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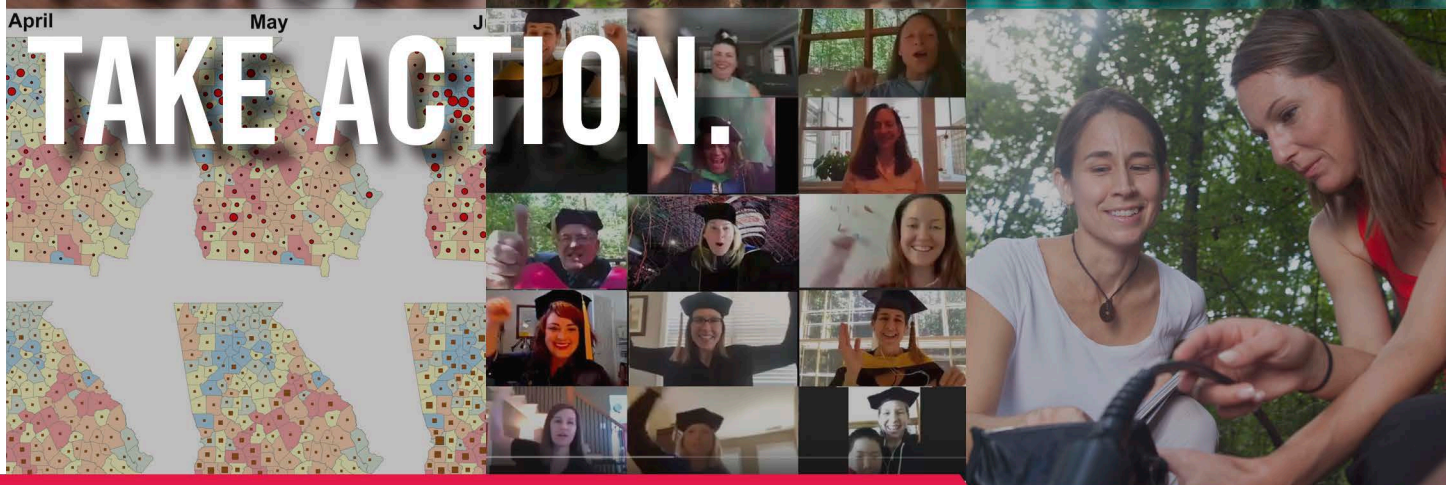
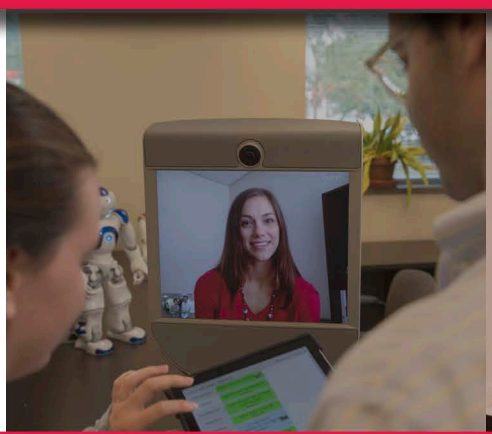


TAKE ACTION.

UNIVERSITY OF GEORGIA
College of Public Health

Self Study Report

Prepared for the Council on Education for Public Health
November 2021



publichealth.uga.edu

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Abbreviations & Acronyms

Principal References

UGA or University -- University of Georgia
CPH or College -- College of Public Health

College of Public Health Departmental Abbreviations

EHS -- Environmental Health Sciences
HPB -- Health Promotion and Behavior
HPAM -- Health Policy and Management
IDM -- Institute of Disaster Management
IoG -- Institute of Gerontology
GHI -- Global Health Institute

College of Public Health Course Abbreviations

BIOS --Biostatistics
DMAN --Disaster Management
EHSC -- Environmental Health Sciences
ERSH – Educational Research and Measurement
EPID -- Epidemiology
GRNT -- Gerontology
GRSC – Graduate School
HPAM -- Health Policy and Management
HPRB -- Health Promotion and Behavior
PBHL -- Public Health

Relevant Degree Abbreviations

BSEH -- Bachelor of Science in Environmental Health
BSED – Bachelor of Education
BSHP -- Bachelor of Science in Health Promotion
PharmD -- Doctor of Pharmacy
DrPH -- Doctor of Public Health
DVM -- Doctor of Veterinary Medicine
JD -- Juris Doctor
MBA -- Master of Business Administration
MHA -- Master of Health Administration
MPH -- Master of Public Health
MSW -- Master of Social Work
MD -- Medical Doctor
MS -- Master of Science

MSEH -- Master of Science in Environmental Health
MS EPI/BIO -- Master of Science in Epidemiology and Biostatistics
PhD -- Doctor of Philosophy

Abbreviations (full titles and abbreviations are interchangeable throughout document)

AA/EEO -- Affirmative Action/Equal Employment Opportunity
AACC – UGA Advising Coordinating Council
AC -- Administrative Council
AHRQ -- Agency for Healthcare Research and Quality
AMWHO-UGA -- American Mock World Health Organization
APHA -- American Public Health Association
APE -- Applied Practice Experience
ARL -- Association of Research Libraries
ASPPH -- Association of Schools of Programs of Public Health
AU -- Augusta University
AWP – Athens Wellbeing Project
BHSI -- Biomedical and Health Sciences Institute
CDC -- Centers for Disease Control & Prevention
CIO – Chief Information Officer
CRECE -- Center for Research on Early Childhood Exposure and Development in Puerto Rico
CTL -- Center for Teaching and Learning
CDI -- Certificate in Diversity and Inclusion
CCSD -- Clarke County School District
CAHME -- Commission on Accreditation of Healthcare Management Education
CoDEI -- Committee on Diversity, Equity, and Inclusion
COPE – Committee on Publishing Ethics
CPHOIT -- College of Public Health Office of Information Technology
CHNA -- Community Health Needs Assessments
CEPH -- Council on Education for Public Health
CAPA -- Course Approval Process Automation
CAPS -- Counseling and Psychiatric Services
CAPC -- Curriculum and Academic Program Committees
CRM – Customer Relationship Management
DEI -- Diversity, Equity and Inclusion
DHHS -- Department of Health and Human Services
DRC -- Disability Resource Center
eLC – electronic Learning Commons
EITS -- Enterprise Information Technology Services
EFT -- Effective Full Time
ECHO -- Environmental Influences on Child Health Outcomes
ERF -- Electronic Resource File
FTE -- Full Time Equivalent
FMS -- Faculty of Medical Sciences
GACRC -- Georgia Advanced Computing Resource Center
GBBC -- Georgia Biobusiness Center
GDPH -- Georgia Department of Public Health

ETV -- Georgia Education and Training Voucher
GEMA -- Georgia Emergency Management Agency
GMA -- Georgia Municipal Association
GEC -- Graduate Education Committee
GSA -- Graduate Student Association
HBCUs – Historically Black Colleges and Universities
HRSA -- Health Resources and Services Administration
HSC -- Health Sciences Campus
ILE -- Integrative Learning Experience
IDN -- Infectious Disease Network
IDTN -- Infectious Disease Transport Network
IRB -- Institutional Review Board
IRC – International Rescue Committee
IMRAD --Introduction, Methods, Results, and Discussion
KPIs -- Key Performance Indicators
LSGT --Local School Governance Teams
MOU -- Memorandum of Understanding
MLC -- Miller Learning Center
NCHSTP – National Center for HIV, STD, and TB Prevention
NIH -- National Institutes of Health
NMA -- National Medical Association
NSF -- National Science Foundation
EHAC --National Environmental Health Sciences and Protection Accreditation Council
OIE -- Office of Accreditation and Institutional Effectiveness
OID – Office of Institutional Diversity
OLLI -- Osher Lifelong Learning Institute
OEEC -- Outreach, Engagement, and Equity Committee
OVPR – Office of the Vice President for Research
PA – Program Announcements
PAC -- Practice Advisory Council
PHA -- Public Health Association
PHLA -- Public Health Leadership Academy
PROTECT -- Puerto Rico Test-site for Exploring Contamination Threats
PTU -- Promotion and Tenure Unit
RFAs Requests for Applications
RAC -- Research Advisory Committee
RCC -- Research Computing Center
SACSCOC -- Southern Association of Colleges and Schools Commission on Colleges
SOPHAS – Schools of Public Health Application Service
SOPH -- State of the Public's Health Conference
SLO -- Student Learning Outcomes
SME -- Subject Matter Experts
TCSG -- Technical College System of Georgia
UEC -- Undergraduate Education Committee
AACC -- University of Georgia's Academic Advising Coordinating Council
OID -- University of Georgia's Office of Institutional Diversity
UGARF -- University of Georgia Research Foundation

SPA -- University of Georgia's Sponsored Projects Administration
USG -- University System of Georgia
UOWN -- Upper Oconee Watershed Network
VRC – Virtual Learning Center
ZI-- Zika in Infants and Pregnancy

Introduction

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

a. Describe the institutional environment, which includes the following: year institution was established and its type (e.g., private, public, land grant, etc.)

Chartered by the state of Georgia in 1785, the University of Georgia (UGA) is the birthplace of public higher education in America. UGA became a land-grant institution in 1872 under the Morrill Act, national legislation that formalized the university's mandate to use personnel and resources to benefit the state's citizens.

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

UGA has 17 schools and colleges, with 24 Baccalaureate degrees in 142 fields, 32 Master's degrees in 135 fields, and four Doctoral degrees in 87 areas. The University also offers Specialist in Education degrees in eight major fields, as well as professional degrees in law, pharmacy, and veterinary medicine (https://www.uga.edu/facts.php, accessed 5/17/2021).

A full list of degrees offered at UGA can be viewed in ERF Intro.1.1: UGA Degree Programs.

c. number of university faculty, staff, and students

In Fall 2020, the University had a workforce of 10,856: 3,119 faculty, including instructional, research, and public service faculty; 3,213, administrative/professional staff; and 4,524 technical, clerical, crafts, and maintenance employees. In Fall 2020, there were 29,765 undergraduate students and 9,382 graduate/professional students.

d. brief statement of distinguishing university facts and characteristics

UGA is one of 26 public colleges and universities that comprise the University System of Georgia (USG). The Board of Regents of the USG was created in 1931 and unified higher education in Georgia under a single governing and managing authority. The Board oversees the public colleges and universities that comprise USG and has oversight of the Georgia Archives and the Georgia Public Library Service. The governor appoints members of the Board to a seven-year term. The Board elects a chancellor who serves as its chief executive officer and chief administrative officer of the USG.

As Georgia's flagship institution, the university is committed to excellence in the teaching/learning environment with an emphasis on hands-on learning; public service, economic development, and technical assistance to address the needs of the state; and innovative research and scholarship. The mission of UGA is shaped significantly by its responsibilities for being responsive to the state's educational, social, and economic needs.

UGA is currently ranked 15th among public universities according to the *U.S. News and World Report*. UGA is proud to have one of the nation's largest and most far-reaching public service and outreach programs. This reflects the University's commitment to serve the state of Georgia academically, as well as through a wide range of outreach efforts. This commitment to serve the state is the foundation upon which the College of Public Health was established and guides its vision—"a healthier, safer, more equitable world for all in Georgia and the world."

The annual budget for UGA for FY 2021 totaled slightly under $1.8 billion. Of that total, the state of Georgia provided $472 million. Like all institutions within the University System of Georgia (USG), the state funds the university at levels based on (1) formulas reflecting undergraduate and graduate enrollments and (2) line items for specific UGA and USG initiatives, such as the Skidaway Institute of Oceanography and the Veterinary Medicine Experiment Station. In FY 2021, UGA received $442 million in sponsored funding: $276 million for research, $156 million for public service and outreach efforts, $7 million for instruction, and $2 million for Cooperative Extension projects. Not reflected in UGA's total is the substantial support that UGA students receive from the state's merit-based student aid programs, most prominently the HOPE scholarship program.

The University's main campus is situated in Athens-Clarke County, Georgia, approximately 60 miles northeast of Atlanta, the state capitol. The main campus is divided into four regions (north, south, west and east) and includes 465 buildings on 762 acres. In addition to its main campus, the University owns property throughout 31 counties in Georgia totaling 39,743 acres.

To extend its state-wide reach, the University operates four satellite campuses: the Gwinnett and Buckhead Campuses (Metropolitan Atlanta area), Griffin (Middle Georgia), and Tifton (South Georgia). The University also operates marine research and outreach facilities on the Georgia coast at Skidaway and Sapelo Island. These extended campuses support and advance UGA's mission of enhancing the state's intellectual, cultural and environmental resources with a mandate to provide higher education opportunities. These campuses also serve as outreach sites to deliver educational programs and opportunities to those not in a position to travel to the Athens campus. Each extended campus promotes the overall mission of UGA while offering unique elements reflective of local need and student interest. In 2020, UGA's economic impact on the state of Georgia was estimated at $6.5 billion.

Located two miles from UGA main campus, the UGA Health Sciences Campus (HSC) is a 56-acre property that was formerly the site of the U.S. Navy Supply Corps School. It is home to all programs of the College of Public Health, except for Environmental Health Science (EHS). EHS, because of the need for extensive laboratory facilities, is located on main campus.

Also on the HSC is the Augusta University/UGA Medical Partnership. In 2008, UGA partnered with Augusta University (AU), the state's only public medical school, to form the AU/UGA Medical Partnership. The AU/UGA Medical Partnership combines the significant public health, life sciences, and social science instruction and research resources of UGA with the medical expertise of AU.

e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the regional accreditor for the university as well as all specialized accreditors to which any school, college, or other organizational unit at the university responds (list may be placed in the electronic resource file)

UGA is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Within the College of Public Health, in addition to the Council on Education for Public Health (CEPH) accreditation, EHS's Bachelor of Science in Environmental Health program is accredited by the National Environmental Health Sciences and Protection Accreditation Council (EHAC). The new Master of Health Administration program has initiated accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME).

The comprehensive list of the University's program specific accreditations, and their review cycles can be found on the University Provost's website:
https://provost.uga.edu/_resources/documents/Specialized_Accreditations_July_2018.pdf
(also included in the ERF Intro 1.2.).

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

UGA's College of Public Health (CPH) was established in 2005 by the University System of Georgia Board of Regents to address the public health issues within the State of Georgia. The College applied for accreditation in 2006. In Fall 2009, the College received full accreditation by CEPH and was again fully reaccredited in the fall of 2014.

In December 2018, the College's Founding Dean, Phillip Williams, retired after 25 years of service to the University of Georgia and 14 years as Dean. From January-June 2019, Marsha Davis, Associate Dean for Outreach and Engagement and Professor in Health Promotion and Behavior served as interim dean. After a national search, Dr. Davis was named the second dean of the College with her tenure beginning July 1, 2019. Four Assistant/Associate Deans support the missions of the college: Senior Associate Dean for Research and Faculty Affairs; Associate Dean for Academic Affairs; Assistant Dean for Outreach, Engagement, and Equity; and Assistant Dean for Strategic Initiatives and Assessment.

