all students take at least another six to 11 credits of concentration content courses that are tailored to individual student interests and needs with an advisor. Based on site visit conversations and available evidence, reviewers validated that these two concentrations provide a sufficient depth of coursework.</p> <p>The first concern relates to the public health practice concentration, which does not consistently require students to complete a sufficient depth of coursework in the concentration. During the site visit, faculty acknowledged this deficiency and talked about plans to review the course requirements and focus concentration courses on developing communication, leadership, and systems thinking skills.</p>	<p>The EnHS faculty met to discuss the concerns resulting from the accreditation review. They decided to modify two of the competencies for the EnHS MPH to make them more focused. Competency 4 has been changed to "Integrate exposure and health effects knowledge to investigate health risk" and Competency 5 has been changed to "Propose risk management strategies, such as education, policy, or technology." The EnHS faculty also reduced the number of courses listed under each competency, and clarified and strengthened the assessments for these courses. Please refer to the EnHS competency spreadsheet, syllabi, and assignment descriptions.</p>	<p>The Council found that concerns remain related to the environmental health: industrial hygiene concentration; these concerns may be addressed by discontinuing the concentration, as planned.</p> <p>Additionally, concerns related to coursework and assessments for the public health practice concentration remain. The Council looks forward to reviewing the school's planned changes in this area.</p>

		<p>The second concern relates to the industrial hygiene and public health practice concentrations, which do not define at least five appropriate competencies, as required by this criterion. During the site visit, reviewers learned that EHS offers an industrial hygiene sub-plan that functions as a separate concentration from the standard EHS MPH program, based on CEPH definitions; the school did not present it as such in the self-study document and, thus, did not define competencies for the plan of study. For public health practice, the self-study defines five competencies, but only four are appropriately advanced. Reviewers noted that the school is aware of these concerns and is engaged in discussions to address these issues.</p> <p>The site visit team reviewed syllabi and other documents and were able to validate appropriate assessment of many of the concentration competencies across the school's MPH concentrations. During the site visit, reviewers engaged in discussion about concentration competency didactic coverage and assessments in the community health promotion, EHS, public health data science, maternal and child health, public health nutrition, epidemiology, and public health practice concentrations. Faculty members provided additional detail about assessments where possible.</p> <p>For example, faculty members explained that students in public health data science must explain results from specific statistical models, including prediction models, to both statistical and lay audiences to demonstrate competency five in that concentration. As another example, faculty explained that community health promotion students develop an implementation plan as</p>	<p>At an EnHS faculty meeting on May 26, 2022 the decision was made by Industrial Hygiene (IH) faculty to discontinue the MPH subplan for IH. This decision was also approved by the advisory committee for IH. Steps will be taken to remove this option from recruitment materials and the website, as well as submit the proper documentation to the Board of Regents for their approval for this decision. Students will no longer be able to choose the IH concentration as an MPH student. One student currently pursuing this MPH concentration will be allowed to finish their current degree program with the goal of completion by the end of summer 2022.</p> <p>Please see the D4 Response spreadsheet for answers to CHP, EnHS, MCH and PHDS competencies and assessments.</p>	
--	--	---	---	--

		<p>part of a grant proposal, with a detailed budget and timeline, ensuring that their concentration competency five is more advanced than the assessments for foundational competencies related to program planning and budgeting. The additional details during on-site discussions resolved reviewers' concerns for many competencies.</p> <p>The third concern, however, relates to the site visit team's inability to validate appropriate assessments for at least five competencies for the EHS, public health data science, and public health practice concentrations. For example, the team could not validate that all students in the public health data science concentration are required to demonstrate non-parametric, resampling, and re-randomization methods consistently in assignments across different sections, as not all instructors may cover these topics. Related to validating assessments for concentration competencies, the site visit team was able to validate appropriate assessments for at least five competencies for the community health promotion and maternal and child health concentrations as required by this criterion; however, the team could not validate appropriate assessments for all listed competencies. Reviewers' findings are summarized in the D4 worksheet.</p>		
--	--	--	--	--

D4 Worksheet

<b>MPH Community Health Promotion Concentration Competencies*</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Apply theories to the development of effective public health programs and policies.	Yes	Yes
2. Create effective theory-based conceptual models to guide intervention development.	Yes	Yes
3. Ground proposals in prior work by critically reviewing the existing research literature to identify individual and environmental-level factors that can be changed to address significant public health issues.	Yes	Yes
4. Critically assess existing interventions, evaluations, and/or public health organizations.	Yes	Yes
5. Develop implementation plans for public health interventions, including timelines, budgets, and resource requirements.	Yes	Yes
6. Develop intervention materials to use for public health programs and policies.	Yes	Yes
7. Plan engagement and how to use ongoing feedback from targeted communities and other stakeholders during intervention development and implementation.	Yes	Yes
8. Develop and critique appropriate content and tools for assessment in formative, process, and outcome evaluations.	Yes	Yes
9. Conduct data analyses to determine intervention needs and evaluate effects.	No	---
10. Develop evaluation protocols and data collection plans.	Yes	Yes
11. Develop logic models as part of intervention development and/or evaluations of public health interventions.	No	---
12. Develop effective grant proposals to apply for funding to support public health interventions and/or evaluations.	Yes	Yes

\*At least 5 competencies must be deemed appropriately written, taught, and assessed for compliance with this criterion.

<b>MPH Environmental Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Evaluate hazards in various environments.	Yes	Yes
2. Analyze factors that influence the presence and magnitude of hazards.	Yes	Yes
3. Identify pathways of exposure to environmental hazards.	Yes	Yes
4. Integrate exposure and health effects knowledge to investigate health risk.	Yes	Yes
5. Propose risk management strategies, such as education, policy, or technology.	Yes	Yes

<b>MPH Epidemiology Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Develop epidemiologic research questions and formulate testable hypotheses that are grounded in the published public health literature and informed by an understanding of pathophysiology and public health impact.	Yes	Yes
2. Using data from public databases or other data sources, rigorously analyze the distribution of public health-relevant exposures and outcomes to characterize them by person, place, and time.	Yes	Yes
3. Develop and implement data management and analysis plans that use statistical procedures which are appropriate for the epidemiologic study design that is being employed.	Yes	Yes
4. Assess effect modification as well as potential sources of confounding and bias in epidemiologic study data and reports in order to draw appropriate conclusions.	Yes	Yes
5. Interpret epidemiologic research findings to determine the implications for disease prevention and control.	Yes	Yes
6. Prepare written, oral, and/or visual reports that communicate complex epidemiologic information or concepts to lay and professional audiences, including other epidemiologists.	Yes	Yes

<b>MPH Maternal and Child Health Concentration Competencies*</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Appraise & prioritize important health issues for specific MCH populations, including place, race, and status disparities in health and wellness.	Yes	Yes
2. Analyze the role of social determinants of health & how they contribute to health disparities in women, infants, children, adolescents, and/or pregnant & parenting families.	Yes	Yes
3. Analyze & select appropriate evidence-based guidelines for newborn, child, adolescent, maternal, paternal reproductive, and women's health, including Title V programs.	Yes	Yes
4. Integrate elements of the life course health development framework in programs and policies.	Yes	Yes
5. Apply family-centered philosophical constructs to critique practices, programs, or policies that affect MCH population groups, including children and youth with special health care needs (CYSHCN).	Yes	Yes
6. Formulate an important MCH practice, research or policy question based on scientific literature to present a rationale for MCH policies and programs.	Yes	Yes
7. Develop, edit, or use surveys, questionnaires, indicators, or other qualitative or quantitative tools to help assess MCH population needs or evaluate the effectiveness of an existing program for specific MCH population groups.	Yes	Yes
8. Develop a grant proposal targeted to federal, state, local or philanthropic grant sources to support MCH interventions, programs, or research.	Yes	Yes

9. Analyze ethical issues faced by MCH populations in different settings, including clinical care, community-based settings, research, or public health practice.	Yes	Yes
10. Develop communication tools for programs and policies for diverse audiences.	Yes	Yes
11. Conduct an environmental scan or other community needs assessment to identify systems, stakeholders, programs, practices or other features that impact the health of MCH populations in a given location.	Yes	Yes
12. Identify and analyze factors that facilitate implementation of evidence-based programs in MCH or otherwise assist in MCH program implementation.	Yes	Yes

\*At least 5 competencies must be deemed appropriately written, taught, and assessed for compliance with this criterion.

<b>MPH Public Health Data Science Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Apply appropriate coding practices, and use at least one statistical programming language to manipulate, visualize and analyze data.	Yes	Yes
2. Develop robust, reproducible, and automated pipelines for processing and presenting data relevant to public health.	Yes	Yes
3. Select and carry out common data analysis methods, including exploratory data analysis, descriptive statistics, estimation (point and interval), hypothesis testing, regression methods for continuous, categorical, and censored data.	Yes	Yes
4. Implement and assess the performance of models for predicting outcomes using public health data.	Yes	Yes
5. Interpret the outputs of data analyses and prediction models and communicate them to non-statisticians.	Yes	Yes

<b>MPH Public Health Nutrition Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Apply theoretical and/or skill-based knowledge of nutrition science needed for PHN practice.	Yes	Yes
2. Apply current, evidence based best practices for dietary, biochemical and/or anthropometric methods for assessing nutritional status.	Yes	Yes
3. Utilize scientific literature effectively and efficiently by understanding how to locate, access, and use reliable resources for evidence-based diet and nutrition information.	Yes	Yes
4. Identify the components of effective nutrition messaging from a public health perspective, including how nutrition messaging strategies may vary by target population or community demographics.	Yes	Yes
5. Evaluate how social determinants of health affect the nutritional status of individuals and/or populations, including their contribution to disparities in nutrition-relevant health outcomes.	Yes	Yes

6. Design and implement a needs assessment to inform the development of a nutrition or physical activity program or policy, systems or environmental intervention.	Yes	Yes
7. Develop theory-informed goals, objectives, and implementation plans for the design of a nutrition or physical activity program or policy, systems or environment intervention.	Yes	Yes
8. Prepare a budget for the development and evaluation of a nutrition or physical activity intervention.	Yes	Yes
9. Understand evidence-based dietary guidelines and nutrition recommendations issued to the public in the US and utilize them to develop nutrition communications and/or guide applied PHN practice.	Yes	Yes

<b>MPH Public Health Policy and Administration Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Apply an understanding of the principles of healthcare delivery systems to current public health policy and administration.	Yes	Yes
2. Develop management and leadership skills for public and population health care programs, organizations, and systems.	Yes	Yes
3. Apply high quality, scientifically rigorous research to address problems in public health policy and administration.	Yes	Yes
4. Develop and analyze public health policy.	Yes	Yes
5. Analyze and dismantle organizational policies & practices that perpetuate racism & inequity.	Yes	Yes

<b>MPH Public Health Practice Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Apply principles of interdisciplinary One Health leadership.	Yes	CNV
2. Develop skills in systemic thinking and understand how systems are connected and interdependent, and understand the potential consequences that systems may have on communities.	Yes	CNV
3. Explain the effects of policies, programs, community-based interventions that promote improving health for different populations in communities.	Yes	CNV
4. Demonstrate how to turn data into information and action to influence public health policies and programs.	Yes	CNV
5. Demonstrate how data and information is developed and conveyed to different audiences (professionals and the public) using a variety of media approaches.	Yes	CNV



**D5. MPH APPLIED PRACTICE EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		All MPH students complete an applied practice experience (APEX), structured as an individual internship. The school tracks APEX placements and assessment of competencies in an online module. Upon completion of the APEX, students upload relevant work products through the online module, which also functions as a repository. Both the preceptor and student submit evaluations of APEX performance and evaluate the student's demonstration of designated competencies through the online module. At the end of the APEX, the faculty advisor reviews products for competency attainment.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		The APEX coordinator, a staff member, maintains information on the APEX webpage and creates tools to clarify the process and timeline for students and preceptors.		
All students demonstrate at least five competencies, at least three of which are foundational		<p>The self-study document outlines six steps in APEX completion: 1) selection of competencies, 2) entry of administrative information about the placement, 3) registration for the APEX course, 4) completion of the placement, 5) evaluation, and 6) grading.</p> <p>Students complete a competency assessment tool (CAT) to help them select the five competencies (three are foundational) they will practice at their site. Faculty advisors reinforce the importance of students having clear discussions with their preceptors about expectations,</p>		

		<p>competencies to be practiced, and the specific products that will result from the APEX. After entering administrative information, students can register for the APEX course. Most students register for one to two APEX credits. Students in joint degree programs typically take more credits.</p> <p>During the site visit, faculty described how preceptors assign work products and how students, preceptors, and faculty evaluate the assigned work products to assess competency demonstration. Examples of recent products include contact tracing infographics, policy briefs, data analyses, literature reviews, and resource guides.</p> <p>The dean emeritus described the APEX as the “crown jewel” of the student experience. Faculty, alumni, and students also described the APEX in favorable terms. Preceptors indicated that APEX students are well prepared and described students’ contributions to their organizations.</p>		
--	--	--	--	--

**D6. DRPH APPLIED PRACTICE EXPERIENCE**

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

**D7. MPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The school has developed student handbooks for all MPH concentrations that describe ILE prerequisites and requirements. Near the end of the program, students register for the concentration-specific ILE course. Students prepare a proposal and submit it to their advisor (who can either be their academic advisor or another faculty member) for approval. All concentrations have well-established and documented procedures by which students propose competencies (minimum of three total) appropriate for their educational and professional goals. The proposed competencies are reviewed and approved by the ILE advisor during the proposal process.	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies		The format for each type of written product is clearly defined in the student handbooks and/or in the ILE course syllabi. Options for high-quality products vary by concentration and include the following: a grant proposal formatted for NIH or other granting agencies; a critical literature review; a critical analysis of the student's APEx in the format of an APHA Public Health Practice Vignette; a written report of primary or secondary data analysis following scientific format; a report of a needs assessment or program or policy evaluation; and an interactive data visualization/analysis tool. For example, epidemiology students have the option of preparing a data analysis report or developing a grant proposal; both must be designed to address a research question. Community health promotion students have the option of writing the		

		<p>APEX critical analysis, conducting an organizational assessment, or preparing an evaluation of a public health program or policy.</p> <p>The site visit team asked for additional details about the critical analysis APEX option to determine if this option met the standard of being a high-quality written product. Faculty members explained that students build upon APEX work products and do not just reflect on them. One faculty member gave an example of a student who developed colon cancer information sheets and wrote her critical analysis on how to implement the use of these documents within an educational program. The site visit team reviewed samples of this format, and others, and validated that ILE products were of a high quality.</p> <p>Other examples of recent projects include “Cross-Sectional Spatial Analysis of Community Level Diabetes Morbidity and Resource Density and Diversity in the Twin Cities;” “The Impact of a Parent-Targeted Obesity Treatment Intervention on Children’s Quality of Life;” and “The Black Birth Summit: A Critical Analysis of Community Engagement to Reduce Health Inequities in Infant Mortality.”</p> <p>During the site visit, faculty and school leaders explained the iterative process through which students prepare drafts, receive feedback from their primary faculty advisor, and continue to make revisions until the ILE product is ready to be reviewed by a second reader. Both the first and second reader assess the product for synthesis of chosen competencies. Students who need additional support with writing skills are directed to the university’s writing center.</p>		
--	--	--	--	--

**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

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

**D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM**

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

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

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

**D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

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

**D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

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

**D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES**

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

**D14. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The MPH program requires a minimum of 42 semester credits. The exact number of credits varies by concentration and program type. One hour of instruction equals a 50-minute block of classroom instructional times, i.e., a one credit course meets for 50 minutes each week for the length of the semester.	<a href="#">Click here to enter text.</a>	

**D15. DRPH PROGRAM LENGTH**

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

**D16. BACHELOR'S DEGREE PROGRAM LENGTH**

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

**D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school has five MS degree programs: biostatistics, clinical research, EHS, EHS: industrial hygiene, epidemiology and health services research, policy, and administration (HSRPA). The MS in epidemiology is only available to PhD students in epidemiology who do not complete that degree program and is rarely conferred.	At an EnHS faculty meeting on May 26, 2022 the decision was made by Industrial Hygiene (IH) faculty to discontinue the IH subplan and develop IH into its own MS degree. The IH advisory board was consulted in June 2022. Steps will be taken to develop a proposal for a new MS degree including new competencies and assessments. The proposal will need approval by the SPH Educational Policy Committee and the UMN Board of Regents. Faculty and staff advisors, as well as admissions staff will be notified when the program has been	The Council appreciates the school's response to the site visit team's report regarding its plans to discontinue the MS in environmental health: industrial hygiene. The concern remains until the school can confirm that the discontinuation has been finalized.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		As described in Criterion D4, the industrial hygiene degree functions as a sub-plan of the MS in EHS and was not documented as a separate degree offering in the self-study document. This degree requires students to take 23 credits of industrial hygiene courses as well as 11 credits of electives.		
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency		All MS students are required to take a two-credit course, PubH 6250: Foundations in Public Health, which addresses		

Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework		and assesses the foundational public health learning objectives. Students may be exempt from this requirement if they enter the program with a CEPH accredited degree or pass the equivalency exam described in Criterion D1. The course assessments explicitly map to each of the foundational public health learning objectives. During the site visit, school leaders explained that the course, while listed as two credits, functions as a three-credit course, in that the content extends well beyond the twelve required learning objectives and provides more in-depth content on the structure of the public health system, regulatory and legal public health structures, and ethical issues in public health. Reviewers' findings are summarized in the D17 worksheet.	approved. Currently enrolled students will be allowed to complete their EnHS MS degree plan that was in place upon admission. Discontinuing the subplan requires Board of Regents approval. We anticipate this will take approximately one year.	
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				
Students have opportunities to engage in research at level appropriate to program's objectives		<p>In addition, each of the concentrations, except for industrial hygiene, defines between three and five competencies that define an appropriate depth of knowledge and skills. The site visit team validated that the school grounds each of these curricula in competencies.</p> <p>The concern relates to the team's inability to validate that industrial hygiene students complete a curriculum based on defined competencies, as required by this criterion, since the self-study did not present the concentration as a separate degree offering with competencies.</p> <p>All MS students are required to take courses that address instruction in scientific and analytic approaches. At the end of the program, all students are required to complete a master's project to demonstrate their ability to conduct research in their discipline. Each student has an examination committee, made up of two graduate faculty members and one graduate faculty member from another</p>		



		<p>program, who evaluate the project. Students must also pass an oral exam.</p> <p>During the site visit, both students and faculty explained the many opportunities that exist for students to engage in research. Students often work directly with their faculty advisors. Advisors may also direct students to other faculty and research centers at the school and within the university.</p>		
--	--	--	--	--

D17 Worksheet

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

**D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers PhD degrees with concentrations in biostatistics, EHS, HSRPA, and epidemiology, with two epidemiology sub-plans (social/behavioral and clinical/biological) that constitute concentrations in CEPH's definitions. Students take an additional 29 credits within the sub-plan. The self-study did not document the epidemiology sub-plans as separate degree offerings.	The epi graduate faculty has agreed to discontinue the social behavioral and clinical biological subplans (tracks) at the university level. Going forward, epi doctoral student advisors will work with students to help them choose electives depending on student interest in the areas of social behavioral and clinical biological epidemiology. Discontinuing the subplan requires Board of Regents approval. Currently enrolled students will be allowed to complete their Epi PhD degree plan that was in place upon admission.	The Council appreciates the school's response to the site visit team's report regarding its plans to discontinue the PhD in epidemiology: social/behavioral and PhD in epidemiology: clinical/biological. The concern remains until the school can confirm that these discontinuations have been finalized.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		Doctoral degrees in the School of Public Health are administered through the Graduate School. Degree requirements range from at least 48 credits to 81 credits depending on the concentration, with a minimum of 24 credits of formal coursework and 24 credits of doctoral research for each plan of study.	At an EnHS faculty meeting on May 26, 2022 the decision was made by Industrial Hygiene (IH) faculty to discontinue the IH subplan and develop IH into its own PhD degree. The IH advisory board was consulted in June 2022. Steps will be taken to develop a proposal for a new PhD degree including new competencies and assessments. The proposal will	
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level		All PhD students are required to take PubH 6250: Foundations in Public Health which addresses and assesses the foundational public health learning objectives as described in Criterion D17. Like MS students, students who enter the program with a CEPH accredited degree or who pass the equivalency exam are exempt from this requirement. The team's findings are summarized in the D18 worksheet		
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program		The school defines five competencies for its PhD in biostatistics, five for its PhD in EHS; and 11 competencies for its PhD in HSRPA. The school defines six epidemiology		