The College is made up of four academic departments and 77 faculty who teach and conduct research in: Environmental Health Science, Epidemiology and Biostatistics, Health Policy and Management, and Health Promotion and Behavior. In addition, there are three interdisciplinary research institutes: Global Health Institute, Institute for Disaster Management (IDM), and Institute of Gerontology (IoG).

The College currently offers seven graduate degrees, including three masters (MPH, MHA, and MS) and five doctoral degrees (DrPH and PhDs in environmental health science, epidemiology and biostatistics, and health promotion and behavior). Faculty members also participate in the Interdisciplinary Toxicology Program. There are two undergraduate degrees in Environmental Health Science and Health Promotion and Behavior.

The College has created new academic programs and forged partnerships with units throughout the University to expand its academic portfolio. The Doctor of Public Health (DrPH) program was established in the Fall of 2007 with an initial class of four students. As of Fall 2021, the DrPH has grown to accommodate 69 students and now operates fully on UGA's Gwinnett campus, which is more centrally located to the Atlanta metropolitan area, where many of the public health professionals live and work. In addition to the DrPH, the College also awards five PhD degrees and has a total enrollment of 76 PhD students. The College enrolled its first class of MHA students in Fall 2019 with the enrollment climbing from eight to 24 students for Fall 2021. Additionally, the MPH program has increased its programmatic offerings to include two new concentrations (gerontology and disaster management), and six dual degree programs (MD-MPH, MSW-MPH, DVM-MPH, PharmD-MPH, JD-MPH, and the UGA Double Dawgs BS/MPH). In Fall 2021, the MPH program has 160 students with 25% of them actively enrolled in a dual degree program at UGA.

Faculty

The College has experienced growth in the number of faculty over the last five years, increasing by 25%, from 63 to 79 members. The increase has occurred primarily in the non-tenure track faculty ranks, with the number of instructors and clinical faculty positions, driving that increase. . There are currently four endowed faculty members in the College, serving as department heads and institute directors in the departments of Environmental Health Science, Epidemiology and Biostatistics, Health Policy and Management, and the Global Health Institute.

Table Intro-1.1. Faculty Headcount by Track, 2014-2021

School/College	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Tenured	23	24	24	26	27	26	28	32
Tenure Track	26	23	21	22	24	19	20	20
Non-Tenure	11	16	19	27	20	31	29	27
Grand Total	**60**	**63**	**64**	**75**	**71**	**76**	**77**	**79**

As of Fall 2021, there are ten open faculty lines in the following ranks: Instructor or Lecturer; and open rank assistant, associate, or full professor.

Research

During the past three years, the College has experienced a growth in both faculty grant submissions and grant-funded research. In FY2021, the College submitted 89 proposals and obtained $16,269,722 in sponsored research. Based on data from the Office of the Senior Vice President for Academic Affairs and Provost, the average tenured or tenure-track CPH faculty member obtained more than $338,953 in FY2021, the highest value among the University's colleges and schools.

The College's research expenditures increased from $7,817,147 in FY2018 to $15,108,840 in FY2021, nearly a two-fold increase. The majority of the FY2021 external funding (59%) was from the National Institutes of Health (NIH), with most of it through NIH's R01 mechanism. At the same time, the College is diversifying its funding portfolio, with increasing amounts of external funding obtained from the National Science Foundation (NSF), the Health Resources and Services Administration (HRSA), the Agency for Healthcare Research and Quality (AHRQ), the Georgia Department of Public Health, numerous industry funders (e.g., Johnson & Johnson®, Alcon®), and a growing number of philanthropic funders.

The College strongly encourages the conduct of innovative interdisciplinary research. Within the College, there are 12 research working groups, comprised of faculty across all departments: aging and gerontology; behavioral and mental health; climate change; data sciences; disaster preparedness and management; global health; health disparities; infectious disease; preventing hate crimes and domestic terrorism; program and economic evaluation; sexual, reproductive, and parent and child health; and telehealth. Multidisciplinary research partnerships have also been established with faculty at other prestigious institutions. CPH faculty are currently collaborating on Department of Health and Human Services (DHHS)-funded projects with investigators at Emory University, Yale University, Tufts University, Georgia Tech, the University of Wisconsin, and Georgetown University; successful partnerships that the College intends to leverage for future research collaborations.

Diversity

To address diversity, equity, and inclusion (DEI) issues facing both the external and internal communities that the College serves, Dean Davis named an Assistant Dean for Outreach, Engagement, and Equity and a Director of Diversity, Equity, and Inclusion, both with direct reports to the Dean. The job of this Assistant Dean is to implement the College's strategic plans to improve state, national and international community participation and engagement; increase student-led service activities; and expand partnerships with public health stakeholders through technical assistance and continuing education/professional development. The College Director of Diversity, Equity, and Inclusion is responsible for creating and implementing a strategic plan specifically devoted to advancing DEI in all areas of the College. (See Goals, 1.4, 3.2, and 4.2 in the College's Strategic Plan located in ERF B1.2.1). Included in our strategic goals is a formal annual plan for the recruitment of students from underrepresented or marginalized communities (detailed in Criterion H4), and several initiatives supported by the Office of the Dean (detailed in Criterion G1).

The University of Georgia has developed a five-year Diversity and Inclusion Excellence plan that provides an integrated and strategic approach to UGA's diversity and inclusion efforts. The plan includes 11 goals, along with corresponding key performance indicators and institutional efforts. https://diversity.uga.edu/about/images/deiplan2021july.pdf During August 2021-April 2022, the College (along with other UGA Schools and Colleges) will be developing its own Diversity and Inclusion to support UGA's plan.

In Fall 2020, the College launched the CPH Health Equity Hub to address the social determinants and racial injustices that drive health inequities in Georgia. The Health Equity Hub is the College's connection for service, teaching, and research, in a range of public health issues related to social determinates of health.

In partnership with the Georgia Municipal Association, the College launched the inaugural Health Equity Fellows program. Through a competitive selection process, this program awarded five Health Equity Fellows (two undergraduate students, two MPH students, one doctoral student) to work directly with local government officials in communities of need across Georgia and to carry out projects to address health disparities. Additional signature programs of the Health Equity Hub include facilitating faculty and staff training on diversity, equity, and inclusion, as well as the development of a Social Determinants of Health Certificate. This certificate will provide students with skill sets in public health on topics of racial and social justice, health equity, health disparities, and interdisciplinary approaches to solving public health problems.

Outreach

The College is committed to translating its work and meaningfully engaging communities in order to improve the health of all. In Fall 2019, the College engaged faculty, students, alumni, staff, and community partners and began a reflective process to reevaluate its vision and mission, establish a set of core values to guide its work, and developed the 2020-2025 Strategic Plan. The Strategic Plan charts the course for the College to continue to grow in teaching, research, and outreach to tackle the challenges of the ever-changing field of public health. The following are activities identified in the Strategic Plan that directly map to its outreach efforts:

- Now in its 10th year, the College holds the annual State of the Public's Health Conference, bringing together more than 400 attendees from across the state, sharing timely information from national experts on important public health issues, and providing a place to discuss strategies for improving public health in Georgia.

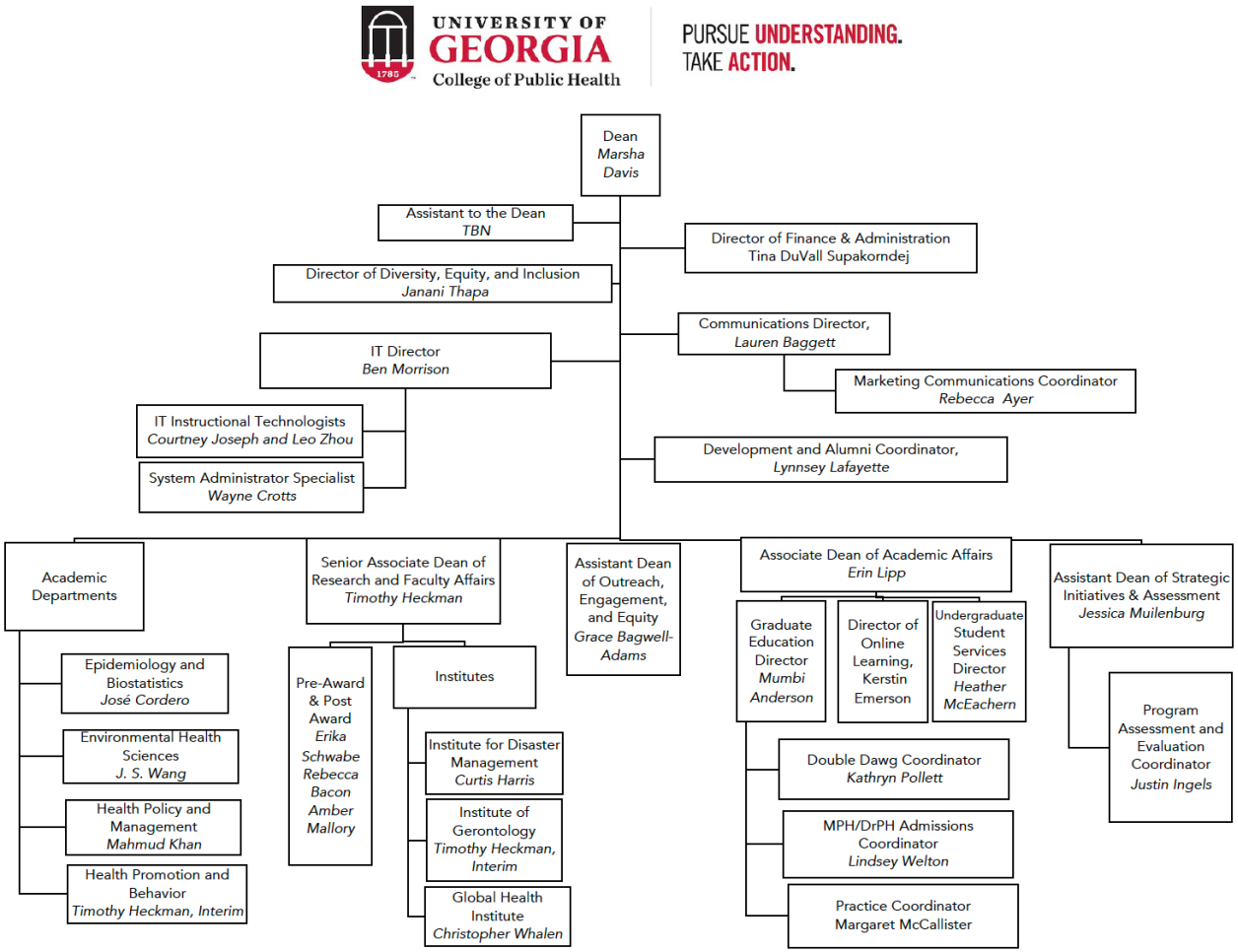
- Along with the UGA's J.W. Fanning Institute for Leadership, the College conducts the Public Health Leadership Academy which provides collaboration leadership training to community leaders across multiple sectors in Georgia to foster a culture of health in their communities.

- The College partners with Rollins School of Public Health at Emory University Region IV Training Center to provide leadership training for the public health workforce across the Southeast.

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

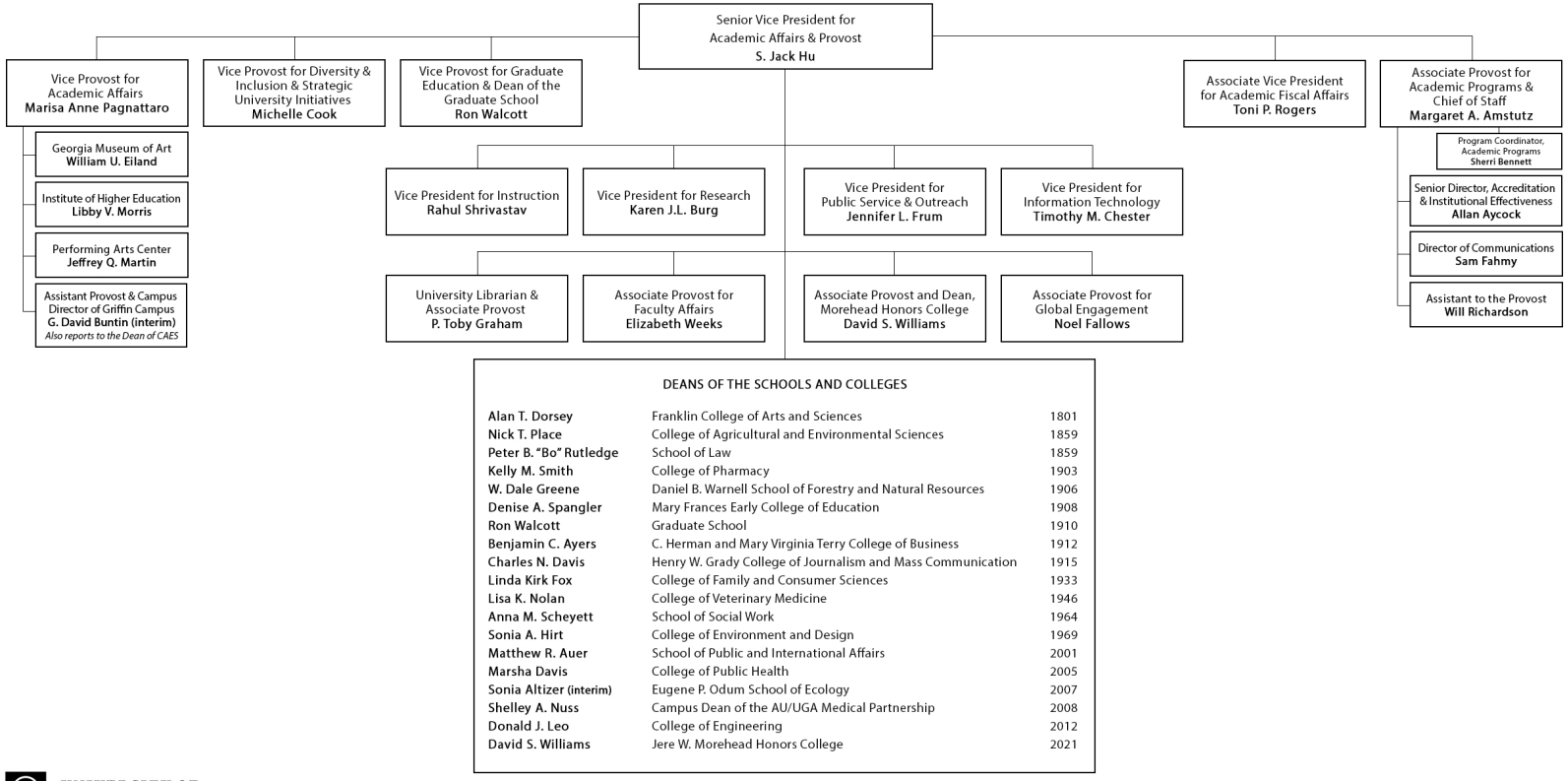
a. the school's internal organization, including the reporting lines to the dean