<p>Students have opportunities to engage in research at appropriate level</p>		<p>competencies that apply to both epidemiology concentrations. Competencies are written at a level appropriate for doctoral students.</p>	<p>need approval by the SPH Educational Policy Committee and the UMN Board of Regents. Faculty and staff advisors, as well as admissions staff will be notified when the program has been approved. Currently enrolled students will be allowed to complete their EnHS PhD degree plan that was in place upon admission. Discontinuing the subplan requires Board of Regents approval. We anticipate this will take approximately one year.</p>	
<p>Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study</p>		<p>The concern relates to reviewers' inability to validate that students in the epidemiology: social/behavioral and epidemiology: clinical/biological degree programs complete curricula based on defined competencies, as required by this criterion. The self-study did not present any competencies for these sub-plans.</p> <p>All students take extensive coursework that addresses scientific and analytical approaches to public health.</p> <p>The site team validated that in addition to competencies, the school provides sufficient doctoral coursework to differentiate the degree from the MS programs in the same concentration.</p> <p>The advanced research project for each degree program is a dissertation that is completed under guidance of a dissertation director/advisor and a committee of four members. Three of the four dissertation committee members must approve the dissertation.</p> <p>Recent examples of dissertations include one in biostatistics focused on modeling and inference procedures for different types of neuroimaging and genomics data; one in EHS that examined physical and psychosocial factors that contribute to the occurrence of work-related injuries among the aging U.S. workforce; and one in epidemiology focused on the impact of marijuana legalization on marijuana and alcohol use and traffic fatalities.</p>		

		In addition to the dissertation, students have additional research opportunities through collaborations with faculty. Through grant-funded research, students can serve as research assistants working on faculty research that may inform student's dissertation. Additionally, through a T32 cancer disparities training grant, some students have the opportunity to work with community mentors on research. During the site visit, PhD students validated the many research opportunities available to them.		
--	--	---	--	--

D18 Worksheet

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

**D19. ALL REMAINING DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers an MHA in two formats, full-time and executive. The full-time MHA program is 60 credits, and the executive MHA is 42 credits and is geared toward those already employed with a minimum of three years of management or clinical experience.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		<p>All full-time MHA and executive MHA students take several courses to address and assess the foundational public health learning objectives.</p> <p>Full-time MHA:</p> <ul style="list-style-type: none"> <li>● PubH 6525: Introduction to Population Health (2 credits)</li> <li>● PubH 6526: Professional Development (1 credit)</li> <li>● PubH 6541: Statistics for Health Management Decision-Making (3 credits)</li> <li>● PubH 6555: Topics in Health Economics (2 credits)</li> <li>● PubH 6556: Health and Health Systems (3 credits)</li> <li>● PubH 6571: Healthcare Quality, Safety, and Performance Improvement (2 credits)</li> </ul> <p>Executive MHA:</p> <ul style="list-style-type: none"> <li>● PubH 7525: Introduction to Population Health (2 credits)</li> <li>● PubH 7541: Statistics for Health Management Decision-Making (3 credits)</li> </ul>		

		<ul style="list-style-type: none"> <li>● PubH 7542: Quality Improvement and Patient Care (2 credits)</li> <li>● PubH 7555: Topics in Health Economics (2 credits)</li> <li>● PubH 7564: Private Purchasers of Health Care (2 credits)</li> </ul> <p>The site visit team reviewed the syllabi and assignments for the courses and confirmed that an appropriate and specific assessment activity is defined for each foundational public health learning objective as detailed in the D19 worksheet.</p>		
--	--	---	--	--

D19 Worksheet

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

**D20. DISTANCE EDUCATION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The school has a long history with distance education programs, with the first distance-based course offered in 1999. The distance-based programs allow working professionals to pursue graduate professional education.	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated		The school offers two entirely online degree programs, including the MPH in maternal and child health and the MS in clinical research. Three additional degree programs are designed to allow completion by students who are distant from campus, but students have the option to attend classes on campus. Many distance-based students attend the school's on-campus, weeklong Public Health Institute, held each May.		
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners		The MPH in public health administration and policy is offered online, but students may attend the on-campus, week-long Public Health Institute PHI in the summer for credits. The MPH in public health practice offers options for both in-person and online (mainly asynchronous) core and elective courses. The MHA executive track is delivered online and asynchronously.		
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services		Online course creation and delivery are supported by the school's Office of E-Learning Services, which comprises an education and academic technology team. Courses are developed with a focus on effective educational practices, with most courses relying primarily on asynchronous lecture, asynchronous discussion boards, group projects with interactions managed by the students, and synchronous office hours. Regular interaction between		
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated				

with identity verification		<p>students and engagement with the instructor is achieved through intentional interactions designed during course development, such as online discussion and meaningful feedback. The executive MHA requires a synchronous kick-off session each semester for students and faculty teaching that semester. During the site visit, faculty confirmed the occurrence of regular interaction through the methods described above.</p> <p>The online MPH degree programs have the same admissions, curricular, and graduation requirements as the campus-based programs. While the MHA core curriculum and competencies do not differ between the in-person and executive tracks, the number of credits does differ.</p> <p>Evaluation is the same for campus-based and distance education programs or courses. The school's Educational Policy Committee reviews all new and substantially revised courses and programs. The E-Learning Services director reviews course evaluations for online courses to identify areas for improvement, especially areas where instructional designers might have an impact on course success.</p> <p>Program integrity and fidelity are maintained through a two-factor authentication process (Duo) to verify student identification at the time of enrollment. Course content is delivered through a secure connection using the Canvas Learning Management System.</p> <p>All students in the online programs have access to the same student services support resources at the program, school, and university level as their campus-based</p>		
----------------------------	--	--	--	--



		counterparts. For IT support, students have 24/7 support via the University's 1-Help service and can access individual support through the School's Office of E Learning Services.		
--	--	--	--	--

**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		<p>All 112 PIF appear well-qualified to teach and supervise students. All faculty at the rank of assistant professor and above hold doctoral degrees in the same or a closely related field to the concentration with which they are affiliated. Additionally, 44 of the 68 non-PIF hold terminal degrees in their fields (e.g., PhD, DrPH, MD, DVM). Faculty training and experience are highly relevant to the nature of the programs with which they are affiliated. For example, the director of the public health practice program has held leadership positions in governmental public health and is well-connected with practitioners and practice opportunities for students.</p> <p>During the site visit, doctoral and masters' students uniformly agreed that faculty are well-qualified to teach in their respective disciplines. In addition to teaching, several students remarked that many faculty are leading researchers in their field and have been able to provide them with or refer them to meaningful research experiences.</p>	<p><a href="#">Click here to enter text.</a></p>	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)				

**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The school has strong connections with the state health department, which provides preceptors and supervisors for students' applied practice experiences as well as guest lectures in courses (particularly in the Summer Public Health Institute) and feedback on curriculum.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		Additionally, the school hires faculty with previous practice experience. For example, two faculty members within the Division of Environmental Health Sciences previously worked for the state health department.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>Public health practitioners can also serve as affiliate faculty and provide guest lectures. Recent examples include a lecture about toxicology testing in PubH 6160: Principles of Toxicology II and a lecture about environmental health risk assessments and its application in regulatory settings in PubH 6112: Environmental Health Risk Assessment.</p> <p>The school also has a strong formal mentoring program that links students with public health practitioners; each year over 400 student/mentor pairs provide professional development opportunities for students.</p> <p>During the site visit, alumni and stakeholders spoke very positively about the integration of practice perspectives into the curriculum. Several alumni/stakeholders spoke about serving as adjunct instructors within the school and of providing lectures on specific topics.</p>		

**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The school is strongly committed to instructional effectiveness. Primary faculty are required to participate in training activities to maintain and improve their teaching and maintain currency each year, and non-primary instructional faculty are encouraged to participate. There are both formal and informal programs and support offered at the university, school, and divisional levels. The university has a Center for Educational Innovation, which provides a variety of teaching workshops and teaching resources, especially aimed at early and mid-career faculty.</p> <p>At the school level, junior faculty are mentored in teaching by more senior faculty. The assistant dean of faculty works with them to establish pedagogical plans. Additionally, all primary and non-primary who teach fully online courses work closely with highly qualified instructional designers from the Office of E-Learning Services on effective online pedagogy. In addition, in 2020-2021, all faculty were required to attend a workshop on anti-racist pedagogy offered by the school.</p> <p>At the divisional level, various forms of teaching support are offered. Examples include the following: 1) The Division of Epidemiology and Community Health hosts a seminar series that includes at least one session per year on teaching and learning; 2) The Division of Biostatistics</p>	<p>Click here to enter text.</p>	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>hosts a monthly meeting for faculty focusing on issues in pedagogy; and 3) In fall 2021, the Division of EHS launched a monthly “Lunch and Learn” series on teaching and learning.</p> <p>Teaching is assessed through student evaluation, instructor self-evaluation and peer evaluation. The university requires that students in every course complete an evaluation, which includes questions on both the instructor and the course. Completion of student evaluation of teaching forms has been tied to the release of grades, which greatly increases response rates and therefore, the representativeness of the findings. The results are reviewed by school leaders and shared with individual faculty as part of the annual evaluation process. Student evaluations of MPH core courses are also reviewed by the Curriculum Subcommittee of the Educational Policy Committee. School leaders work with faculty who receive ‘below average’ scores to understand possible deficiencies and develop strategies to address them, including directing such faculty to participate in a university teaching development program that convenes every two weeks for a year.</p> <p>In addition, faculty self-assess their teaching. As part of the annual review process, each faculty member is required to prepare a two-page narrative about their teaching, including what they have done to maintain currency and enhance pedagogical methods. In addition, there are school-wide and divisional requirements for self-assessment of teaching, which are tied to merit increases.</p>		
--	--	--	--	--