Figure Intro 2.a.1. College of Public Health Organizational Chart



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

Figure Intro 2.b.1 University of Georgia Academic Units



DEANS OF THE SCHOOLS AND COLLEGES

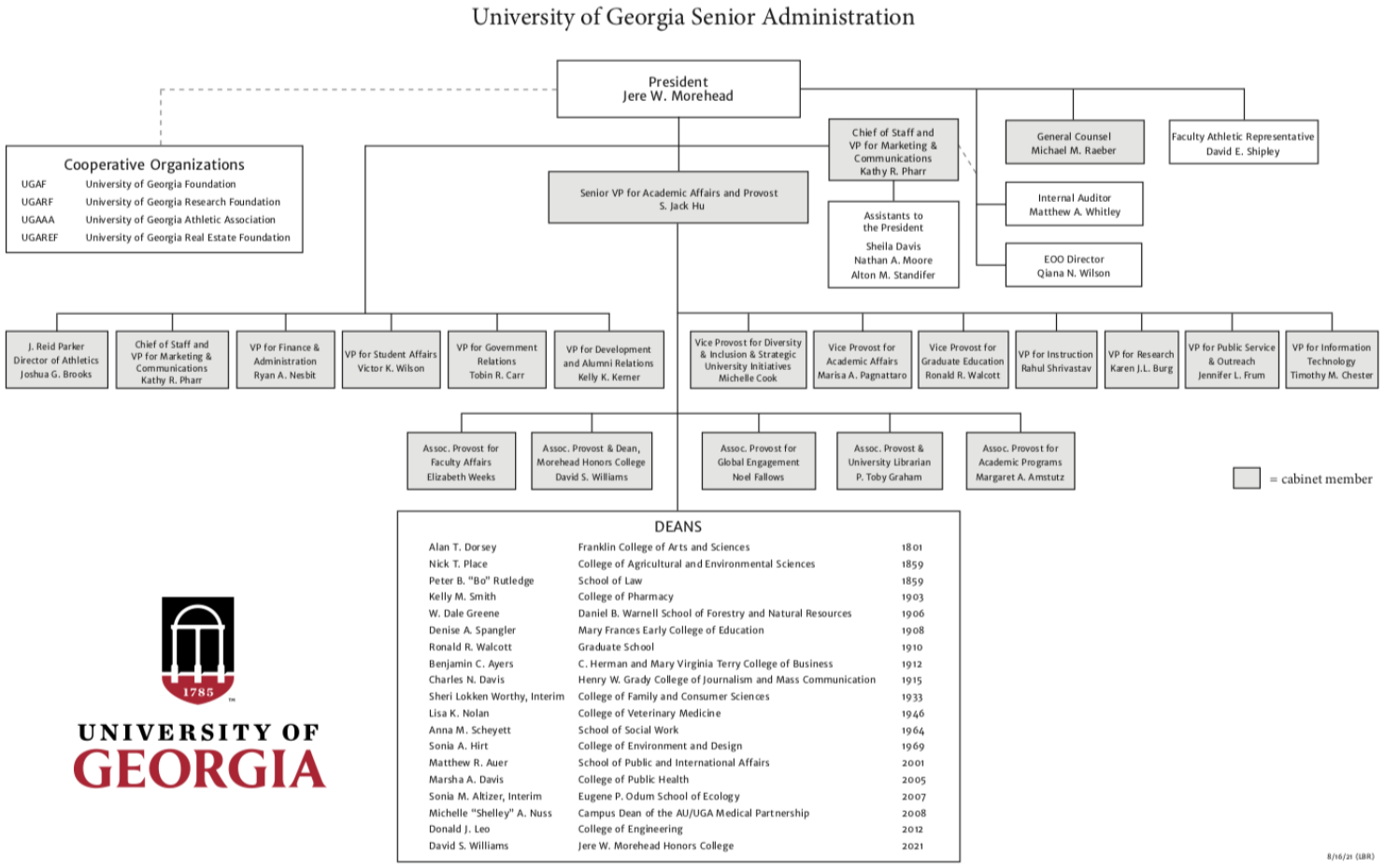
Alan T. Dorsey	Franklin College of Arts and Sciences	1801
Nick T. Place	College of Agricultural and Environmental Sciences	1859
Peter B. "Bo" Rutledge	School of Law	1859
Kelly M. Smith	College of Pharmacy	1903
W. Dale Greene	Daniel B. Warnell School of Forestry and Natural Resources	1906
Denise A. Spangler	Mary Frances Early College of Education	1908
Ron Walcott	Graduate School	1910
Benjamin C. Ayers	C. Herman and Mary Virginia Terry College of Business	1912
Charles N. Davis	Henry W. Grady College of Journalism and Mass Communication	1915
Linda Kirk Fox	College of Family and Consumer Sciences	1933
Lisa K. Nolan	College of Veterinary Medicine	1946
Anna M. Scheyett	School of Social Work	1964
Sonia A. Hirt	College of Environment and Design	1969
Matthew R. Auer	School of Public and International Affairs	2001
Marsha Davis	College of Public Health	2005
Sonia Altizer (interim)	Eugene P. Odum School of Ecology	2007
Shelley A. Nuss	Campus Dean of the AU/UGA Medical Partnership	2008
Donald J. Leo	College of Engineering	2012
David S. Williams	Jere W. Morehead Honors College	2021

UNIVERSITY OF GEORGIA
Office of the Provost

7/29/21

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

Figure Intro 2.c.1 University of Georgia Senior Administration



As shown above, the Dean of the College of Public Health reports to the President of the University of Georgia through the Senior Vice President for Academic Affairs and Provost. As discussed in Section 1.d., the Georgia Constitution grants the Board of Regents the exclusive right to govern, control, and manage the University System of Georgia (USG) and all USG institutions. The Board transmits rules and policies for the governance of the USG and its constituent units. The President of UGA, like all presidents of each USG institution, is the executive head of the institution and exercises supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the executive of all directives of the Board of Regents and Chancellor. For more information see *https://www.usg.edu/policymanual/*.

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

Concentration			Categorized as Public Health	Campus Based
Bachelor's Degrees				
Concentration	Degree			
Health Promotion	BS		x	x
Environmental Health	BS		x	x
Master's Degrees				
	Academic	Professional		
Biostatistics		MPH	x	x
Disaster Management		MPH	x	x
Environmental Health		MPH	x	x
Epidemiology		MPH	x	x
Gerontology		MPH	x	x
Health Policy and Management		MPH	x	x
Health Promotion and Behavior		MPH	x	x
Environmental Health	MS		x	x
Biostatistics	MS		x	x
Epidemiology	MS		x	x
Data Management	MS		x	x
Health Administration		MHA		x
Doctoral Degrees				
Health Policy and Management		DrPH	x	x
Environmental Health	PhD		x	x
Health Promotion	PhD		x	x
Biostatistics	PhD		x	x
Epidemiology	PhD		x	x
Data Management	PhD		x	x

Concentration					Categorized as Public Health	Campus Based
Joint Degrees						
	Existing concentration	Joint-specific concentration				
2nd (non-public health) area			Degrees	Degrees		x
Bachelor of Science (BS)	X[1]			BS/MPH		x
Master of Business (MBA)	X[2]			MBA/MPH		x
Master of Social Work (MSW)	X[3]			MSW/MPH		x
Juris Doctorate (JD)	X[4]			JD/MPH		x
Doctor of Veterinary Medicine (VetMed)	X[5]			VetMed/MPH		x
Doctor of Pharmacy (PharmD)	X[6]			PharmD/MPH		x
Doctor of Medicine (MD)	X[7]			MD/MPH		x
Doctor of Philosophy (PhD)	X[8]		PhD	MPH		x
[1]Biostatistics, Disaster Management, Environmental Health, Epidemiology, Gerontology, Health Policy and Management, Health Promotion						
[2]Health Policy and Management						
[3]Gerontology, Health Policy and Management, Health Promotion						
[4]Health Policy and Management						
[5]Epidemiology, Health Policy and Management, Environmental Health						
[6]Disaster Management, Health Policy and Management, Health Promotion, Epidemiology						
[7]Disaster Management, Health Policy and Management, Epidemiology						
[8]Health Promotion MPH Concentration and Health Promotion PhD Degree Program						

3) Enrollment data for all of the school's degree schools, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2. Schools that house "other" degrees and concentrations (as defined in Criterion D19) should separate those degrees and concentrations from the public health degrees for reporting student enrollments.

Table Intro-4.1. Enrollment by Degree Program, Fall 2021

Degree	Enrollment
Bachelor's	
Environmental Health	108
Health Promotion	220
Master's	
MPH	
Biostatistics	2
Health Policy and Management	20
Gerontology	3
Disaster Management	17
Health Promotion	33
Epidemiology	40
Environmental Health	6
BS/MPH	
Biostatistics	1
Health Policy and Management	4
Gerontology	0
Disaster Management	2
Health Promotion	2
Epidemiology	4
Environmental Health	1
JD/MPH	
Health Policy and Management	1
MBA/MPH	
Health Policy and Management	1
MD/MPH	
Epidemiology	0
Disaster Management	0
Health Policy and Management	0
MSW/MPH	
Gerontology	1
Health Promotion	10
Health Policy and Management	2
MHA/MPH	
Health Policy and Management	4

Degree	Enrollment
DVM/MPH	
Epidemiology	0
Environmental Health	0
PharmD/MPH	
Disaster Management	1
Health Policy and Management	0
Health Promotion	0
PhD/MPH	
Health Policy and Management	2
Health Promotion	3
MS	
Biostatistics	2
Data Management	0
Epidemiology	2
Environmental Health	4
MHA	
Health Policy and Management	24
Doctoral	
DrPH	
Health Policy and Management	69
PhD	
Epidemiology and Biostatistics	
Biostatistics Concentration	7
Data Management Concentration	2
Epidemiology Concentration	7
Legacy (Epidemiology and Biostatistics)[1]	22
Environmental Health	24
Health Promotion	14

[1] The self-study reflects the school's current degree programs; Biostatistics and Epidemiology legacy degrees are included here to reflect the school's total student enrollment. The last of these cohorts matriculated in Fall 2019 and all currently enrolled cohorts will reach their maximum time to graduation in 2026.

A1. Organization and Administrative Processes

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

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

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

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

Two primary College bodies advise the Dean:

- The **Senior Leadership Group** (composed of the Dean, associate and assistant deans)
- **Administrative Council** (composed of the Dean, assistant and associate deans and the department heads)

Seven committees advise the Administrative Council and Dean on strategic plan initiatives and matters pertaining to their constituents:

- The **Curriculum and Academic Programs Committee** (on curriculum changes, course proposals and revisions)
- The **Graduate Education Committee** (on policies, procedures, and programs for graduate students)
- The **Undergraduate Education Committee** (on policies, procedures, and programs for undergraduate students)
- The **Promotion and Tenure Committee** (on faculty advancement)
- The **Awards Committee** (on the college awards process and timeline)
- The **Diversity, Equity, and Inclusion Committee** (on diversity, equity, and inclusion issues related to CPH)
- The **Online Learning Committee** (on best practices for online education). The committee membership list is available as ERF A1.1.1.

The College's part-time secondary faculty are defined as faculty that are hired to teach on a course-by-course basis and are compensated only for the course in which they serve as the primary instructor. The College does not have an expectation that part-time faculty serve on any college- or university-wide committees. These faculty, however, regularly attend department faculty meetings and provide input to departmental committee representatives. In addition, part-time faculty serve on department level committees for curriculum, program development, community outreach, etc.

Meeting minutes from several committees are available in ERF A1.1.2 with highlighted text corresponding to conversations regarding degree requirements, student assessments, and admissions policies. All committee agendas and meeting minutes are posted to a faculty staff portal to be accessible to all and reviewed, upon posting, by the Senior Leadership Group and Administrative Council.

Table A1.1.1. CPH Standing Committees

Committee	Chair	Composition	Charge
Curriculum and Academic Programs Committee	Sitting member elected by committee at large	One faculty member from each department, one faculty member from an institute offering educational programs, Director of Online Learning, and one student representative; *ex officio* members include the Associate Dean for Academic Affairs and Undergraduate Student Services Director	Reviews curriculum changes submitted by undergraduate and graduate programs. Reviews course proposals and revisions, audits course offerings to make sure that competencies are addressed and appropriate learning objectives are included. Verifies that accurate and updated information is published in the UGA bulletin. Committee meets once a month during the Fall and Spring terms. The committee submits meeting minutes to the faculty staff portal.
Graduate Education Committee	Sitting member elected by committee at large	One faculty member from each department, one faculty member from an institute offering graduate educational programs, Director of Online Learning, and at least one graduate student representative; *ex officio* members include the Associate Dean for Academic Affairs and Director of Graduate Education	Oversees the College's policies and procedures for graduate education. Approves graduate educational policies, reviews proposals for new programs, oversees the MPH student learning outcomes, and regularly reviews the APE and ILE criteria of the MPH. Committee meets once a month during the Fall and Spring terms. The committee submits meeting minutes to the faculty staff portal.
Undergraduate Education Committee	Sitting member elected by committee at large	One faculty member from each department, one faculty member from an institute offering undergraduate educational programs, Director of Online Learning, and at least one undergraduate student representative; *ex officio* members include the Associate Dean for Academic Affairs and Director of Student Services	Oversees the College's policies and procedures for undergraduate education. Approves undergraduate educational policies, reviews proposals for new programs, and regularly reviews the internship protocols for the BS programs. Committee meets once a month during the Fall and Spring terms. The committee submits meeting minutes to the faculty staff portal.

Committee	Chair	Composition	Charge
Promotion and Tenure Committee	No Standing Chair	This committee includes no fewer than five voting members with at least one member from each department. Faculty holding administrative appointments (i.e. Department Heads, Associate Deans, Institute / Center Directors, etc.) in the College are eligible for appointment to the committee.	Responsible for the review and approval of faculty appointments and promotions as set forth in the guidelines for faculty appointments and promotions (ERF E3.4.1). These decisions are then sent to the Dean, who then forwards materials to the appropriate UGA Promotion and Tenure committee. Committee meetings are established by the Chair at the start of each year based on need.
Faculty and Student Awards Committee	Sitting member elected by committee at large	One faculty member from each department; *ex officio* member includes the Assistant Dean for Strategic Initiatives and Assessment	Plans the awards process and timeline for college awards, including annually recognizing excellence in faculty research, teaching, online teaching, service; and outstanding part-time faculty. Scans the university, research, teaching, and service units at UGA, nationally and internationally to encourage and support faculty submissions. Assists in promoting external award recipients to the CPH community. Committee meets at least twice a year with additional meetings as needed. Decisions are forwarded to the Dean who then submits the award application packet to the relevant entity.
Diversity, Equity, and Inclusion Committee	Director of Diversity, Equity, and Inclusion	One faculty member from each department, at least one student representative, and one staff member; *ex officio* members include the Assistant Dean for Outreach, Engagement, and Equity	Responsible for developing and implementing DEI plan for the College, assesses progress on meeting the key performance indicators for each objective of the plan, and recommends policies and procedures to strengthen diversity, equity, and inclusion excellence for CPH. Committee meets once a month during the Fall and Spring terms. The committee submits meeting minutes to the faculty staff portal.

Committee	Chair	Composition	Charge
Online Learning Committee	Director of Online Learning	One faculty member from each department with experience in online instruction, one staff member, and at least one student representative	Promotes best practices for online education, coordinates online programming such as the MPH certificate, and assists with development of new online programs. Committee meets once a month during the Fall and Spring terms. The committee submits meeting minutes to the faculty staff portal.

Fifteen advisory and operations committees work within the college to support and advise various teaching, research, and service activities. They also provide structural supports to encourage shared governance.

Table A1.1.2. CPH Advisory and Operations Committees

Committee	Chair	Composition	Charge
Research Advisory Committee	Senior Associate Dean for Research and Faculty Affairs	One tenure-track or tenured faculty member from each department, and one tenure-track or tenured faculty member from all the three research institutes	Recommends actions on policies pertaining to research activity, support for research, research administration, and collaboration on interdisciplinary research. Reviews and revises administrative policies to improve the research environment and research productivity of the faculty. Assists with the research working groups activities. Committee meets at least once during the Fall and Spring terms. The committee submits meeting minutes to the faculty staff portal.
Community Outreach, Engagement, and Equity Advisory Committee	Assistant Dean for Diversity, Engagement, and Equity	Members include representatives from UGA Public Service and Outreach (J.W. Fanning Institute for Leadership Development, Carl Vinson Institute of Government, Archway Partnership, Extension), Rollins School of Public Health at Emory University, Albany State University, Georgia Municipal Association, and Athens-Clarke County Government.	Promotes faculty, staff, and student work in the community. This committee chooses Health Equity Fellows and the recipients of student DEI grants. Committee meets one time during the Fall and Spring terms with additional meetings as needed. The chair submits minutes to the faculty staff portal.

Committee	Chair	Composition	Charge
College Outreach, Engagement, and Equity Advisory Committee	Assistant Dean for Diversity, Engagement, and Equity	Members include faculty representatives from each department and Director of Communications.	Plans the annual State of the Public's Health Conferences. Responsible for identifying and promoting service opportunities to faculty and students. Committee meets monthly during the Fall and Spring terms with additional meetings as needed. The chair submits minutes to the faculty staff portal.
CEPH Self-Study Committee	Assistant Dean for Strategic Initiatives and Assessment	One faculty member from each department, one faculty member from one of the three institutes, Practice Coordinator, Director of Graduate Education, communications office, and student representative; ex-officio members include Assistant Dean for Strategic Initiatives and Assessment, and support staff from Academic Affairs	Steers the accreditation process, including the development of the self-study procedures and documents, annual reporting and reviewing substantive changes, and reviewing all materials to be submitted for reporting or accreditation. Also coordinates departmental and degree program compliance and reporting for the self-study. Committee meets as needed, typically at least once Fall and Spring terms with additional meetings as needed. The committee submits minutes to the faculty staff portal.
Faculty Advisory Council	No Chair	One tenured or tenure-track faculty member from each department and one clinical faculty member	Discusses all matters that relate to the academic and professional life of faculty members. Committee meets once a month during the Fall and Spring terms with the Dean and submits minutes to the faculty staff portal.
Staff Advisory Council	Sitting member elected by committee at large	Members are elected by full-time staff. Members cannot have a direct report to the Dean.	Works to (a) facilitate communication between staff and Dean's office; (b) create opportunities for building community and increasing engagement of all staff, (c) provide staff professional development activities, (d) offer wellness activities, and (e) recognize outstanding staff. Committee meets monthly during the Fall and Spring terms. The committee submits minutes to the faculty staff portal.

Committee	Chair	Composition	Charge
Practice Advisory Group	MPH Practice Coordinator	The undergraduate practice coordinator from BSEH, undergraduate practice coordinator from BSHP, MPH practice coordinator, Graduate Education Director, and Associate Dean for Academic Affairs	Guides the practices and procedures for undergraduate and graduate practice placements, student professional enrichment, and career counseling activities. It serves to strengthen relationships between the college and public health agencies, establish new partnerships with external organizations, improve student preparedness for field experiences, and develop new practice activities for students beyond internships and residencies. The group meets once each Fall and Spring term and the chair submits minutes to the faculty staff portal.
MPH Admissions Committee	MPH Admissions Coordinator	One coordinator from each degree program serves as chair for their specific admissions committee	Determines admissions standards for each cycle, coordinates the admissions process, including review and decisions, and oversees updates to recruitment activities and materials, including brochures, social media, CAS, etc. Committee meets as needed during the Fall term and at least once a month during the Spring term. The committee submits minutes to the faculty staff portal.
DrPH Admissions Committee	DrPH Program Coordinator	One or two faculty members from Department of Health Policy and Management (HPAM), DrPH program coordinator, and support staff from HPAM	Determines admissions standards for each cycle, coordinates the admissions process, including review and interviews, and oversees updates to recruitment materials, including brochures, websites, CAS, etc. Committee meets as needed during the admissions process. The committee submits minutes to the faculty staff portal.

Committee	Chair	Composition	Charge
Academic Degree Admissions Committees	Admissions staff for each degree program chairs a subcommittee	Two to three faculty representatives from each program (MSEH, MS EPI/BIOS, PhD EH, and PhD HPB) serve on their respective subcommittees	Determines admissions standards for each cycle, coordinates the admissions process, including review and interviews, and oversees updates to recruitment materials, including brochures, websites, CAS, etc. Committee meets as needed during the admissions process. The chairs submit minutes to the faculty staff portal.
College of Public Health Alumni Board	Development and Alumni Coordinator	UGA 40 Under 40 honorees, Bulldog 100 members, and alumni who have been active in a variety of board roles at UGA	Supports the Office of Development and Alumni Relations to develop the opportunities for current students and alumni (e.g., career advising, preparing students for work), increase visibility of the College, and build meaningful and lasting connections with other alumni, students and faculty. Committee meets at least four times per year. The chair submits minutes to the faculty staff portal.
Strategic Planning Committee	Assistant Dean for Strategic Initiatives and Assessment	The Strategic Planning Committee is composed of different stakeholders inside CPH, including faculty, staff, and administrators	Develops and monitors the progress of the key performance indicators of the Strategic Plan. Committee meets as needed and submits minutes to the faculty staff portal.
Student Advisory Council	Elected student from the council	One to two undergraduate students, master's students, doctoral students, and DrPH students	Reflects the interest of CPH students and recommends policies that contribute to the support of student life. This group meets once a semester with the Dean. The chair submits minutes to the faculty staff portal.
Dean's Advisory Council	Dean	Diverse practice and alumni group selected by the Dean	Members from private, public, and non-profit sectors. Promotes visibility of the school and its activities and identifies resources to advance the College's mission. The Council meets bi-annually and Dean submits summaries to CPH stakeholders.
Contingency Planning Committee	Assistant Dean for Strategic Initiatives and Assessment	One faculty member from each department and one faculty member from an institute	This committee is charged with developing and monitoring the plans to modify operations when faced with unanticipated future events. Committee meets once during the Fall and Spring terms. The Chair submits plans to UGA and posts on faculty staff portal.

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

a. Degree Requirements:

Changes to degree requirements are proposed by the undergraduate and graduate coordinators to the College's Graduate Education Committee (GEC) or Undergraduate Education Committee (UEC). These committees are responsible for reviewing all proposals and making recommended changes or sending approvals through the proper committee channels. Prior to the meeting, the committee invites a representative to attend and present the proposal and requests any additional information needed. During the meetings, the members discuss, and then vote to approve or reject each proposal. If additional questions remain, the committee suspends the vote in order to follow up with the representative prior to the subsequent vote. Major changes to degrees, such as credit hours, deletion or addition of tracks or areas of emphasis, changes in degree requirements, or changes in modality, must also be approved by the University's Graduate School (for graduate degree programs only) and Curriculum Committee. Final approval within UGA must be made by the University Council. In cases where changes to modalities are approved by all University voting bodies, the final proposal must be approved by the University System of Georgia Board of Regents.

b. Curriculum Design:

The creation of new programs, dissolution of existing programs, or reorganization of programs is initiated by department heads or curriculum sub-committees in each department. The final proposals are reviewed by the appropriate educational committees (GEC or UEC), and those that are approved are forwarded to the Curriculum and Academic Programs Committee (CAPC). All voting committees thoroughly discuss each proposal, vote to approve or reject each approval, and send any notes to the department that submitted the proposal. In the case that the proposal is submitted by faculty, the department head must be copied on all communications and decisions. New degree program and dissolution proposals must also be approved by the University's Graduate School (for graduate degree programs only) and Curriculum Committee, and then final approval within UGA must be made by the University Council. Final approval by the University System of Georgia (USG) Board of Regents is also required for these curriculum changes.

c. Student Assessment Policies and Processes:

Undergraduates' academic progress is closely monitored by advisors and the University's registrar. All students must maintain a 2.0 semester and cumulative GPA or face academic probation and dismissal. Each semester, the undergraduate advisor's office sends emails and letters to students who have not made satisfactory academic progress, instructing them to meet with their advisor to work an academic plan. Students on probation must earn a 2.30 semester GPA each semester that they are on probation,

http://bulletin.uga.edu/bulletin/acad/dismissal.html. Students who fall below 2.3 are dismissed for one Fall or Spring semester, and a second dismissal is a full calendar year. Dismissal appeals are processed and granted by the University's Educational Affairs Committee.

Adequate graduate student progress towards a degree is monitored by the University's Graduate School. Students who fall below a 3.0 GPA are placed on academic warning, and the program's graduate coordinator is notified. At that point the program works with the Graduate School on the student's academic plan until the GPA requirements are met, https://grad.uga.edu/wp-content/uploads/2016/11/advisement.pdf. Students who receive below a 3.0 for two subsequent semesters are subject to probation and then permanent dismissal from UGA, https://grad.uga.edu/index.php/current-students/policies-procedures/academics/probation-and-dismissal/. Students who wish to appeal dismissals must initiate the process with the program's graduate coordinator, who presents the appeal to the GEC, which votes on the College's position to support the student's appeal or support the Graduate School's dismissal. That decision is then communicated to the Graduate School at the student's dismissal hearing. The final decision on student appeals is determined by the Graduate School Council.

Within the College of Public Health, graduate students may not include any course below a "C" on their final program of study. Therefore, instructors who issue a "C" or below on required courses must notify the program's coordinator in order to initiate an advisement plan that supplements the student's academic advising. Additionally, the MPH program does not accept grades below "B-" in the five MPH core courses.

UGA requires annual reporting of Student Learning Outcomes (SLO) for every degree-granting program. Programs may use various forms of assessing SLO for their student population but must include a representative sample of their total student enrollment population. Programs that fail to report adequate SLO for their students must submit supplemental plans of action that detail modifications to curricula to enhance student learning.

As described in Criterion B1, the College's Office of Academic Affairs oversees the above assessment activities described above.

d. Admissions Policies and/or Decisions:

Undergraduate admissions policies and recommendations are made by the University's Office of Undergraduate Admissions, https://www.admissions.uga.edu/admissions/first-year/, and https://www.admissions.uga.edu/admissions/transfer/. Any UGA undergraduate student may declare the BSEH major and an intended-BSHP major upon matriculation or during their tenure at UGA. Most declared juniors remain in the major through graduation. The BSHP is considered a high-demand major and requires a formal internal admissions process – once intended students have accrued 60 undergraduate credits and maintained a 2.5 GPA or above. These students apply for the BSHP major via the Office of Academic Affairs. The major's admissions policies and procedures are determined by the UEC.

Admissions policies and recommendations for the MPH and DrPH program are made by the GEC. Formal admissions decisions are made by their respective admissions committees. Policies

and recommendations for admission to the MS and PhD programs are made by faculty committees for the respective degree programs. Formal offers of admission are made by the Graduate School, following the recommendations submitted on behalf of the faculty committee by the program's administrative staff.

e. Faculty Recruitment and Promotion

The University oversees all faculty hiring and must approve all faculty lines via the Vice Provost, Vice President, and the Dean of the school or college. At that point, the College follows the UGA Office of Academic Affairs Policy on the Recruitment of Faculty, https://provost.uga.edu/policies/academic-affairs-policy-manual/1-08-recruitment-of-faculty/. The College's own Appointment Guidelines align with the University's policies (Article VII of CPH Bylaws). The process begins with the approval of the job postings by Human Resources. At that point, search committees are formed by department chairs. These committees are composed of faculty from the department, along with any outside members from the larger College and/or UGA faculty. When the search committee is appointed, the head will notify the Dean in writing of the committee's membership.

Search committees evaluate candidates and invite the most highly qualified for on-campus interviews and presentation. After the on-campus interviews, the search committee provides acceptable candidate (strengths and weaknesses, without ranking) to the Department Head who conveys that information to the Dean. The faculty in the department vote on the acceptability of the candidates. The vote is then submitted to the Dean, who makes the final decision to appoint the new faculty member. This process is documented in Article VII of the College's Bylaws.

The school's Appointment and Promotion Guidelines also detail the faculty promotion (see CPH Promotion and Tenure Handbook, located in ERF E3.4.1). Each faculty is required to participate in an annual performance review conducted by the department head. This review should give adequate feedback on progress towards tenure and promotion.

Each assistant tenure-track professor also undergoes a third-year review. The faculty member prepares a dossier that includes a vita, achievements, and accomplishments in the areas of teaching, research, and service. The department head where the individual's majority appointment resides appoints a three-person committee (one being outside the home department) to conduct the third-year review and provide written feedback to the faculty member. The Dean and Senior Associate Dean for Research and Faculty Affairs participate in the third-year review, evaluating the dossier and assessment from the third-year review committee. They also prepare a letter to the faculty member outlining progress towards tenure and/or promotion and any weaknesses to be addressed.

The formal promotion and tenure process begins with preliminary consideration of the candidate's viability for promotion and tenure. In the spring of each year, the head of the Promotion and Tenure Unit (PTU) convenes all eligible faculty in the department to give a preliminary, non-binding, vote for those being evaluated for tenure and/or promotion. The candidate is notified of the vote. If the faculty member decides to move forward with the formal review, the head of the PTU (with input from PTU faculty) solicits external reviews of the applicant's materials. The external letters are added to the dossier. In the beginning of the

academic year, the PTU faculty at the department level reviews the dossier and votes. The PTU Head summarizes the deliberations of the PTU faculty and records the final vote for and against. This letter accompanies the dossier forward for review at the college level. Consistent with the principle of flow described in the University Guidelines, dossiers of all candidates considered at the departmental level are forwarded to the College's Promotion and Tenure Committee for review and vote, regardless of the outcome of the departmental vote, unless the candidate indicates in writing to the department head that he/she does not wish to be considered further. The College Promotion and Tenure Committee reviews the dossier and votes. The chair of this committee prepares the vote and a summary of the dossier to the Dean. The Dean, in turn, reviews PTU head and chair of College Promotion and Tenure letters, dossier, votes and then writes his/her own assessment of the candidate. All materials are then forwarded to the appropriate University tenure and promotion committee for vote and then forwarded to the Senior Vice President for Academic Affairs and Provost and President. If approval is given by the University President in consultation with the Provost, it is forwarded to the USG Board of Regents as the final approval body.