		<p>Finally, the university and school are in the process of implementing a peer review of teaching process. The school initiated a pilot evaluation process in 2021-22, beginning with a cohort of ten faculty members who are undergoing review for tenure and promotion. It includes a review of syllabi, assignments, and student feedback. This action is tied to the school's first listed indicator to measure instructional effectiveness: peer/internal review of curricula for currency.</p> <p>The school's second indicator, student satisfaction with overall instructional quality, is measured on the student evaluation of teaching forms and evaluated by the Education and Policy Committee. In 2020, all faculty had median scores between four and six on a six-point scale.</p> <p>In addition, the school tracks courses that integrate technology in innovative ways to enhance learning as its third indicator. As an example of how the school integrates technology to enhance student learning, the Office of E-Learning Services designed and implemented course templates for all online courses. The templates serve to improve student experience by ensuring navigability of the courses and easy access to course materials, lectures, and assignments.</p>		
--	--	---	--	--

**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>As a Carnegie Foundation Research 1 Institution, expectations for faculty research are embodied in the Board of Regents Policy on Faculty Tenure and in the school's promotion and tenure guidance. Each faculty member is expected to advance the institution's program of research, teaching, and service. Awarding tenure is based on the determination that the faculty member has established and is likely to continue to develop a distinguished record of academic achievement and demonstrates a commitment to the advancement, communication, and utilization of knowledge.</p> <p>The university and school support research and scholarly activities in numerous ways. At the school level, the leadership provides instrumental support, through regular meetings and structured mentoring programs with new faculty; centralized technical support for grant submissions; networking and collaborative opportunities; structured feedback to junior faculty on grant applications; sabbatical leaves to support specific faculty research projects; and opportunities to participate in National Center for Faculty Development and Diversity and NIH webinars and career development programs. At the university level, there are several different types and categories of funds available to support the development of research proposals and to support research, including seed, match, bridge, and travel funding.</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>School faculty actively participate in at least a dozen university research centers and scholarly initiatives, relevant to public health, often in leadership roles, including the following: the Clinical and Translational Science Institute, the Biostatistical and Data Analysis Center, the Masonic Cancer Center, the Center for Global Health and Social Responsibility, and the Center for Infectious Disease Research and Policy. In addition, the school hosts at least 11 research centers, such as the Center for Antiracism Research for Health Equity, the Center for Violence Prevention and Control, the Center for Healthy Aging and Innovation, and the Epidemiology Clinical Research Center. Faculty conduct research in a wide range of public health issues, that align with the school’s mission and curricular offerings.</p> <p>Faculty research and scholarly activities are integrated into instruction. For example, PubH 7420: Clinical Trials: Design, Implementation and Analysis draws on the instructor’s extensive experience in conducting clinical trials. Groups of students are required to critique the research protocol of an ongoing clinical trial, develop a research question and study design, and write a protocol for a new clinical trial. PubH6049: Legislative Advocacy Skills for Public Health draws on the instructor’s expertise in state alcohol policy and advocacy. Students work with a lobbyist, legislative staff member, or legislative liaison to learn about the state legislative process. PubH 7200: Aspects of Asian American Health draws on the instructor’s expertise in conducting research and developing programs with community partners. Students review research on health disparities and their impact on the Asian American Community.</p>		
--	--	---	--	--

		<p>During the site visit, students and faculty described the many opportunities that exist for students to engage in research. Students often work directly with their faculty advisors. Advisors may also direct students to other faculty and research centers within the school and university that are aligned with students' interests. All MS and PhD students conduct research projects mentored by one or more faculty advisors, as described in Criteria D17 and D18. Many students begin participating in faculty research and then develop their own capstone projects, theses, and dissertations with faculty mentorship.</p> <p>Examples of opportunities for student involvement include the following: master's and doctoral students have opportunities to participate in policy-oriented research with the State Health Access Data Assistance Center (SHADAC). The Midwest Center for Occupational Health and Safety offers tuition-assisted graduate training programs. The Data Coordinating Center provides biostatistics students with opportunities to work as graduate research assistants, gaining experience in data cleaning, analysis, as well as scientific writing and communication.</p> <p>The outcome measures for faculty research and scholarly activities listed in the self-study include the following: percent of faculty participating in funded research (target: 90%); total research funding through grants and contracts (target: \$71 million/\$550,000 per faculty); and percent of faculty with grant submissions and awards (targets: 80% and 85%). The school has met or exceeded its targets for the past three years for each of the measures, except for the percent submitting grants: at least 90% of faculty participate in funded research; annual awards ranged</p>		
--	--	--	--	--



		from \$66 to \$267 million; at least 68% of faculty submitted grant proposals; and at least 91% were awarded.		
--	--	---	--	--

**E5. FACULTY EXTRAMURAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The school highly values both engagement with the community and service to academic/professional peers as forms of faculty extramural service. The school's commitment to service is included in three of its goals (community engagement, continuing education, advancement of DEI in all activities). The self-study describes service as an important supplementary component for tenure and/or promotion, though the school does not have specific expectations regarding the proportion of faculty time dedicated to service. Recent updates to the school's tenure and promotion policy have emphasized the importance of service activities that focus on advancing diversity, equity, and inclusion, community engaged work, and team science.</p> <p>The university provides support for community engagement through the Office of Public Engagement and the University's Action Plan for Public Engagement. The UMN Center for Global Health and Social Responsibility provides financial support for faculty engagement.</p> <p>Three examples of faculty service activities integrated into instruction include 1) a collaboration between biostatistics faculty and students and the St. Paul Public</p>	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		<p>Schools to create curriculum on “human sustainability” using environmental pollution metrics; 2) COVID-19 modeling work conducted by faculty members in collaboration with the Minnesota Department of Health, which involved students and is now used in the classroom to provide data sets, case studies, and applied practice experiences; 3) a faculty member’s extensive work as a tribal technical advisor has resulted in the development of a graduate minor in American Indian Health and Wellness, which includes six service-learning courses.</p> <p>Faculty have involved students in their service activities, including the following examples: 1) policy advocacy to help pass the Staple Food Ordinance; 2) community mobilization and advocacy around the prevention of violence between police and young Black men in the city; and 3) a partnership with the Minnesota Diverse Elders Coalition at which a student presented research related to addressing disparities in long-term care quality. During the site visit, faculty also shared examples of collaborations with the Minnesota Department of Health in which epidemiology students conducted outbreak investigations and MCH students worked to develop a public service announcement in a service-learning course.</p> <p>The school has identified the following three indicators of faculty involvement in service:</p> <ul style="list-style-type: none"> <li>● Percent of total faculty participating in extramural service: based on performance evaluations and CVs, virtually all faculty participate in service (98%-100%).</li> <li>● Number of community-based service projects: a large number of projects were reported in the self-study,</li> </ul>		
--	--	--	--	--

		<p>ranging from 143 in 2019-20 to 195 in 2020-21; between 33% and 45% included student involvement.</p> <ul style="list-style-type: none"> <li>Public/private or cross-sector partnerships: faculty have maintained partnerships including with the Minnesota Learning Health System, the Minnesota Department of Corrections, the Center for Infectious Disease Research and Policy, and the Exposure Science and Sustainability Institute.</li> </ul>		
--	--	---	--	--

**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The school engages community members regularly through two formal avenues, the Campaign Council and the SPH Alumni Board. The Campaign Council is made up of 16 members who represent school faculty, staff, current students, alumni, faculty from outside of the school, and individuals from non-governmental organizations, industry, foundations, and local government. Examples of stakeholders include a retired institutional investment consultant and global human rights and health care volunteer, the president of Medtronic Foundation, and the commissioner of the Minnesota Health Department. The committee has been meeting quarterly, and the school is planning to evolve the Council with the incoming dean's guidance, likely to an advisory board. During the site visit, school leaders explained that while this is likely the plan, it is the incoming dean's decision.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>student outcomes</li> <li>curriculum</li> <li>overall planning processes</li> <li>self-study process</li> </ul>				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		<p>The SPH Alumni Board is composed of 20 alumni across the different degree programs that the school offers and meets monthly.</p> <p>In addition, the school engages advisory boards for specific programs, special events, or grants such as the Center for Health Aging and Innovation’s Aging Assembly, the Public Health Administration and Policy Community Advisory Board, and the Food for Health Event Advisory Board. These advisory groups typically include alumni, practitioners, community partners, non-governmental organizations, employers, and governmental agencies.</p> <p>The school engages its Campaign Council, SPH Alumni Board, other advisory boards, preceptors, and guest lecturers to collect feedback about the content and currency of the curricula as well as its relevance to current and future practice needs. The centers and programs review feedback from their advisory boards and stakeholders and provide data to school committees as needed.</p> <p>Faculty and school leaders noted that the school does not have a single, central body tasked with providing broad advice on education and training and is considering adding a board of visitors in the future. When asked during the site visit, school leaders shared that they have been discussing this and want to create a more central review to increase efficiency.</p> <p>In 2020, the school solicited feedback about its guiding statements and evaluation measures from over 2,000 members of the school community including students, staff, faculty, and external partners. The school also</p>		
--	--	---	--	--