There is also a promotion process for clinical track faculty. The formal process for promotion follows standard appointment procedures and documentation for UGA Faculty stated above. The formal Guidelines for Clinical Faculty Promotion Process of the College of Public Health can be found on ERF A1.2.1.

f. Research and Service activities

Individual faculty members conceive of and secure funding for the vast majority of research and service activities. Faculty members often work collaboratively with other faculty members—both inside and outside the College—on developing and carrying out research or service activities. For example, an individual grant may include a Principal Investigator (PI), one or more Co-PI's, as well as additional key contributors. Successful research scholarship for the faculty is essential for maintaining the vitality and reputation of all of the School's degree programs. Sponsored activity data show that the College of Public Health consistently ranks 4th among the 17 UGA Schools and Colleges for expenditures and award funding. https://research.uga.edu/about/annual-reports/.

Each faculty research effort is negotiated with the department head and written into the annual contract. The contractual requirements are assessed during annual reviews, at which point changes may occur for the following annual contract. The office of the Senior Associate Dean for Faculty Affairs and Research supports faculty in their research activities and ensures progress in this area by tracking the required data for the evaluation plan (see 2.1-2.4 of Template B5-1).

Each faculty has a dedicated 5% effort in service. This includes service for the College and University, service to the profession, and service to the communities that the College serves. The Office of the Assistant Dean for Outreach, Engagement, and Equity works to increase awareness and engage faculty in service activities that align with the College's Strategic Plan (see 3.1-3.5 of Template B5-1).

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

The CPH Bylaws are available in ERF A1.3.1.

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

Faculty contribute to institutional decision-making through participation in University committees and councils. They work with UGA leadership to promote important initiatives by serving on working groups and task forces. Any faculty with 1.0 Full Time Equivalent (FTE) may volunteer to serve on institutional committees, and the Assistant Dean for Strategic Initiatives and Assessment coordinates membership on institutional committees. A list of CPH membership in institutional committees is included in ERF A1.4.1.

- **University Council** comprises faculty, staff, and student representatives and is charged in the University Council bylaws with establishing policies and enacting rules and regulations as it deems appropriate for the interests and welfare of UGA and its academic community. Additionally, the Council acts in an advisory capacity to the UGA President and serves as an outlet through which the campus community can voice an opinion regarding University policies and initiatives. Each meeting of the Council is presided over by the UGA President and is supported by the University Council Executive Committee Chair, the University Registrar who serves as the Council's secretary, and the Parliamentarian who provides guidance on rules of order. Six Council meetings are scheduled in an academic year -- three in the fall and three in the spring. A term of the Council runs July 1 through June 30.
- **Committee on Facilities** reviews and evaluates policies concerning campus planning, the use of University land and facilities, and campus safety and recommends necessary changes to the Council and the President.
- **Committee on Intercollegiate Athletics** meets with the Athletic Director of the Athletic Association to review policies and plans pertinent to the University program of student involvement in intercollegiate athletics. The Committee also meets with the Associate Athletic Director for Student Services and the Compliance Coordinator of the Athletic Association to review admission and transfer criteria for student athletes and the University's compliance with NCAA rules and regulations. The Committee reports on the academic progress of student-athletes at least once a semester; provides an annual written review of the Academic Support Group of the Athletic Association, mandated by the NCAA; and formulates and recommends to the Athletic Association any changes in the present University program of intercollegiate athletics.
- **Committee on Statutes, Bylaws, and Committees** reviews the Statutes of the University and the Bylaws of the University Council for possible changes in intent and wording; receives and considers suggestions for changes in the Statutes and Bylaws that may be made by the Executive Committee, any other standing committees, or any member of the University Council; and provides oversight to the University Council secretary in providing for elections to standing committees.

- **Committee on Student Life** recommends to the University Council rules and regulations affecting student life, activities, and behavior; investigates and reports on any student issue that the University Council may wish the Committee to consider or the Committee itself believes worthy of consideration; provides advice, as needed, to the Student Affairs Departments on non-academic student petitions; and advises the Division of Student Affairs, especially on long-range planning, and advocates on behalf of the Division.
- **Council Representatives to the Georgia Athletic Association Board** shall elect faculty members to the Board of Directors of the Athletic Association in accordance with its Statutes. These faculty must be members of the University Council at the time of their election.
- **Council Representatives to the UGA Research Foundation** shall elect faculty members to the Board of Directors of UGARF in accordance with its Articles of Incorporation and Bylaws.
- **Curriculum Committee** reviews all changes in course offerings; reviews recommendations from the schools/colleges regarding the establishment, major modification, or discontinuance of any degree program; advises the University Council and the President on the establishment or discontinuance of schools and colleges; and considers and recommends to the University Council action on other curricula matters that may affect the University as a whole or relations between two or more schools or colleges.
- **Educational Affairs Committee** considers and recommends to the University Council educational policies (registration, course scheduling, class times and periods, academic advising, etc.) and proposals for University Council approval each academic calendar. This committee also hears academic student appeals.
- **Executive Committee-Ad Hoc COVID-19 Crisis Response Committee** was formed by the University Council Executive Committee as an ad hoc COVID-19 Crisis Response Committee. The membership is 12 elected, non-*ex-officio*, members who reflect the current composition of faculty, staff, and students on Council.
- **Executive Committee** considers proposals to be placed on the University Council agenda. It is the responsibility of this committee to accept or reject items received from the various standing committees, among other entities, to be placed on a given Council agenda. This committee also considers and reports to the Council on any issue affecting the general welfare of the University; recommends for the Council's approval the formation of any ad hoc committees as it deems necessary; and oversees the activities of the Council and ensures that the Bylaws are fulfilled faithfully each year. This committee is also responsible for filling appointments to various committees and associations on campus.
- **Faculty Admissions Committee** establishes policies for undergraduate admissions; provides recommendations concerning the admission to the University of any student not meeting minimum admission requirements; monitors and enforces policies and procedures for the admission of students to Developmental Studies, a component of Academic Enhancement; monitors policies and procedures by which students exit Developmental Studies and gain admission to standard University programs; and requires the President to inform in writing the Faculty Admissions Committee and the Executive Committee the reasons for not accepting a recommendation from the Faculty Admissions Committee.
- **Faculty Affairs Committee** reviews and recommends policies on matters of faculty concern related to faculty productivity and evaluation, including but not limited to activities and programs, appointment, promotion and tenure, post-tenure review, and academic freedom.

- **Faculty Grievance Committee** receives and evaluates requests for grievance resolution and decides how to act on those requests; conducts inquiries into faculty grievances and attempts the resolution of these grievances by mediation or hearings; presents recommendations for appropriate responses to the grievances it has considered to the President; considers appeals of cases heard by grievance committees in the schools and colleges and presents its recommendations for appropriate responses to grievances to the President; and establishes, maintains, and publishes procedures by which these duties are conducted.
- **Faculty Post-Tenure Review Appeals Committee** hears appeals from a post-tenure review in which the faculty member has received an evaluation of "unsatisfactory" by the post-tenure review unit, and prepares and reviews procedures for handling appeals and ensures compliance with the Policy for Review of Tenured Faculty.
- **Faculty/Staff Parking Appeals Committee** considers all appeals from faculty and staff concerning parking tickets and fines at UGA.
- **Human Resources Committee** reviews and recommends policies related to faculty and staff benefits, including but not limited to leave programs, retirement programs, health and life insurance programs, emeritus faculty benefits, and other human resource matters. They also review and recommend policies related to gender and equity issues.
- **Program Review and Assessment Committee** oversees all matters directly related to the substantive elements of academic program reviews, including the establishment of review criteria and guidelines, oversight of review teams. This committee considers, approves, and forwards the review team reports and recommendations; participates in program reviews; oversees policies and procedures related to student learning outcomes assessment of undergraduate and graduate academic programs; evaluates student learning outcomes assessment plans; and reports and provides feedback to programs on assessment practice.
- **Strategic Planning Committee** of the University Council advises and consults with the President and faculty in the establishment, monitoring, and revision of the Strategic Plan of the University; advises and consults with the Vice President for Finance and Administration, the Senior Vice President for Academic Affairs and Provost, and the faculty about the status of the current university budget, the outlook for the university's budget for the upcoming year and the extent to which budgetary changes promote the university's strategic goals; and forwards recommendations to the Council concerning any Strategic Plan offered by the President.
- **University Libraries Committee** considers and recommends general policies for the development and utilization of the University libraries.
- **University Promotion and Tenure Appeals Committee** reviews the dossiers that are required to come before it and advises the Senior Vice President for Academic Affairs and Provost in accordance with the University's Guidelines for Appointment, Promotion, and Tenure. All its deliberations are done in confidence, and the committee may not discuss an appeal with anyone who is not a member of the committee. An exception to this confidentially relates to discussions with staff assisting the committee.

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

The College has full-time instructional, clinical, and research faculty, as well as full-time and part-time secondary faculty and instructors. The College's full-time secondary faculty are defined as UGA faculty that have appointments in more than one school or college and therefore the FTE is less than 50% for the College. The College's part-time secondary faculty are defined as faculty that are hired to teach on a course-by-course basis and are compensated only for the course in which they serve as the primary instructor.

All faculty regularly interact with colleagues as they conduct teaching, research, and service. All faculty are invited and encouraged to attend College-wide events. Faculty participate on committees and attend monthly departmental and college-wide faculty and staff meetings. Events that are held frequently include seminars, workshops, and symposia, as well as student-led activities such as dissertation defenses, panels, social, and philanthropic events. Bi-monthly lunch-and-learns are delivered virtually, engaging faculty in areas of interest in the College and field of public health, e.g., involving alumni in the educational mission; social media training; resilient leadership; conflicts of interest in research; and diversity, equity, and inclusion training. A bi-monthly internal newsletter, *Trending*, highlights opportunities for faculty to be engaged with University, College, and community activities. Departments also organize regular seminars for students, faculty, and interested staff, providing additional opportunities for interaction, and for keeping abreast of current research.

The College has a formal Mentorship Program intended to benefit both mentors and mentees. The primary goal of the Mentorship Program is for tenure-track, clinical, and research faculty to obtain structured and unstructured didactic and experiential mentorship to facilitate the mentee's efforts in the areas of teaching, research, service, and professional development. Mentorship relationships will be structured to best meet the needs of the mentee. The College recommends mentors meet with their mentees at least once a month, ideally in person. Mentorship pairs will be expected to meet a minimum of eight times throughout the academic year (but preferably more, if possible).

The following guidance is provided to help establish a successful mentor/mentee relationship:

1) Meet a minimum of eight times throughout the year to discuss teaching, research, service, and other career-related activities--but also realize that true mentorship can occur on a daily basis;
2) Attend professional events together (e.g., colloquia, workshops, job talks, etc.);
3) Share articles, books, blogs, and other career-enhancing materials with one another.

As soon as the mentorship team is formed, it is the responsibility of the mentee to establish contact with his or her mentor to begin the formal mentor-mentee relationship. At the initial meeting, the mentee can provide personalized information about his or her goals for the program. The mentor can also provide a realistic assessment of how he or she can best facilitate the mentee's career trajectory and enhance his or her professional quality of life. At the end of the academic year (i.e., late April or early May), and using a form provided by the Senior Associate Dean for Research and Faculty Affairs, the mentor will evaluate the accomplishments of the mentee as well as the mentee's efforts to utilize the CPH Mentorship Program. This evaluation will be submitted to the Senior

Associate Dean and shared with the mentee's department head and institute director (if relevant). Similarly, at the end of the academic year, and using a form provided by and submitted to the Senior Associate Dean, the mentee will provide a written evaluation of the helpfulness and efforts of his or her mentor (or mentors).

ERF A1.5.1 contains documentation of recent interactions between full-time and part-time faculty.

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

Strengths

- The College's committee structure and responsibilities are well-defined.
- Committees meet regularly and each has representation from every department, allowing for a diversity of perspectives in the decision-making processes.
- All faculty representatives report these committees' activities at departmental and college-wide faculty meetings. CPH has also developed a portal through which policies, minutes of meetings, and other information pertinent to communicate operations and processes are posted and available to all faculty and staff.
- Part-time faculty attend department- and college-level faculty meetings, have access to all agendas and copies of minutes, participate in key departmental committees, and serve on doctoral committees.
- The College is well-represented on UGA committees. The members also relay the activities at departmental and college-wide faculty meetings and through the faculty staff portal.
- Faculty are largely responsible for decisions pertaining to student degree requirements, assessment, and curricula, as well as faculty recruitment and promotion.
- Students are represented on appropriate school committees.
- There are multiple opportunities for faculty engagement with each other in the College, the University, and the community.
- College faculty participate in, initiate, encourage, and promote a wide range of interdisciplinary curricular, research, and service activities with partners from the wider community, within CPH, as well as the local, regional, national, and international community.

Weaknesses or Plans for Improvement

- Faculty engagement is improving over time and we strive to find new ways to increase engagement.
- We seek to increase engagement specifically for part-time faculty, e.g., social events, recognition for outstanding teaching and mentorship.
- We are working to develop college-wide models/policies in order to standardize practices across departments and promote equity in teaching, research, and service (including committee) workload.

A2. Multi-Partner Schools

Not Applicable.

A3. Student Engagement

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

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

CPH students are active in the policy and decision-making process in a number of ways, including service on College committees, invitations to a semester event where they have an opportunity to speak with the Dean and associate and assistant deans about ways the College can improve policies and procedures, and service on various student organizations. Undergraduate student leadership is governed through two organizations within the College -- the Future Health Promoters and the Environmental Health Science Club. In addition to hosting student activities and coordinating service and philanthropic activities, these organizations also communicate the needs of the student body to the College via the Undergraduate Student Services Director. The College also coordinates student membership on committees with these groups, ensuring a consistent pathway for feedback from students to the College's faculty and administration. Graduate student leadership is governed by the Public Health Association (PHA), which promotes student life, engages students in feedback on College decision-making, and serves on various College committees. The president of PHA also serves as the College's representative in the University's Graduate Student Association (GSA) and at the ASPPH Student Leadership Institute each year.

The College ensures student representation in all committees that involve curriculum and student lift, and the student representatives have equal voice and vote on every committee they serve. Student representatives are also tasked with collecting thoughts from the student body on agenda items in order to appropriately represent the student voice. The president of the PHA is a voting member of the GSA and communicates the agenda to the CPH student body prior to scheduled meetings. Although executive officers and members of the student organizations are strongly encouraged to serve on College committees, any CPH student is eligible to serve on committees, and are often sought out to serve, in order to increase representation of students throughout the governance structure.

Students are also involved in all faculty and administration searches via invitation to presentations, luncheons, and panels where candidates have an opportunity to engage them without the presence of College faculty or staff. Search committees also include students as members. In addition, students have a process by which feedback can be submitted and used in the collective hiring decision-making process. Students also get evaluations throughout their time at CPH (see ERF B5.1.2 Evaluation Calendar for schedule of student surveys). Every student is encouraged to provide anonymous feedback during the Annual College Climate Survey, upon completion of all coursework via course evaluations, at the bi-annual meetings with the Dean and associate and assistant deans, and at the conclusion of their degree programs via the Program's Exit Survey. These evaluations are disseminated and collected by the Office of the Assistant Dean for Strategic Initiatives and

Assessment, and used for evaluation purposes in committees, departments, and programs, and in the case of course evaluations, during the annual reviews and promotion and tenure process.

The College values student feedback, leadership, and involvement in every aspect of decision-making and encourages students to serve in whatever capacity that they are comfortable during their time at CPH. Table A3.1.1 includes student leadership and representation over the last three years.

Table A3.1.1. Students service as Executive Officers and CPH Committee members

	2018–2019	2019–2020	2020–2021
Public Health Association	Meg Bramlett - President Victoria Jackson - Vice President Ash Warnock - Treasurer Alexis Whitmire- Secretary Michael Bien - Outreach and Project Coordinator Derek Coger - Social and Alumni Coordinator	Dana Alvin - President Nahyo Jalajel - Vice President Will Burke - Treasurer Marie Smith - Secretary Evan Alden - Outreach and Program Coordinator Will Chase - Social and Alumni Coordinator	Jessica McNulty - President Anisha Koshy - Vice President Keshni Kokilakumar - Treasurer Courtney Skelly - Secretary Diana Nguyen - Outreach Coordinator
Future Health Promoters	Joy Tu – President Maddie Eason – Treasurer Allison Ayers – Secretary Mansi Mehta - FHP Public Relations	Rachel Gomes – President Kiran Farooq - Vice President Kangan Kanjhlia – Secretary Aishu Reddy – Treasurer Alexis Long - Public Relations Madeline Fairley and Nicole Ayers - Co-Tabling/Event Coordinators	Rachel Gomes - President Niha Reddy - Vice President Isabella Pollard – Treasurer Kylie Adams - Public Relations Kaitlyn Gallagher - Secretary Namesa Sesay - Tabling Coordinator Mekdes Hollinger - Tabling Coordinator
EHS Club (undergrad)	Dana Cissel, Co-President Alan Kim, Co-President Angela Marchese, Secretary Johana Mejia, Assistant Officer	Shea Kelley – President Shannon Dhanani - Secretary Pranav Prabhu -Treasurer	Samantha Wagner - Club President Devin Temple - Vice President Alex Monroy - Volunteer Coordinator Addison Ethridge - Treasurer Alex Moran - Club Secretary
Environmental Health Grad Association		Emily Rose Lawson – President	Katherine Watkins Freeson - President Krista Symosko - Vice President Megan Lott - Outreach Chair Julia Frederick - Treasurer/Secretary
Graduate Scholars in Epidemiology and Biostatistics	Rachel Mercaldo – President Skarlet Velasquez - Treasurer	Skarlet Velasquez – President Mechelle Claridy – Vice President Epi Ishaan Dave – Vice President Biostat Nichelle Jasper – Treasurer Will Burke – Secretary Cody Dailey – Social and Service Chair	Skarlet Velasquez- President Dani Armstrong – Secretary Nichelle Jasper – Treasurer Mechelle Claridy – VP Epidemiology Ishaan Dave – VP Biostatistics Cody Dailey - Social and Service Chair
Gerontology Club	Kasey Smith – President Valerie Kimbrough - Vice-president Maggie Wells - Treasurer/Secretary	Bailey Collette – President Jessica Shotwell - Vice President	Bailey Collette – President Jessica Shotwell - Vice President

	2018–2019	2019–2020	2020–2021
Global Health Union	Savannah Farr - President Varsha Kottamasu – Vice-President Lexi Price - Treasurer	Mary Anne Roach – President Hermela Beyene - Vice President Emma Ellis - Events Alyssa Cagle - Internal Affairs Alli Busbee - Marketing	Hermela Beyene - Co-president Emma Ellis - Co-president Mary Anne Roach - Intercollegiate affairs Savannah Farr – Public Relations Co-chair Asma Hashim – Public Relations Co-chair Culzean Kennedy - Publications chair Alyssa Cagle - Events chair
American College of Healthcare Executives-UGA Chapter	N/A	N/A	Anisha Koshy, Position: President Kyle Hunsinger, Position: Vice President Keshni Kokilakumar, Position: Secretary/Treasurer Diana Nguyen, Position: Social Chair Alexeia Garnett, Position: Undergraduate Liaison
Institute for Healthcare Improvement-UGA Chapter	N/A	N/A	Devynn Monahan Sharpe - President Kyle Hunsinger - Vice President Dana Alvin - Secretary Katherine Harper - Public Relations Coordinator Faheem Pottayil - Treasurer and Undergraduate Liaison
Graduate Education Committee	Brooke Douglas	Nicholas Mallis (EPI)	Megan Lott (EHS)
Undergraduate Education Committee	Madeline Eason (HPB)	Jordan Van ness Herring (EHS)	Isabelle Koscik (HPB)
Curriculum and Academic Programs Committee	Megan Lott (EHS)	Megan Lott (EHS)	Shantesica Gilliam (PHD HPB)
Diversity Committee	Megan Bramlett (MPH-EHS)	Tiffany Mukindi (Undergrad, EHS)	Tiffany Mukindi (Undergrad, EHS); Minaz Mawani (Grad, PHD)

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

Strengths

- The College encourages broad and active student participation, and a number of students do actively participate through a variety of committees and activities.
- All students have the opportunity to engage in College and University policy-making bodies that impact student life.
- Many of the student organizations engage in social, professional, service, and advocacy activities.
- Student ideas and concerns are solicited and heard through student committees, student surveys, and direct communication with the Dean.

Weaknesses or Plans for Improvement

- The College is improving communication to promote awareness of student opportunities to engage and participate in governance, assessments and evaluations, and activities. We are increasing our use of social media, as well as developing mechanisms where students can access research and service-learning opportunities.
- Students are often engaged in additional activities that are not reflected here. The Assistant Dean for Strategic Initiatives and Assessment is working on innovative ways to measure student engagement that may not be currently captured.
- We are continually working to find ways to ensure that all student voices can be heard, including ways of addressing issues that arise in classrooms and other student-centric settings. These will be articulated in greater detail through the development of the diversity, equity, and inclusion excellence plan.

A4. Autonomy for Schools of Public Health

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

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

The organizational charts in Introduction, Section 2 describe the reporting lines. The College's Dean, along with the other deans of UGA's schools and colleges, report to the Senior Vice President for Academic Affairs and Provost. In addition to one-on-one meetings with the Provost, the Dean meets once a month with the other deans and the Provost, as well as once a month with the deans and the senior leadership of the University (vice presidents, associate provosts).

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

The Board of Regents has ultimate authority for the governance of all 26 institutions that are part of the University System of Georgia. Regents are appointed by the governor of the State of Georgia and are, in turn, responsible for appointing the President of the University.

The President is the chief executive officer of the University and is responsible for the general welfare of the institution, including its programs in instruction, research, and public service. The President is directly responsible to the USG Chancellor and Board of Regents for the management of the University.

The Senior Vice President for Academic Affairs and Provost is the chief academic officer of the University. This position reports directly to the President. The Office of the Provost is responsible for the development, implementation, and oversight of the University's academic programs, budget, research, and faculty personnel matters. The Provost provides leadership in educational and curriculum development formulation, and allocation of capital and operating budgets, management of academic and administrative personnel, allocation of space, and long-range University planning. In those areas for which the Provost has responsibility (including the College of Public Health), the deans report to the President through the Provost.

The professional programs of Terry College of Business, College of Education, School of Law, College of Veterinary Medicine, and College of Pharmacy share equal representation within the University's organizational lines, cabinets, and committees as the academic programs. Each unit is self-governing in daily operations and has its own bylaws, mission, vision, core values, and strategic goals. Like all academic and professional programs at UGA, the College requires approval for forming departments, institutes or centers, initiating or discontinuing degree programs and

concentrations, and faculty appointments and promotions. Substantial changes to schools and colleges, such as increases in differential tuition rates, final approval of degree program additions or terminations, or changes in mode of offerings, must also be approved by the USG Board of Regents, which is the governing board for the 26 public colleges and universities in the state. The academic, research, and service goals that are executed by the Provost must be approved by the University's President, and in various cases, the USG Board of Regents.

As a state institution, the budget is set by formulas established by the USG Board of Regents, and much of the budget is approved by the state's legislature, distributed to the 26 colleges and universities and then to the individual programs within each institution. Similarly, graduate and undergraduate base tuition is established by the University. Most professional programs, including CPH, apply a differential tuition that exceeds base tuition to cover program expenses that directly enhance the student experience. CPH has established a differential tuition for the MPH and DrPH programs, but not for the academic PhD, MS, or Bachelor's programs. Those programs assess tuition using the University's approved base rate. The CPH budget is a combination of state funds, a portion of base tuition and the full professional differential, and finally a portion of accrued rates from credit hour generation. The Dean's office has final authority over the College's allocated budget and, relying on established criteria, appropriates funds to the academic units, as well as the central College administrative offices (e.g., Academic Affairs, Development/Communications, CPHOIT and CPH Research). Each school and college has the same or similar autonomous budgetary authority once the final budget is approved by the USG Board of Regents. Additional funding streams to schools and colleges include indirect costs from research grants and other sponsored programs, which the University negotiates with each unit, and once allocated, is included in the Dean's final overall budget.

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

Strengths

- CPH has the same autonomy as other schools and colleges at the University of Georgia.
- The College's Dean shares the same status as other deans of schools and colleges.

Weaknesses or Plans for Improvement

- None noted.

A5. Degree Offerings in Schools of Public Health

A school of public health offers a professional public health master's degree (e.g., MPH) in at least three distinct concentrations (as defined by competencies in Criterion D4) and public health doctoral degree programs (academic or professional) in at least two concentrations (as defined by competencies in Criterion D4). A school may offer more degrees or concentrations at either degree level.

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

The College offers two CEPH Accredited professional degrees: The Master in Public Health (MPH) and the Doctor of Public Health (DrPH).

The MPH Program offers seven concentrations: Biostatistics; Disaster Management; Environmental Health; Epidemiology; Gerontology; Health Policy and Management; and Health Promotion and Behavior. All MPH students are required to select their concentration when they apply to the MPH, and the faculty base their review criteria on this decision. MPH students may add an additional concentration once they matriculate into the program and complete a semester, with satisfactory progress at the completion of the first semester and advising on the requirements. Students may take additional courses in Gerontology, Global Health, or Disaster Management, and obtain a certificate upon completion of the certificate requirements.

The DrPH in Leadership, Management, and Policy prepares experienced public health professionals seeking advanced training for leadership positions in public health. Applicants are required to have a public health academic background, along with three to five years of relevant public health experience. The DrPH program is offered exclusively on the University's Gwinnett Campus (a satellite campus closer to the Atlanta metropolitan area), and it is structured as a cohort-based evening and hybrid program for working professionals.

The College also confers several academic degrees that train students for careers in academia and research. The academic degrees are the Master of Science (MS) degrees in Epidemiology and Biostatistics with concentrations in Biostatistics, Epidemiology, or Data Management; the MS degree in Environmental Health; and Doctor of Philosophy (PhD) degrees in Epidemiology and Biostatistics with concentrations in Biostatistics, Epidemiology, or Data Management; the PhD in Environmental Health; and the PhD in Health Promotion.

The College also offers an additional professional master's degree, the Master of Health Administration (MHA), that is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

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

The CPH website houses the full repository of degree programs and can be accessed via, https://publichealth.uga.edu/degrees/.

University of Georgia's bulletin contains undergraduate programs by school or college, http://bulletin.uga.edu/MajorsHome.aspx.

University of Georgia's Graduate School contains graduate programs by school or college, https://grad.uga.edu/index.php/degrees/.

B1. Guiding Statements

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

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

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

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

1) A one- to three-page document that, at a minimum, presents the school's vision, mission, goals and values.

During 2019, the College of Public Health re-evaluated its vision and mission and developed core values. This process involved gathering input from alumni, current students, faculty, staff, and community stakeholders. Drafts of these statements were circulated for review by faculty, students, administration, and the Strategic Planning Committee. On October 15, the College adopted the 2020-2025 Strategic Plan. The final guiding statements directly address the tripartite mission of the University and the College: teaching, research, and service to the state, nation, and world to improve the health of all.

Our Vision
A healthier, safer, more equitable world for all in Georgia and the world.

Our Mission
To advance the health of all. Through research, hands-on learning, and community engagement, we commit to improving the public's health in Georgia, our nation, and the world.

Our Values
Values drive the work of the College and how that work is done. We seek to create a respectful, collaborative, diverse, and inclusive community within the College and work to promote health as a human right and equity within all the communities we serve. We strive to pursue understanding and create knowledge that is actionable. It is through collaboration and engagement with people, institutions, and communities that will lead to a healthier, safer, and more equitable world.

Collaboration - Protecting and improving the public's health requires collaboration among many sectors. We foster effective partnerships with government, non-profits, foundations, our colleagues, our communities, experts in other fields and practice, and the communities and populations we serve. We lift up the talents of everyone and the unique contributions that each of us make to improving the public's health.

Compassion - We deeply care about our students, each other, the work we do, and the individuals in the populations we serve.

Courage - We strive to do what is right to promote and protect the health of all.

Data-Driven - We use metrics to assess progress toward our goals and align resources in an efficient and transparent manner.

Diversity - Diversity in backgrounds, culture, and experience is the source of comprehensive understanding and knowledge. We celebrate the background, experience, and identity among our students, staff, faculty, and populations we serve.

Engagement - We build authentic partnerships with the communities and populations we serve.

Equity - Our quest to achieve equity drives our research, education, and community engagement to ensure democratic processes, equal opportunity, and justice for all.

Excellence - We confidently pursue the highest quality of work in everything we do.

Inclusion - We incorporate all voices and all perspectives in all aspects of the College's endeavors.

Innovation - We have the passion, excitement, and drive to make the world a better place. We seek creative solutions and novel approaches for advancing public health.

Integrity - In all our interactions, we are ethical, honest, fair, and responsible. We hold each other and our actions accountable.

Perseverance - We recognize that the challenges of public health are ever-changing and that the road leading to health for all is often challenging. We will remain constant and firm in our pursuit of our goals.

Respect - We promote community health in a way that respects the rights of individuals in that community. We have zero tolerance for any form of harassment and/or discrimination. We commit to creating a respectful and nurturing environment for all.

Social Justice - All people deserve to live their healthiest lives. We work to break down individual, structural, and institutional barriers to health.