		<p>engaged these same groups in the development of the self-study. Specifically, the school created a reaccreditation webpage with options to provide feedback and promoted the webpage to external partners. Additionally, the school invited members of employer and alumni focus groups to review draft sections and provide feedback.</p> <p>The Campaign Council and the program-specific advisory groups provide the school with feedback about the changing practice and research needs. For example, the Campaign Council identified diversity, equity, and inclusion as an important area to focus on and to fund. The school received a generous gift that will help fund research in the school's Center for Antiracism Research for Health Equity.</p> <p>The school engages employers through focus groups. The school plans to engage a minimum of 10 employers each year through this process. Additionally, the program-specific advisory groups such as the Public Health Administration and Policy Community Advisory Board provide feedback that these programs use to improve the curriculum. Finally, the school's Career and Professional Development Center regularly receives written or verbal feedback from employers through a more informal process. The site visit team validated that the employer data that the school collects is useful and allows for the school to make necessary curricular changes.</p> <p>Examples of changes based on feedback include increased toxicology content in required industrial hygiene courses based on feedback from the program advisory board, and increased leadership and budgeting content in a research</p>		
--	--	---	--	--

		<p>seminar based on stakeholder feedback about the need for these skills.</p> <p>Stakeholders who met with site visitors validated that the school solicits their feedback and noted that they appreciate the school's openness to their suggestions. Campaign Council and SPH Alumni Board members said that they had positive experiences as part of these groups.</p>		
--	--	--	--	--

**F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The school provides multiple avenues for students to engage in community and professional service through centers, summer programs, division level opportunities, and service-related groups.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<p>The school introduces students to service through its website and its annual orientation. Additionally, the school sends out weekly newsletters via email that detail opportunities. The SPH School Senate provides scholarships for students to attend professional conferences, and the school hosts an online database and provides a zero-credit course, PubH 0020, to support student volunteer efforts.</p> <p>Students can select volunteering experiences through the school's database and then engage in summer activities such as the Summer of EngageMNT program that matches students with a community partner to address societal</p>		

		<p>issues. Students can volunteer for a few hours or engage in a longer-term experience. As part of these opportunities, students may engage in data analysis, GIS mapping, graphic design, background research, phone campaigns, social media engagement, and more on behalf of the community partner.</p> <p>The school's Community Health Initiative also offers students opportunities to engage in consulting partnerships and additional internship opportunities beyond the degree requirements. Students engage with local non-profits and businesses to address public health issues or health disparities. In the last three years, 98 public health students engaged in semester-long consulting partnerships and 58 engaged in summer internships.</p> <p>At the school level, students also can engage in the Medical Reserve Corps. Specifically related to COVID-19, 33 students have assisted with contact tracing and contact investigations, 23 have provided command center support, seven supported testing sites, and five supported a large-scale campus testing event.</p> <p>At the division level, students have additional opportunities. The Biostatistics Division provides students funding to attend professional conferences. The health policy and management division supports a student driven organization and the MHA Community Stewardship Initiative provides volunteering opportunities.</p> <p>The school also sponsors other service-related groups that provide volunteering opportunities such as the</p>		
--	--	--	--	--

		<p>Health Equity Work Group, the Maternal and Child Health Interest Group, and the Public Health Advocacy Student Alliance. Examples of recent service opportunities include a donation drive for Afghan refugees, coat drives, and meal assembly.</p> <p>In addition to the above examples, students have recently engaged with Open Arms to assemble meals and educate low-income families on public issues through Give Kids a Smile. Other MPH students assisted faculty with developing information sheets and graphics for Hennepin County Jail related to best practices to addressing COVID-19.</p> <p>Students and alumni validated and appreciated the many opportunities to participate in service activities and engage with communities.</p>		
--	--	---	--	--

**F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		<p>The school provides professional development primarily through its centers and has chosen its priority populations based on faculty expertise within the centers. The school’s identified priority communities are as follow:</p> <ul style="list-style-type: none"> <li>• Agricultural workforce (served via the Upper Midwest Agricultural Safety and Health Center)</li> <li>• Occupational safety professionals including occupational health nurses, industrial hygienists, and occupational medicine physicians (served via the Midwest Center for Occupational Health and Safety)</li> </ul>		



		<ul style="list-style-type: none"> <li>● Workers from various occupations that may be exposed to hazardous materials (served via the Midwest Consortium for Hazardous Waste Worker Training)</li> <li>● Dietitians, nutritionists, nurses, and others who provide nutrition-related services to pregnant and postpartum women, infants, children, adolescents, and their families (served via the Leadership Education and Training Program in MCH Nutrition)</li> <li>● Current and future public health maternal and child workforce, agencies funded through Title V or that serve these populations (served via the Center for Leadership Education in Maternal and Child Public Health, a HRSA-funded Center of Excellence)</li> </ul> <p>Each of the centers works with its own advisory boards to assess community professional development needs. For example, the Upper Midwest Agricultural Safety and Health Center’s staff and advisory board engage with industry leaders, workers, and governmental agencies to determine three to four emerging issues on which to develop training. Most recently, the center identified stress and mental health; manure management; anti-microbial resistance; and aging on the farm as the emerging issues.</p> <p>As another example, the Midwest Center for Occupational Health and Safety conducted two multi-state continuing education needs assessments. The needs assessments identified the highest priority issues as legal issues, compliance with new standards, risk management, management issues, risk communication, and accident prevention.</p>		
--	--	---	--	--

		As a third example, the Leadership Education and Training Program in MCH Nutrition uses the Title V Information System to determine priority population needs and conducts its own needs assessment every five years. Through the needs assessment and database, the training program determined that 51% of state nutritionist staff are not involved in MCH Title V Block Grant applications or services and plans to focus on providing training related to leadership development, cultural competence, reducing health disparities, and integrating public health and clinical services.		
--	--	---	--	--

**F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>Each of the school's centers reviews the needs assessment data and develops relevant trainings. School faculty work in the centers and review the needs assessment data. Faculty in each of the centers also engage in planning trainings both from a subject matter expertise and general oversight perspective.</p> <p>The site visit team validated that the centers provided training responsive to the needs that the priority populations identified.</p> <p>Recent examples of trainings through the Upper Midwest Agricultural Safety and Health Center include trainings for immigrant dairy workers and a webinar series covering topics such as farm safety with livestock and produce,</p>	Click here to enter text.	

		<p>child agricultural safety and health, and Parkinson’s and farming.</p> <p>The Leadership Education and Training Program in MCH Nutrition has provided leadership training for mid-career dietitians/nutritionists serving maternal and child health populations to prepare them for leadership roles at the state level. The program offered the National Maternal Intensive Course, which was attended by 265 live participants.</p> <p>The Midwest Center for Occupational Health and Safety provided trainings addressing worker health, opioids and occupational health providers, workers injuries and compensation, and more between 2019 and 2021. Seventy-seven stakeholders attended the trainings related to worker health, 73 attended opioids and occupational health providers trainings, and 95 attended workers injuries and compensation trainings.</p> <p>During the site visit, stakeholders expressed satisfaction with the centers’ training offerings.</p>		
--	--	--	--	--

**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The school defines priority populations for students, staff, and faculty. It seeks to increase students, staff, and faculty who identify as Black, both those of multigenerational American heritage and those from newer immigrant populations, as well as those who are Native American/	<a href="#">Click here to enter text.</a>	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				

Learning environment prepares students with broad competencies regarding diversity & cultural competence		American Indian and Hispanic/Latino. The school notes that these groups have been traditionally under-served and under-represented in the school compared with statewide demographics.		
Identifies strategies and actions that create and maintain a culturally competent environment		<p>The school has two primary goals, 1) align its racial and ethnic demographics with those of the state and 2) improve a sense of belonging among those in the priority populations. These two primary goals are aligned with the university-wide strategic plan and dovetails with the school’s goal to “advance diversity, equity, inclusion, justice, and antiracism in our education, research, and community engagement.”</p> <p>The school developed and launched an SPH Strategic Plan for Antiracism. This strategic plan presents a clearly defined set of goals and actions to guide its efforts for 2021-2026. The plan identifies five areas of focus: leadership, students, faculty, staff, and alumni. For example, under goal area 2: students, the plan includes five goals, including “increase recruitment and enrollment of students from marginalized communities, particularly those who are Black, Indigenous and people of color.” Under goal area 3: faculty, there are four goals, including “increase recruitment and hiring of faculty from marginalized communities, particularly those who are Black, Indigenous and people of color.”</p> <p>The school recently hired a program manager who will be tracking progress on meeting goals and metrics. The school is also currently planning a webpage that will track</p>		
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>progress and an event to highlight progress on the plan's one-year anniversary.</p> <p>The school ensures that the learning environment prepares students with broad competencies regarding diversity &amp; cultural competence. The school's course, PubH 6250: Foundations of Public Health, is required for most students in the school. This course was recently revised to strengthen its alignment with school-wide diversity, equity, and inclusion goals. Four current students participated in the revision, and the course now includes modules on power and privilege, particularly related to health inequities and health disparities, as well as health advocacy, cultural humility, and historical trauma. An additional 15 courses and the Summer Public Health Institute explore themes of inequality and social determinants of health.</p> <p>The school maintains a culturally competent environment for students and faculty through strategies such as professional development for faculty; a mentoring program that enables students to be matched with someone with a similar identity; establishing the Center for Antiracism Research for Health Equity; revising student orientation to include a presentation on race, racism, and public health in Minnesota; and establishing two new awards to recognize faculty and staff who successfully champion diversity initiatives and promote the centrality of DEI to our mission.</p> <p>To enhance its efforts to recruit underrepresented students, all college division and programs have reviewed and re-examined their holistic application review processes to ensure that every application is evaluated</p>		
--	--	---	--	--

		<p>thoroughly without bias. They have prioritized diversity of applicant backgrounds and experiences to bring their demographic distributions into better alignment with the state of Minnesota, as well as to enrich cohorts and classrooms.</p> <p>Throughout the year, the Recruitment and Enrollment Office participates in events to drive awareness about public health to underrepresented and under-resourced students. The school created and provided promotional materials for faculty to attend the National Indian Health Board's Public Health Conference and Field of Dreams Conference. The school's Recruitment and Enrollment Office maintains a strong partnership with the director of outreach and recruitment for the university's Graduate Diversity Office. This relationship allows the school to reach a broader, more diverse audience. Through this alliance, the school is represented at numerous diversity events, such as the National Society of Black Engineers Annual Conference, the American Indian Science &amp; Engineering Society and the Society of Hispanic Professional Engineers Conference.</p> <p>To recruit a more diverse faculty and staff, the school's DEI director teamed up with university human resources staff to develop goals for the next five years that focus on reviewing and updating hiring practices and implementing DEI into onboarding, and orientation and training. With regards to faculty hiring and retention, the school developed an endowed faculty position (through the newly established Center for Antiracism Research for Health Equity) which has been leveraged for recruitment; search</p>		
--	--	---	--	--

		<p>committees are trained in unconscious bias; and the university provides diversity faculty hire incentives.</p> <p>With regards to staff, the university has career development efforts and the school had staff leads engage other staff in decision-making processes; an effort to review staff compensation to ensure equity is at the beginning stages.</p> <p>Ongoing climate assessments at the school include the following:</p> <ul style="list-style-type: none"> <li>● UMN Employee Engagement Survey (alternate years)</li> <li>● SPH Climate Assessment (new in fall 2020)</li> <li>● SPH Student Engagement Survey (2019)</li> </ul> <p>Data from the 2019 university-wide Employee Engagement Survey showed positive perceptions of the climate among both faculty and staff, based on levels of agreement with the following statements: “Overall, my department [division] demonstrates a strong commitment to diversity and inclusion,” and “I am treated with respect as an individual.” Among both faculty and staff, ratings were higher on both items in 2019 than in 2015.</p> <p>In fall 2020, the school conducted the first ever climate assessment, which focused on race and racism within the school. In total, 399 people participated in the survey. Another 20 participated in qualitative focus groups, and four completed 60-minute interviews. The results highlighted important differences between how white and BIPOC community members engage with the school.</p> <p>Although a total of 84% of respondents answered affirmatively to the statement “I feel like I belong at SPH,”</p>		
--	--	---	--	--

		<p>BIPOC students felt much less belonging, with only 67% either strongly agreeing or agreeing, and 33% either disagreeing (30%) or strongly disagreeing (3%). Twice as many BIPOC community members disagreed with this statement than their white peers.</p> <p>Seventy-two percent of BIPOC respondents disagreed/strongly disagreed with the statements: “SPH prioritizes members from BIPOC communities in recruiting and hiring” and “SPH prioritizes members from BIPOC communities in promotions and advancement opportunities.”</p> <p>Data from the 2019 SPH Student Engagement Survey reflected other concerns, including that students of color were experiencing challenges associated with their identities. In general, students expressed that using the word “diverse” without substantial action to create a welcoming and sensitive climate leads to great frustration among priority populations. Students can feel uncomfortable when they experience faculty who do not know how to manage classroom discussions when other students make inappropriate or offensive comments.</p> <p>Results from all of these assessments have informed the school’s plan, described above, and its current and ongoing strategies. The school looks forward to reviewing data after the next survey administrations.</p> <p>During the visit, students, faculty, and the university provost acknowledged that the school is actively engaged in diversity, equity, and inclusion improvement efforts. Students and faculty, while satisfied with previous and current efforts, acknowledge that there is room for</p>		
--	--	--	--	--



		improvement and that they will continue to strive to increase diversity and create a more inclusive environment for all.		
--	--	--	--	--

**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have ready access to advisors from the time of enrollment		<p>Each degree program has a program director who is a faculty member. The program directors play an advisory role to students because of their knowledge of school-wide and program specific requirements for the program of study, and their knowledge of important milestones in student progress. Students are also assigned a faculty advisor who serves as the academic advisor.</p> <p>Students have ready access to staff advisors through the school's Student Services Center, which is overseen by the associate dean for education and student engagement. At enrollment, students receive communication regarding available student support (including the advisor) and participate in a web-based orientation prep course and a school-wide orientation event, which includes an academic program orientation. Students are introduced to specific advising models and support at their program orientations, where they review academic requirements and advising expectations.</p> <p>All faculty advisors are oriented to their roles and responsibilities by degree program directors, the director of graduate studies, and peer faculty. Faculty advisors are also provided with a guidebook the outlines all</p>	<p><u>H1 Staff Advising:</u> A review of the onboarding processes for Program Directors, Directors of Graduate Studies, and Program Coordinators is underway as SPH responds to CEPH feedback and prepares to welcome new student services staff to the organization. Under the guidance of the Associate Dean for Education &amp; Student Engagement, the Assistant Dean for Recruitment &amp; Enrollment, Assistant Dean for Enrolled Student Experience and Director for Student Records, Curriculum and Compliance will work with SPH partners (Education Policy Committee; program coordinators; SPH Student Services; Diversity, Equity &amp; Inclusion; E-Learning Services, etc) to develop a process for the consistent of onboarding key staff and faculty to their education roles.</p>	<p>The Council appreciates the school's response to the site visit team's report related to its plans to train staff advisors and monitor student satisfaction with faculty advisors.</p>
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>educational policies and procedures, as well as information on the curriculum and milestones. Faculty advisors are also oriented toward university-wide resources provided by the Graduate School and the Student Conflict Resolution Center.</p> <p>The first commentary relates to how staff advisors are oriented to their roles and responsibilities. Previously, staff were typically trained by their supervisor within the division. Due to recent staff turnover, staff orientation has been on hold, and the creation of an on-boarding program was underway at the time of the site visit.</p> <p>The director of student records, curriculum and compliance monitors student progress and identifies students who may experience difficulty in progressing through courses or completing other degree requirements. Monitoring student progress occurs at the end of each semester. The director alerts the associate dean of education and student engagement, the program directors, the director of graduate studies, and program coordinators about students who may need to be put on academic probation or be dismissed from the program.</p> <p>All students receive a guidebook upon admission as a resource for their time in the program. The guidebooks are divided into two sections: school-wide and program-specific. The school-wide section provides students with school level information on advising resources, policies and procedures, and referral/additional guidance information. The second half of the guidebook contains program-specific information such as curriculum, procedures, details on APEx and Integrative Learning</p>	<p>Below is a non-exhaustive list of topics that will be included in training that illustrate what we propose and the necessity for consistency.</p> <ul style="list-style-type: none"> <li>● Clear understanding of responsibilities related to the role, including expectations of the role throughout the lifecycle of the role and/or lifecycle of a student</li> <li>● Awareness of student support offered at both the university and school levels and opportunities for collaboration</li> <li>● Education on policies and procedures to ensure compliance</li> <li>● Understanding of the Strategic Plan for Anti Racism (SPAR) and how it relates to their work, expectations for inclusion of DEI work in job duties</li> <li>● Decision-making processes employee may be part of, and what the processes are for approval and implementation</li> <li>● Understanding of systems access training, and what the</li> </ul>	
--	--	---	---	--

		<p>Experience requirements, and master’s and/or doctoral degree information.</p> <p>The Annual Student Engagement Survey asks students to rate their satisfaction with academic advising from faculty. The survey was paused in spring 2020 and 2021. In 2018 and 2019, over 70% of students reported being either very satisfied or satisfied with their academic advising experiences. In addition, the school participates in the university-based gradSERU, which is administered every other spring semester to graduate and professional students; this survey occurred in spring of 2019, 2020 (COVID-specific) and 2021. The response rate from the school was 48% in 2021, and results show positive student satisfaction with advising.</p> <p>The second commentary relates to the variability in satisfaction with faculty advisors. During the site visit, some students expressed high satisfaction with advisors, while other students noted lower satisfaction with advisors. Students said some faculty were available, approachable, and helpful but some faculty provided little guidance to students. Students who were not satisfied with their advisors also expressed challenges with switching to another advisor.</p>	<p>access allows them to do and not do, thorough understanding of relevant federal policies such as FERPA and HIPAA to ensure compliance</p> <p>We are also exploring additional methods for keeping current program coordinators and other student services staff informed and up to date on policy and best practices. These methods may include monthly policy updates, specific communication to program level staff, practice sessions to learn systems, etc.</p> <p><u>H1 Faculty Advising:</u>  We acknowledge the concern among students that there is some variability in the satisfaction of students with their faculty advisors, and challenges they may face switching to another advisor. First, we will continue to evaluate survey data from the gradSERU survey, which includes 5 questions related to faculty advising, on a routine basis. These data can be broken down by specific academic programs. We will regularly report and discuss these data during Educational and Policy Committee meetings, and during</p>	
--	--	--	---	--

			leadership meetings with Division Heads to determine strategies for continuous improvement of faculty advising. We will also have a discussion with the Educational and Policy Committee meetings to emphasize the responsibility of faculty Program Directors and Directors of Graduate Studies to help students change faculty advisors, if needed.	
--	--	--	---	--

**H2. CAREER ADVISING**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Career services are provided by the school's Career & Professional Development Center. The center offers guidance and resources needed to understand the professional marketplace and launch a public health career. Additionally, the center maintains close relationships with the Minnesota Department of Health and hundreds of nonprofit organizations, corporations, and leading healthcare organizations.  Two counselors in the Career and Professional Development Center are responsible for counseling and assisting students and alumni in career planning and development, as well as preparing for employment and/or graduate school programs. Staff have graduate-level degrees in human resource development or higher	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>education administration with a focus on career development. Advisors are expected to have a minimum of three to five years of experience in career or professional development or academia working directly with students, and/or career advising and counseling experience.</p> <p>The Career and Professional Development Center provides all SPH students and alumni with career tools and resources beginning when they first matriculate and continuing as they become established public health professionals. These services and resources include the following:</p> <ul style="list-style-type: none"> <li>● One-on-one career advising appointments (30 or 60 minutes long)</li> <li>● Drop-in hours</li> <li>● Workshops and programming on a variety of career and professional development topics</li> <li>● Classroom presentations</li> <li>● PubH 6135: Job Search Strategies and Career Professional Development</li> <li>● Online tools and resources</li> <li>● Social media platforms for sharing information</li> <li>● SPH Job Board</li> <li>● Employer engagement (i.e., information sessions, co-presenting workshops, career fairs, site visits, etc.)</li> </ul> <p>The center also runs a variety of events for students, including on-campus interviewing, Career Connect (SPH career fair), and a professional development workshop series. For alumni, the Career and Professional Development Center and the SPH Alumni Relations Office co-created the “SPH Career Transitions Network” to occur</p>		
--	--	---	--	--