Strategic Plan

The Strategic Plan of the College focuses on teaching, research, service and outreach, as well as administration and organizational capacity building. In mid-2019, Dean Davis engaged the J.W. Fanning Institute for Leadership Development (Fanning), a unit of Public Service and Outreach at the University of Georgia, to design and facilitate a five-year planning process. The Dean appointed a 15-person Strategic Planning Committee charged with drafting the 2020-2025 plan.

Fanning faculty facilitated a process that included: stakeholder data collection and analysis; interviews with the Dean, associate and assistant deans, department heads and institute directors; focus groups with faculty and staff; and surveys of current graduate and undergraduate students and alumni. The process also included the review of the College's vision, mission and values. The Strategic Planning Committee worked over a period of seven months to identify critical issues and opportunities and create the plan. The process resulted in four strategic priorities with associated goals, strategies, tasks, and key performance indicators. During Fall 2020, lunch and learns were conducted for faculty and staff on each component of the Strategic Plan.

1. Promoting Excellence in Teaching and Learning
2. Growing Research, Innovation, and Entrepreneurship
3. Strengthening Partnerships with Communities across Georgia and around the World
4. Building Organizational and Human Capacity

Table B1.1.1: 2020-25 Strategic Direction and Goals

1)	Promoting Excellence in Teaching and Learning
	1.1 Expand experiential learning opportunities and increase competencies for all students. **Goal Statement: Provide students with opportunities to engage in activities beyond traditional classroom instruction, both in person and in online learning environments, and coursework to enhance relevant skills and subsequent employment opportunities.**
	1.2 Enhance training, support, and recognition for all who provide instruction. **Goal Statement: Enhance the college's commitment to teaching excellence**
	1.3 Enhance infrastructure flexibility and support for evidence-based teaching methods across the curriculum. **Goal Statement: Expand the breadth, depth, and flexibility of learning opportunities within the College of Public Health**
	1.4 Promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for under-represented, rural, first-generation, older and non-traditional, and other underserved students. **Goal Statement: Increase enrollment and diversity of the student body, and facilitate employment opportunities for graduating students.**
2)	Growing Research, Innovation, and Entrepreneurship
	2.1 Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, innovation, and entrepreneurship. **Goal Statement: Increase research productivity**
	2.2 Promote collaboration among academic units within the College and between external organizations to stimulate interdisciplinary research. **Goal Statement: Develop new and strengthen existing inter-, multi-, and trans-disciplinary research collaborations within the College of Public Health and across UGA**
	2.3 Align the human and physical capital of the University to expand the research enterprise and fuel innovation and entrepreneurship at all levels of the organization. **Goal Statement: Create and maintain a physical work and lab environment that will allow for innovative and flourishing research and teaching, including mentoring of graduate students**
	2.4 Enhance publications and communications about the University's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, national, and international communities. **Goal Statement: Become an influential academic, community, and authority on issues affecting the public's health**

3) Strengthening Partnerships with Communities across Georgia and around the World
3.1 Increase collaborative, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world. **Goal Statement: Enhance the impact of the College of Public Health through community partnerships in research, training, and leadership**
3.2 Strengthen UGA's role in improving health across the state, with a particular emphasis on underserved communities. **Goal Statement: Strengthen CPH's role in improving the state's health education, with a particular emphasis on underserved communities**
3.3 Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on high-priority public health issues. **Goal Statement: Streamline existing opportunities for connection between students and faculty and create new opportunities for collaboration with community partners**
3.4 Develop high-impact global partnerships that engage and support UGA areas of research and service excellence. **Goal Statement: Become an influential academic, community, and policy leader on issues affecting global public health**
3.5 Strengthen communications regarding how UGA sustainably supports and benefits communities through research, teaching, and public service. **Goal Statement: Increase College of Public Health visibility and engagement within local communities, the state, and beyond**
4) Organizational and Human Capacity Building
4.1 Enhance organizational resilience and efficiency via improved processes, policies, and procedures to support the mission of the College. **Goal Statement: Formalize and/or standardize various processes, procedures and policies in a manner that is transparent and helps with efficiency of day-to-day workload assessment reporting**
4.2 Nurture a supportive, diverse, inclusive, and collegial environment. **Goal Statement: Create a culture that enhances resilience while instilling the importance of continued training and development as an indication of progress, transparency, and commitment to a positive environment**
4.3 Strengthen relationships with alumni through active engagement and communication. **Goal Statement: Create an active alumni network and engage with existing students with the network beginning with the declaration of a major within the College of Public Health**

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

The College's Strategic Plan and evaluation plans are available in the ERF B1.2.1 and B5.1.1.

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

Strengths

- The College engaged in an inclusive process to revise the guiding statements and develop the Strategic Plan. Extensive efforts were made to reach consensus on priorities that met the needs of both the departments and of the College. It is designed as a living document and will evolve over time to align with changes in the College and the field of public health.
- To keep the Strategic Plan always in sight, the measures have been incorporated into a College comprehensive evaluation plan (See criteria B5 and B6).

- As stated in its core values, the College is committed to data-driven decision-making. The implementation of the evaluation plan will result in making any necessary adjustments to existing programs and beginning new programmatic initiatives. The results of each assessment are reported to the College's Dean, as well as any other administrators or stakeholders with a vested interest in the data being collected. The assessments will also be shared with the Administrative Council. These evaluation processes will serve as an annual check of the College's progress to achieving its goals in education, research, and outreach.

Weaknesses or Plans for Improvement

- Full funding for implementation of all priorities may not be available when needed. The College will continue to work on identifying ways to fund these initiatives. This could include the reallocation of existing resources, UGA Provost hiring and infrastructure funding initiatives, and exploring additional external funding through grant or development opportunities.

B2. Graduation Rates

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

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

1) Tables B2.1.1 through B2.1.5 represent the graduation rates for each degree in the College.

Table B2.1.1. Students in BS Degrees by Cohorts Entering Between 2016 and 2020

	Cohort of Students*	Cohort 1 Fall 2016 - Summer 2017	Cohort 2 Fall 2017 - Summer 2018	Cohort 3 Fall 2018 - Summer 2019	Cohort 4 Fall 2019 – Summer 2020	Cohort 5 Fall 2020 - Spring 2021
2016-17	# Students entered	139				
	# Students withdrew, dropped, etc.	8				
	# Students graduated	0				
	Cumulative graduation rate	0%				
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	131	148			
	# Students withdrew, dropped, etc.	0	6			
	# Students graduated	100	0			
	Cumulative graduation rate	72%	0%			
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	31	142	154		
	# Students withdrew, dropped, etc.	0	2	10		
	# Students graduated	26	100	0		
	Cumulative graduation rate	90%	68%	0%		

	Cohort of Students*	Cohort 1 Fall 2016 - Summer 2017	Cohort 2 Fall 2017 - Summer 2018	Cohort 3 Fall 2018 - Summer 2019	Cohort 4 Fall 2019 – Summer 2020	Cohort 5 Fall 2020 - Spring 2021
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	5	40	144	163	
	# Students withdrew, dropped, etc.	2	0	1	0	
	# Students graduated	3	36	114	0	
	Cumulative graduation rate	93%	92%	74%	0	
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)		4	28	163	168
	# Students withdrew, dropped, etc.		0	22 / 4[1]	7	7
	# Students graduated		3	26	59 / 56[1]	0
	Cumulative graduation rate		94%	91%	36% / 34%[1]	0%

**The data from the Office of Institutional Research is pulled every Fall semester. To obtain graduation rates, we look back 4 years for the BSEH and BSHP programs and track that cohort into the present. Each cohort is defined as any student who declares either of these majors in that academic year.*
[1]Summer Graduates

Table B2.1.2. Students in MPH Degrees by Cohorts Entering Between 2016 and 2020

	Cohort of Students	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2016-17	Students entering	63	68				
	# Students withdrew, dropped, etc.	3	5				
	# Students graduated	4	2				
	Cumulative graduation rate	6%	3%				
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	56	61	79			
	# Students withdrew, dropped, etc.	1	1	3			
	# Students graduated	46	46	4			
	Cumulative graduation rate	79%	71%	5%			

	Cohort of Students	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	9	14	72	54		
	# Students withdrew, dropped, etc.	0	1	2	1		
	# Students graduated	8	12	53	1		
	Cumulative graduation rate	92%	88%	72%	2%		
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	1	17	52	57	
	# Students withdrew, dropped, etc.	0	0	0	0	6	
	# Students graduated	1	1	15	33	6	
	Cumulative graduation rate	94%	90%	91%	63%	11%	
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	---	---	2	19	45	87
	# Students withdrew, dropped, etc.	---	---	0	0	0	0
	# Students graduated	---	---	1	15	31	3
	Cumulative graduation rate	94%	90%	92%	91%	65%	3%

Table B2.1.3. Students in MS Degrees by Cohorts Entering Between 2016 and 2020

	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21
2016-17	Students entering	7				
	# Students withdrew, dropped, etc.	1				
	# Students graduated	0				
	Cumulative graduation rate	0%				
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	6	5			
	# Students withdrew, dropped, etc.	0	0			
	# Students graduated	3	0			
	Cumulative graduation rate	43%	0%			

	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	5	2		
	# Students withdrew, dropped, etc.	0	0	0		
	# Students graduated	1	5	0		
	Cumulative graduation rate	57%	100%	0%		
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	0	2	1	
	# Students withdrew, dropped, etc.	0	---	0	0	
	# Students graduated	2	---	1	0	
	Cumulative graduation rate	86%	100%	50%	0%	
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)			1	1	4
	# Students withdrew, dropped, etc.			0	0	0
	# Students graduated			0	0	0
	Cumulative graduation rate			50%	0%	0%

Table B2.1.4. Students in DrPH Degrees by Cohorts Entering Between 2014 and 2020

	Cohort of Students	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2014-15	Students entering	7						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2015-16	# Students continuing at beginning of this school year (or # entering for newest cohort)	7	3					
	# Students withdrew, dropped, etc.	0	1					
	# Students graduated	0	0					
	Cumulative graduation rate	0%	0%					

	Cohort of Students	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2016-17	# Students continuing at beginning of this school year (or # entering for newest cohort)	7	2	4				
	# Students withdrew, dropped, etc.	0	0	0				
	# Students graduated	2	0	0				
	Cumulative graduation rate	29%	0%	0%				
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	5	2	4	15			
	# Students withdrew, dropped, etc.	0	0	0	2			
	# Students graduated	2	0	0	0			
	Cumulative graduation rate	57%	0%	0%	0%			
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	2	4	13	20		
	# Students withdrew, dropped, etc.	0	0	0	0	1		
	# Students graduated	1	0	0	0	0		
	Cumulative graduation rate	71%	0%	0%	0%	0%		
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	2	4	13	19	12	
	# Students withdrew, dropped, etc.	1	1	0	0	0	0	
	# Students graduated	0	0	1	0	0	0	
	Cumulative graduation rate	71%	0%	25%	0%	0%	0%	
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	1	3	13	19	12	15
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	0
	# Students graduated	1	1	1	6	0	0	0
	Cumulative graduation rate	86%	33%	50%	40%	0%	0%	0%

Table B2.1.5. Students in PhD Degrees by Cohorts Entering Between 2014 and 2020

	Cohort of Students	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2014-15	Students entering	15						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2015-16	# Students continuing at beginning of this school year (or # entering for newest cohort)	15	20					
	# Students withdrew, dropped, etc.	1	2					
	# Students graduated	0	0					
	Cumulative graduation rate	0%	0%					
2016-17	# Students continuing at beginning of this school year (or # entering for newest cohort)	14	18	13				
	# Students withdrew, dropped, etc.	0	0	0				
	# Students graduated	2	1	0				
	Cumulative graduation rate	13%	5%	0%				
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	12	17	13	18			
	# Students withdrew, dropped, etc.	0	0	0	2			
	# Students graduated	6	3	0	0			
	Cumulative graduation rate	53%	20%	0%	0%			
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	6	14	13	16	17		
	# Students withdrew, dropped, etc.	0	1	0	0	0		
	# Students graduated	4	5	1	0	0		
	Cumulative graduation rate	80%	45%	8%	0%	0%		

	Cohort of Students	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	8	12	16	17	17	
	# Students withdrew, dropped, etc.	0	0	0	0	4	2	
	# Students graduated	0	6	4	0	0	0	
	Cumulative graduation rate	80%	75%	38%	0%	0%	0%	
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	2	8	16	13	15	11
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	0
	# Students graduated	1	2	4	2	1	0	0
	Cumulative graduation rate	87%	85%	69%	11%	6%	0%	0%

2) Data on doctoral student progression.

Doctoral student progress by degree is detailed in Table B2.2.1.

Table B2.2.1. Doctoral Student Data for year 2020

	DrPH	PhD in Biostatistics	PhD in Environmental Health	PhD in Epidemiology	PhD in Health Promotion and Behavior
# newly admitted in Fall 2020	12	0	2	6	2
# currently enrolled (total) in Fall 2020	65	12	16	39	20
# completed coursework during 2020	6	0	3	0	0
# advanced to candidacy (cumulative) during 2020	5	0	2	0	0
# graduated in 2020	1	0	3	0	3

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

The University sets a 121-credit-hour minimum and cannot exceed 180 credit hours, but the timeline to completion is undefined (see https://osfa.uga.edu/policies/sap1112u/ for policies on Satisfactory Academic Progress). The typical undergraduate timeline is four years, and thus the College has set that requirement as the benchmark for the Bachelor of Science in EHS and HPB. Combined, the undergraduate completion rates are above 90% for the 2016 and 2017 cohorts.

The University's Graduate School established a maximum time for completion for masters' programs at six years (https://grad.uga.edu/index.php/current-students/policies-procedures/academics/types-of-degrees-offered/professional-masters-degrees/). For doctoral programs, that total is six years for coursework, and an additional five years for the completion of dissertation, for a total of 11 years (https://grad.uga.edu/index.php/current-students/policies-procedures/academics/types-of-degrees-offered/doctor-of-philosophy-phd/). All CPH graduate degree programs exceed the minimum rates for graduation and exceed 70% for their respective maximum time to completion.

The DrPH program has a rate just above 70% for the first cohort of students who have exceeded the maximum time to completion (seven years for all doctoral degree programs). In 2016, the DrPH program underwent extensive changes in an effort to improve the student experience and achieve better academic progress towards completion for all students. The changes made to specifically address graduation rates included curricular changes to focus more on public health leadership and management and course scheduling for working professionals to ensure that students had consistent and convenient scheduling through their program. The cohort model also provided consistency for HPAM faculty instruction, student comprehensive exams, and dissertation committee needs. Lastly, moving the program to a more convenient location for the typical DrPH student who works and livs closer to the Atlanta metro are and the UGA Gwinnett Campus, rather than the Athens location, has made the program easier for the students to commit to the program, improving retention and should improve the rates for maximum time to degree completion.

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

Strengths

- Graduation rates for all degree programs are high. Reasons for longer time to graduate or non-graduation are not systemic to CPH programs, but rather a result of individual circumstances.
- Time to graduation is carefully tracked by all programs. Student-support staff at the program and department level and faculty directors of programs are in frequent contact with students and are able to intervene or serve as a resource when students are experiencing difficulties.