		<p>virtually every second Wednesday of the month. Each session is confidential and minimally structured to provide time for conversations regarding each attendee's transition needs. The Career Transitions Network is free and open to SPH graduates who are considering a current or future career transition.</p> <p>Career Advising satisfaction rates for 2018 and 2019 were collected through the APLUS tracking system, through which a short survey is sent to each student after engagement with the center. Over 98% of students who responded reported being either very satisfied or satisfied with their career advising experiences. In 2020, the center decided to temporarily postpone the use of APLUS for appointment scheduling and student satisfaction surveying due to working 100% virtually as a result of the COVID-19 pandemic.</p> <p>Instead, the school conducted two focus groups (n=8). The focus groups were held in July 2020 and attended by both current and former students that spanned all degrees and programs. In 2021, the school decided to resume using the APLUS tracking system. In addition, the center is continuing to enhance its virtual presence and beginning to leverage using Canvas.</p> <p>During the site visit, students said the center reviewed their resumes and cover letters and they participated in mock interviews hosted by the center. Students expressed high satisfaction with the career advising provided through the center, and students reported that their faculty advisors also provided informal career counseling.</p>		
--	--	--	--	--

### H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defined set of policies & procedures govern formal student complaints & grievances		The school offers many routes for students to pursue both informal and formal grievances.	In response to this CEPH feedback a small group of key stakeholders (Assistant Dean for Enrolled Student Experience; Director & Associate Director of DEI; Director of Student Records, Curriculum and Compliance; and EpiCH Director of Academic & Student Affairs) met to begin to draft 1) student facing language (for guidebooks, website, etc) that clearly communicates procedures/resources and is aligned with a new University discrimination policy and other University procedures and 2) create a more robust internal process for ensuring reports are addressed, resource referrals are accurate, key stakeholders are included and follow up education is complete as needed. We are also communicating with other colleges to find out more about their complaint processes, what works well, and what might be adaptable to SPH. Students will be consulted throughout the process to ensure the language is clear and resource options are understood.	The Council appreciates the school's response to the site visit team's report related to its efforts to streamline its complaint processes.
Procedures are clearly articulated & communicated to students		For academic concerns, students are advised to raise them directly with the instructor, program director, or director of graduate studies. If students are uncomfortable raising the issue within their academic programs, they can contact the school's associate dean for education and student engagement. If informal resolution is not successful, students may submit a request to the department head, who must respond within two weeks. Formal processes also include submitting a written request to or visiting with the vice chancellor for academic affairs; the vice chancellor must issue a final decision within two weeks.		
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented		<p>The university has a Student Code of Conduct that all students are expected to adhere to. Any community member can report concerning behavior through the Office of Community Standards.</p> <p>Students can report complaints related to discrimination, harassment, or sexual violence to the school's director of diversity, equity, and inclusion. The program describes the steps involved when a complaint is related to discrimination, harassment, or sexual violence. The university also has a policy to prohibit retaliation.</p>		

		<p>The school described additional resources available to students including Bias Response &amp; Referral Network, Office of Equal Opportunity and Affirmative Action, Office of Institutional Compliance, and Aurora Center for Advocacy and Education.</p> <p>All incoming students are required to complete the Sexual Assault Prevention Training for Graduate Students. This course is designed to be compliant with the Clery Act and related Violence Against Women Act amendments. Beginning in 2021, graduate student employees are required to take an online course titled Preventing Sexual Misconduct, Discrimination and Retaliation.</p> <p>The school has not had any grievances in the last three years.</p> <p>The commentary relates to the opportunity to clarify the appropriate processes available based on the nature of the complaint and communicate the information clearly to students and faculty. During the site visit, both faculty and students shared that the process to file a grievance can be confusing, given the number of avenues. The school has already made some clarifications and has discussed making additional changes to streamline the process.</p> <p>Students described most faculty as “super approachable” and always available to students. They also described faculty and staff as “very collaborative” both within the school and across the university.</p>	<p>The goal is to have this language updated by the start of the Fall 2022 semester.</p>	
--	--	---	--	--



#### H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study &amp; developing competence for public health careers</p>		<p>The school's Recruitment and Enrollment Office strives to reach a wide audience and provide equal access to its programs. Annual enrollment goals are defined collaboratively and with input from program directors, graduate student coordinators, and school leaders. The school relies on recruitment strategies identified in an annual recruitment strategic plan. SPH staff attends recruitment fairs. Events are also held on campus for prospective students, and a web-based request form is available. Doctoral applicants are connected directly to the appropriate graduate student coordinators.</p>	<p>Click here to enter text.</p>	
<p>Implements admissions policies designed to select &amp; enroll qualified individuals capable of taking advantage of program of study &amp; developing competence for public health careers</p>		<p>The school reported 70 recruitment events in 2020, 54 in 2019, and 29 in 2018. Examples of additional recruitment efforts include application webinars and program forum series, admitted student events, student ambassadors, campus tours, information sessions, regional recruitment, diversity recruitment efforts (National Indian Health Board's Public Health Conference and Field of Dreams Conference), and the "Explore Public Health" email campaign.</p> <p>Through a partnership with the director of outreach and recruitment for the university's Graduate Diversity Office, the school is represented at numerous diversity events including the National Society of Black Engineers annual conference, National Organization for Professional Advancement of Black Chemists and Chemical Engineers,</p>		

		<p>McNair conferences, American Indian Sciences and Engineering Society, Society for Advancement of Chicanos/Hispanics and Native Americans in Science conference, Society of Hispanic Professional Engineers conference, and the Annual Biomedical Research Conference for Minority Students.</p> <p>To create more access to public health education, the school eliminated the GRE for all MPH applicants in fall 2020 and for all degree programs in the 2020-21 admissions cycle. All fall term applicants that complete their application by the priority deadline are considered for first-round, school-wide scholarships. In FY20, 169 students received awards totaling \$1,163,509; in FY19, 200 students received awards totaling \$1,236,941; and in FY18, 183 students received awards totaling \$1,289,288. The SPH Scholars of Excellence Awards honors SPH graduate and professional students whose research and scholarly interests are focused on issues of equity, diversity, and/or social justice.</p> <p>Other scholarships available to prospective students include the Interdisciplinary Center for the Study of Global Change Fellowships, Leadership Education in Neurodevelopmental and Related Disabilities, Program Scholarship Awards, Traineeships (i.e., Maternal and Child Nutrition and NIOSH), Graduate Assistantships, and PhD Funding.</p> <p>The self-study presents general admissions requirements: baccalaureate or higher degree; GPA no less than 3.0; statement of purpose; resume or CV; and official transcripts; letters of recommendation; and additional requirements that apply to international applicants. In</p>		
--	--	---	--	--

		<p>addition, PhD applicants in environmental health sciences and epidemiology both require a statement of research interests.</p> <p>The self-study presents data on the percentage of priority under-represented students accepting offers of admission. The target is to increase enrollment. For the last three years, the BIPOC acceptance rate has been 20-27%.</p> <p>Recruitment staff indicated that the office has “right sized,” and the addition of scholarship coordinator and emphasis on having professional recruitment staff have been critical improvements in recent years.</p>		
--	--	---	--	--

**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		<p>The school’s catalogs and bulletins are publicly available and are accurately described on its website, including</p> <ul style="list-style-type: none"> <li>• Academic calendar</li> <li>• Admissions policies</li> <li>• Grading policies</li> <li>• Academic integrity standards</li> <li>• Degree completion requirements</li> </ul> <p>Site visitors confirmed that recruiting and promotional materials available for review also presented accurate information.</p>	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

**Council on Education for Public Health Site Visit Agenda  
University of Minnesota School of Public Health**

**Sunday, April 3, 2022**

5:00 pm      **Site Visit Team Executive Session**

**Monday, April 4, 2022**

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

<b>Participants</b>	<b>Topics of Discussion</b>
<ul style="list-style-type: none"><li>- John Finnegan, PhD - Dean &amp; Professor Emeritus</li><li>- Tim Beebe, PhD - Interim Dean and Mayo Professor</li><li>- Elizabeth Wattenberg, PhD - Associate Dean of Education &amp; Student Engagement, Professor</li><li>- Marizen Ramirez, PhD - Associate Dean for Research, Professor</li><li>- Lynn Eberly, PhD – Associate Dean for Faculty Affairs, Professor</li><li>- Joe Koopmeiners, PhD - Biostatistics Division Head, Professor</li><li>- Bruce Alexander, PhD - EnHS Division Head, Professor</li><li>- Susan Rafferty, JD – Chief of Staff</li><li>- Tamara Hink – Interim CFO</li><li>- Rhonda Jones-Webb, DrPH – Professor, EpiCH Division Training Committee</li></ul>	<i>Guiding statements – process of development &amp; review?</i>
	<i>Evaluation processes – how does school collect &amp; use input/data?</i>
	<i>Resources (personnel, physical, IT) – who determines sufficiency?</i>
	<i>Acts when additional resources are needed?</i>
	<i>Budget – who develops and makes decisions?</i>
<b>Total Participants: 10</b>	

10:30 am      **Break**

10:45 am **Curriculum 1 – MPH Programs: CHP, Epi, MCH, PHN**

Participants	Topics of Discussion
<ul style="list-style-type: none"> <li>- Elizabeth Wattenberg, PhD - Associate Dean of Education &amp; Student Engagement, Professor</li> <li>- Jennifer Linde, PhD – Associate Professor, CHP MPH Program Director</li> <li>- Rachel Widome, PhD – Associate Professor, Epi MPH Program Director</li> <li>- Zobeida Bonilla, PhD – Associate Professor, MCH MPH Program Director</li> <li>- Emily Mattson, MPH - Instructor, Rothenberger Institute</li> <li>- Rhonda Jones-Webb, DrPH – Professor, EpiCH Division Training Committee</li> <li>- Jamie Stang, PhD – Associate Professor, PHN program</li> </ul>	<i>Foundational knowledge</i>
	<i>Foundational competencies – didactic coverage &amp; assessment</i>
	<i>Concentration competencies – development, didactic coverage, and assessment (CHP, EPI, MCH, PHN)</i>
	<i>Applied Practice Experience (CHP, EPI, MCH, PHN)</i>
	<i>Integrative Learning Experience (CHP, EPI, MCH, PHN)</i>
<b>Total Participants: 7</b>	

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

12:45 pm **Curriculum 2 – MPH Programs: EHS, PHAP, PHDS, PHP**

Participants	Topics of Discussion
<ul style="list-style-type: none"> <li>- Elizabeth Wattenberg, PhD - Associate Dean of Education &amp; Student Engagement, Professor</li> <li>- Bruce Alexander, PhD – EnHS Division Head &amp; Professor</li> <li>- Matt Simcik, PhD – Professor, EnHS MPH Program Director</li> <li>- Rebecca Wurtz , PhD – Associate Professor, PHAP MPH Program Director</li> <li>- Julian Wolfson, PhD – Associate Professor, PHDS MPH Program Director, Education Policy Committee Chair</li> <li>- Jeff Bender, DVM - Professor, PHP MPH Program Director</li> <li>- Sara Hurley, PhD – Assistant Dean of Learning Innovations</li> <li>- Mercedes Taneja, MPH – Applied Practice Coordinator</li> </ul>	<i>Concentration competencies – development, didactic coverage, &amp; assessment (EHS, PHAP, PHDS, PHP)</i>
	<i>Applied practice experiences (EHS, PHAP, PHDS, PHP)</i>
	<i>Integrative learning experiences (EHS, PHAP, PHDS, PHP)</i>
	<i>Distance education</i>
<b>Total Participants: 8</b>	

2:00 pm **Break**

3:00 pm **Students (Zoom)**

Participants	Topics of Discussion
<ul style="list-style-type: none"> <li>- Jake Abraham, Year 2 MPH, PHAP</li> <li>- Delaine Anderson, Year 2 MPH, MCH</li> <li>- Katie Berry, Year 3 PhD, Epi</li> <li>- Jacob Cassens, Year 1 MS, EnHS</li> <li>- Shehrose Charania, Year 1 MPH, PHAP</li> <li>- Caylin Crawford, Year 1 MS, EnHS</li> <li>- Asha Elgonda, Year 2 MPH, Epi</li> <li>- Madeline Levine-Wolf, Year 1 MPH, CHP</li> <li>- Emily McGuire, Year 2 MPH, CHP</li> <li>- Krista Nagel, Year 1 MPH, PHN</li> <li>- Brooke Offenhauser, Year 1 MPH, CHP</li> <li>- Cynthia Pando, Year 3 PhD, HSRPA</li> <li>- Amandeep Ratta, Year 1 MS, HSRPA</li> <li>- Meghan Sickel, Year 2 MPH, Epi</li> <li>- Rachel Zilinskas, Year 4 PhD, Biostat</li> </ul>	<p><i>Student engagement in school operations</i>  <i>Curriculum (competencies, APE, ILE, etc.)</i>  <i>Resources (physical, faculty/staff, IT)</i>  <i>Involvement in scholarship and service</i>  <i>Academic and career advising</i>  <i>Diversity and cultural competence</i>  <i>Complaint procedures</i></p>
<b>Total participants: 15</b>	

4:00 pm **Break**

4:15 pm **Provost (Zoom)**

Participants	Topics of Discussion
- Rachel T.A. Croson, PhD – Executive Vice President & Provost	<i>School's position within larger institution Provision of school-level resources Institutional priorities</i>
<b>Total Participants: 1</b>	

4:30 pm **Site Visit Team Executive Session 2**

5:00 pm **Adjourn**

**Tuesday, April 5, 2022**

9:30 am **Curriculum 3 – MS, PhD & MHA Programs**

Participants	Topics of Discussion
- Elizabeth Wattenberg, PhD – Associate Dean of Education & Student Engagement, Professor	<i>Concentration competencies – development, didactic coverage, &amp; assessment (CR MS, Bio MS/PhD, EHS, MS/PhD, Epi MS/PhD, HSRPA MS/PhD)</i>
- Jean Abraham, PhD – Interim Health Policy & Management Division Head, Professor, MHA Program Director	
- Ryan Armbruster, MHA – Senior Fellow, E-MHA Director	<i>Academic public health degrees (MS &amp; PhD learning objectives, concentration competencies, and dissertation)</i>
- Julian Wolfson, PhD – Associate Professor, Biostatistics MS/PhD Program Director, Educational Policy Committee Chair	<i>Non-public health degrees</i>
- Donna McAlpine, PhD – Associate Professor, Health Services Research, Policy & Administration MS/PhD Program Director	
- Silvia Balbo, PhD – Associate Professor, Environmental Health Sciences MS/PhD Program Director	
- Rhonda Jones-Webb, DrPH – Professor, EpiCH Division Training Committee	
- Peter Raynor, PhD – Professor, Co-Lead Industrial Hygiene Concentration	
<b>Total Participants: 8</b>	

10:45 am **Break**

11:00 am **Instructional Effectiveness**

Participants	Topics of Discussion
<ul style="list-style-type: none"> <li>- Elizabeth Wattenberg, PhD – Associate Dean of Education &amp; Student Engagement, Professor</li> <li>- Lynn Eberly, PhD – Associate Dean for Faculty Affairs, Professor</li> <li>- Marizen Ramirez, PhD – Associate Dean for Research, Professor</li> <li>- Julian Wolfson, PhD – Associate Professor, Educational Policy Committee Chair</li> <li>- Sara Hurley, PhD – Assistant Dean of Learning Innovations</li> <li>- Jeff Bender, PhD – PHP Program Director, UMASH Director</li> <li>- Meghan Taylor, MPH – Public Health Institute Director</li> <li>- Jamie Stang, PhD – Associate Professor, Center for Leadership Education in MCH Public Health Principle Investigator</li> <li>- Peter Raynor, PhD – Professor, Co-Lead Industrial Hygiene Concentration</li> </ul>	<i>Currency in areas of instruction &amp; pedagogical methods</i>
	<i>Scholarship &amp; integration in instruction</i>
	<i>Extramural service &amp; integration in instruction</i>
	<i>Integration of practice perspectives</i>
	<i>Professional development of community</i>
<b>Total Participants: 9</b>	

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

12:45 pm      **Strategies & Operations**

Participants	Topics of Discussion
<ul style="list-style-type: none"> <li>- John Finnegan, PhD – Dean &amp; Professor Emeritus</li> <li>- Tim Beebe, PhD – Interim Dean</li> <li>- Elizabeth Wattenberg, PhD – Associate Dean of Education &amp; Student Engagement, Professor</li> <li>- Lauren Jones, MEd - Director of DEI</li> <li>- Emily Dunsworth, JD - Assistant Dean of Recruitment &amp; Enrollment</li> <li>- Darren Kaltved, MEd – Associate Director, Career &amp; Professional Development Center</li> <li>- Susan Rafferty, JD – Chief of Staff</li> <li>- Jenny Porter – Assistant Dean for Enrolled Student Experience</li> </ul>	<i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?</i>
	<i>Recruiting and admissions, including who chose the measures and why did they choose them</i>
	<i>Advising and career counseling, including who collects and reviews the data</i>
	<i>Staff operations</i>
	<i>Complaint procedures</i>
<b>Total Participants: 8</b>	

1:45 pm      **Break**



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

Participants	Topics of Discussion
<ul style="list-style-type: none"> <li>- Imee Cambronerero, MPH '09, Campaign Council member</li> <li>- Melanie Firestone, PhD, '20, Epidemic Intelligence Service Officer, CDC</li> <li>- Julia Halberg, MD – MPH '83, Campaign Council member, Midwest Center for Occupational Health &amp; Safety Advisory Board chair</li> <li>- Carlota Medus, PhD - MN Dept of Health, Epidemiologist, Foodborne Diseases Unit (preceptor &amp; employer, alum)</li> <li>- Jim Rice, MHA '71, PhD '91, Campaign Council member</li> <li>- Kirk Smith, PhD/DVM, MN Dept of Health, Foodborne, Vectorborne &amp; Zoonotic Diseases Unit, Public Health Institute Instructor</li> </ul>	<i>Involvement in school evaluation &amp; assessment</i>
	<i>Perceptions of current students &amp; school graduates</i>
	<i>Perceptions of curricular effectiveness</i>
	<i>Applied practice experiences</i>
	<i>Integration of practice perspectives</i>
	<i>School delivery of professional development opportunities</i>
<b>Total Participants: 6</b>	

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

5:00 pm **Adjourn**

**Wednesday, April 6, 2022**

8:30 am **University Leaders (Zoom)**

Participants	Topics of Discussion
<ul style="list-style-type: none"> <li>- J. Michael Oakes, PhD – Interim Vice President for Research, Professor, EpiCH</li> <li>- Brian Sick, MD – Associate Vice President for Academic Health Sciences, Associate Professor of Medicine</li> <li>- Julie Tonneson, Associate Vice President for Budget &amp; Finance</li> </ul>	<i>School's position within larger institution</i>
	<i>Provision of school-level resources</i>
	<i>Institutional priorities</i>
<b>Total Participants: 3</b>	

9:45 am **Site Visit Team Executive Session 4**

12:30 pm **Exit Briefing**