Weaknesses and Plans for Improvement

- As the University increases its capacity for reporting, analyzing, and sharing data, the College's efforts toward tracking student-level data, such as satisfactory progress towards degree completion and cohort level completions, will also become more sophisticated, accurate and complete. For example, we are collaborating with the Career Center to share

data on student outcomes, enhancing our ability to track our students following graduation. In the coming years, the College will continue to improve mechanisms for data collection and reporting and will emphasize using data to meet the goals and mission of the College.

B3. Post-Graduation Outcomes

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

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

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

Tables B3.1.1 through B3.1.5 are post graduate outcomes for data collected six-months after graduation, for each academic year listed, and by degree program.

Table B3.1.1. Post Graduate Outcomes for BS Students

Post-Graduation Outcomes	2018	2019	2020
Employed	59	64	68
Continuing education/training (not employed)	44	48	74
Not seeking employment or not seeking additional education by choice	4	1	2
Actively seeking employment or enrollment in further education	2	2	6
Unknown	5	1	0
Total	114	116	150
Percent Employed	98.1	98.2	95.9

Table B3.1.2. Post Graduate Outcomes for MPH and Dual Degree Students

Post-Graduation Outcomes	2018	2019	2020
Employed	46	45	27
Continuing education/training (not employed)	6	19	10
Not seeking employment or not seeking additional education by choice	0	0	0
Actively seeking employment or enrollment in further education	5	4	10
Unknown	12	1	0
Total	69	69	47
Percent Employed	91.2	94.1	78.7

Table B3.1.3. Post Graduate Outcomes for MS Students

Post-Graduation Outcomes	2018	2019	2020
Employed	1	4	2
Continuing education/training (not employed)	1	0	3
Not seeking employment or not seeking additional education by choice		0	0
Actively seeking employment or enrollment in further education	1	0	0
Unknown		0	0
Total	3	4	5
Percent Employed	66.7	100	100

Table B3.1.4. Post Graduate Outcomes for DrPH Students

Post-Graduation Outcomes	2018	2019	2020
Employed	5	0	1
Continuing education/training (not employed)	1	0	0
Not seeking employment or not seeking additional education by choice	0	0	0
Actively seeking employment or enrollment in further education	0	0	0
Unknown	5	0	0
Total	11	0	1
Percent Employed	100	N/A	100

Table B3.1.5. Post Graduate Outcomes for PhD Students

Post-Graduation Outcomes	2018	2019	2020
Employed	7	11	11
Continuing education/training (not employed)	0	0	0
Not seeking employment or not seeking additional education by choice	0	0	1
Actively seeking employment or enrollment in further education	0	1	2
Unknown	1	0	0
Total	8	12	14
Percent Employed	100	91.7	84.6

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

The College's graduate outcomes data are collected through a combination of efforts. The College's Office of Academic Affairs collects employment data on the program completion surveys that are distributed to students two weeks prior to their graduation. These data are shared with the UGA Career Center, which also collects post-graduate employment data, six months after graduation. Both surveys are used to increase respondent rates, which are now greater than 90%. Employed students are calculated as those graduates who are either employed, in a fellowship or internship program, or not actively seeking employment. Graduates who did not report data were not included in the calculations, but were reported in the raw data. All of the degree programs reported greater

than 90% employment rates, with the exception of the MS degree programs. In the 2017-18 reporting year, there were just three graduates, all receiving a Master of Science in Biostatistics. Two of these graduates were employed or continuing education and one was actively seeking employment, resulting in a 66.7% placement rate.

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

Strengths

- Nearly all of the College's BS students are either employed or continuing their education post-graduation. For most graduate degrees, over 90% of students are either employed or continuing their education.

Weaknesses or Plans for Improvement

- A priority identified during this most recent Strategic Planning and from student surveys and alumni interviews is to further engage the practice community and support both students and recent alumni in career development.
- Plans are underway with the Alumni Board and faculty for CPH students and graduates to provide professional opportunities for mentoring and career planning. Goals of these efforts are to promote the development of professional skills and strategies required in a professional public health career; expose students to a variety of career trajectories in public health; and provide resources to assist students with determining their professional path following completion of their degree program.

B4. Alumni Perceptions of Curricular Effectiveness

For each public health degree offered, the school collects information on alumni perceptions of their own success in achieving defined competencies and of their ability to apply these competencies in their post-graduation placements.

The school defines qualitative and/or quantitative methods designed to maximize response rates and provide useful information. Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.

1) Summarize the findings of alumni self-assessment of success in achieving competencies and ability to apply competencies after graduation.

The College conducts an annual Alumni Survey that, among other things, assesses alumni perception of how effective their program was in meeting competencies related to specific aspects of work following graduation. Due to the large numbers of these competencies for some programs, broad domains were created that grouped together competencies by theme. For details see ERF B4.2.2. The data below represent students who reported the program was either very effective or effective for each competency or competency domain.

The degree-specific competency questions were asked of all College graduates from the past five years (2016 to 2020). These numbers will not match numbers from the cohort graduation tables above as they are provided by calendar year rather than academic year and include all graduates regardless of cohort. The numbers surveyed include 678 BSHP and BSEH (9.3% response rate), 335 MPH (15.2%), and 22 DrPH (27.2%) graduates.

Table B4.1.1. Summary of competency effectiveness as reported by BSHP and BSEH graduates (N = 63)

Competency	Very Effective or Effective	Less than Effective
The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences	100.0	0.0
The ability to locate, use, evaluate, and synthesize public health information	96.6	3.4

At least 96% of the 63 alumni respondents of the College's two bachelor's degree programs reported that their programs were effective for both competencies (see Table B4.1.1). All alumni reported being able to apply the ability to communicate public health information as a competency they could effectively apply after graduation.

Table B4.1.2. Summary of competency effectiveness as reported by MPH graduates and arranged into domains (N = 51)

Competency Domain	Very Effective or Effective	Less than Effective
Evidence-based approaches to public health	77.0	23.0
Public health and health care systems	81.5	18.5
Planning and management to promote health	71.7	28.3
Policy in public health	79.3	20.7
Leadership, Communication, and Interprofessional practice	76.9	23.1
Systems thinking	78.0	22.0

At least 76% of the College's MPH degree alumni (N = 51) reported the program was effective in training them across the six competency domains reported in Table B4.1.2. The greatest proportion for a domain being effective was for *Public health and health care systems* (81.5%).

Table B4.1.3. Summary of competency effectiveness as reported by MPH, Disaster Management Concentration graduates (N = 7)

Competency Domain	Very effective or Effective	Less than Effective
Information and communication	100.0	0.0
Health systems and management of disasters	100.0	0.0
Community health and safety	84.1	15.9

All the alumni of the MPH program with the Disaster Management concentration (N=7) reported the program was effective in meeting two of the three competency domains (see Table B4.1.3). For the *Community health and safety* domain, 84.1% of students reported the program was effective in meeting those competencies.

Table B4.1.4. Summary of competency effectiveness as reported by MPH, Epidemiology Concentration graduates (N = 15)

Competency Domains	Very effective or Effective	Less than Effective
Terminology and literature	91.1	8.9
Data and study designs	91.7	8.4
Social, cultural, and historical issues	86.7	13.4

At least 86% of the College's MPH degree alumni with the Epidemiology concentration (N = 15) reported the program was effective in meeting those competencies (see Table B4.1.4).

Table B4.1.5. Summary of competency effectiveness as reported by MPH, Health Promotion and Behavior Concentration graduates (N = 12)

Competency Domain	Very effective or Effective	Less than Effective
Planning, implementation, and evaluation	85.9	14.1
Community building and assessment	100.0	0.0
Determinants of health, cultural competency, and ethics	83.6	16.4

At least 83% of the College's MPH degree alumni with the Health Promotion and Behavior concentration (N = 12) reported the program was effective in meeting those competencies (see Table B4.1.5). All alumni reported that the program was effective in meeting the competencies in the *Community building and assessment* domain.

Table B4.1.6. Summary of competency effectiveness as reported by MPH, Health Policy and Management Concentration (management track) graduates (N = 9)

Competency Domain	Very effective or Effective	Less than Effective
Policy and planning	100.0	0.0
Leadership, communication, and ethics	88.9	11.1
Application of management concepts	96.3	3.7

At least 88% of the College's MPH degree alumni with the Health Policy and Management concentration (management track; N = 9) reported the program was effective in meeting those competencies (see Table B4.1.6). All alumni reported that the program was effective in meeting the competencies in the *Policy and planning* domain.

Table B4.1.7. Summary of competency effectiveness as reported by DrPH graduates (N = 6)

Competency Domain	Very effective or Effective	Less than Effective
Data analysis	48.9	51.1
Leadership, Management, and Governance	42.0	58.0
Policy and Programs	54.2	45.8
Education and Workforce Development	33.3	66.7

Across the four competency domains, no more than 54% of DrPH alumni (N = 6) reported that the program was effective in meeting competencies (see Table B4.1.7). The alumni who completed had a high number of *less than effective* responses compared to other programs. Even though there were a small number to complete the survey, the results show there are issues with competency effectiveness in this program. However, the College was aware of the issues, which is why curricular changes were made in the DrPH program in 2016. The College anticipates the number of students that answer that the competencies are effective for these domains will increase.

This survey did not collect any qualitative data regarding students that reported the curricular effectiveness to be less than effective. However, the College does use qualitative feedback on course evaluations to identify potential issues reported by students and address those with instructors when appropriate.

2) Provide full documentation of the methodology and findings from alumni data collection.

Documents related to the alumni survey methodology can be found in ERF B4.2.1. The competency analysis methodology from the alumni survey be found in ERF B4.2.2. The complete findings from the alumni survey is in ERF B4.2.3.

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

Strengths

- The bachelor's degree programs had the highest ratings of effectiveness of competencies. This shows the strengths of the College's undergraduate programs and the excellent preparation for the work environment.
- MPH students had extremely high effectiveness ratings for the competencies that were specific to their concentration. This is indicative of the dedication to public health curriculum by concentration and overall consistency among departments in training their students.
- The College is responsive to the feedback of alumni. We are open to underway to modifying the course offerings to be current with changing challenges in public health education.

Weaknesses or Plans for Improvement

- We will continue to examine our evaluation plan and develop a coordinated approach that will increase student response, reduce potential survey fatigue on students and alumni while providing robust, comprehensive data from soon-to-be and recent graduates.
- In Fall 2022, qualitative information will be collected via phone interviews with individuals who have graduated within the past five years. The sample will include alumni representatives from all CPH departments and programs (bachelor's, master's, and doctoral) and reflective of jobs in nonprofit and for-profit organizations, academia and research, and government. They will be asked which courses and assignments were useful or would have been useful in their careers and to provide any additional comments about their experiences as students in the College.

B5. Defining Evaluation Practices

The school defines appropriate evaluation methods and measures that allow the school to determine its effectiveness in advancing its mission and goals. The evaluation plan is ongoing, systematic and well-documented. The chosen evaluation methods and measures must track the school's progress in 1) advancing the field of public health (addressing instruction, scholarship and service) and 2) promoting student success.

1) **Present an evaluation plan that, at a minimum, lists the school's evaluation measures, methods and parties responsible for review. See Template B5-1.**

Evaluation is a formal, ongoing activity at the school, overseen by the Assistant Dean for Strategic Initiatives and Assessment and reported to the Administrative Council. Template B5-1 below presents the evaluation methods and measures to determine the effectiveness of the College in meeting its mission and its goals. The College's evaluation plan maps to its Strategic Plan and assesses goals that align with the overall mission to track progress in advancing the field of public health in teaching, research, and outreach. The plan is monitored by the Curriculum and Academic Program Committees (CAPC), Graduate Education Committee (GEC), and Undergraduate Education Committee (UEC); Research Advisory Committee (RAC); and Outreach, Engagement, and Equity Committee (OEEC). The associate deans serve on these committees, sit on the Administrative Council, and serve as the bridge between the committees.

In addition to the Strategic Plan, the College complies with University-required evaluation and planning processes that systematically assess every major aspect of the institution, including units, programs and personnel. As directed by the Office of Accreditation and Institutional Effectiveness (OIE), there is a multi-level approach to academic program assessment that includes full program review, assessment of graduate programs, and assessment of undergraduate major programs. For example, since the last CEPH review, the Institute of Gerontology, Environmental Health Science, Epidemiology and Biostatistics all underwent University review. Health Promotion and Behavior, and Health Policy and Management will undergo review in 2022-2023.

Table B5.1.1. Strategic Goals for 2020-2025

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision-making	Responsibility for review
1.1 Expand experiential learning opportunities and increase competencies for all students.		
Goal Statement: Provide students with opportunities to engage in activities beyond traditional classroom instruction, both in person and in online learning environments, and coursework to enhance relevant skills and subsequent employment opportunities.		
Number of undergraduate and graduate students engaging in research opportunities across the University.	Data from the Argos database are analyzed to determine the number of students enrolled in research classes; for undergraduates, students participating in research projects are counted.	Associate Dean for Academic Affairs CAPC, GEC, UEC, RAC
Number of students participating in service-learning opportunities across the University.	Data from the Argos database are analyzed to determine the number of students enrolled in "S" level courses at the University; students participating in internships will also be counted.	Associate Dean for Academic Affairs CAPC, GEC, UEC, OEEC
Increase student self-rating in CEPH competencies related to internships.	Baseline competency survey for incoming students (Fall 2019) and post program competency survey (graduate only).	Associate Dean for Academic Affairs CAPC, GEC, UEC
1.2: Enhance training, support, and recognition for all who provide instruction.		
Goal Statement: Enhance the college's commitment to teaching excellence		
Establish and use an effective course evaluation process to improve CPH courses.	By using faculty course evaluations and implementing new peer course evaluations, faculty will work together with department heads to adjust the classes as needed to address issues in classes, as well as making sure content and method of delivery of material is up to date.	Associate Dean for Academic Affairs and Department Heads CAPC, GEC, UEC

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision-making	Responsibility for review
Increase the visibility of excellent teaching in the College by increasing the number of faculty being nominated for recognition for excellence in teaching.	The newly created Awards Committee will create a list of teaching awards and a reminder system for faculty to submit nominations. At the end of each year, the Awards committee will report how many faculty within the College were nominated in the past year for teaching awards. Additionally, faculty surveys will capture any faculty that may have been recognized in another manner.	Assistant Dean for Strategic Initiatives and Assessment Awards Committee
1.3: Enhance infrastructure flexibility and support for evidence-based teaching methods across the curriculum.		
Goal Statement: Expand the breadth, depth, and flexibility of learning opportunities within the College of Public Health		
Increase resilience of all learning systems within the College of Public Health.	With the help of the Contingency Planning Committee, an annual document that will address resilience of the College during challenges that may be unexpected will be developed and modified as a reference tool.	Assistant Dean for Strategic Initiatives and Assessment
Changes in curriculum by degree program that reflects the current emphasis in public health teaching methods.	With the help of the curriculum review committee in each department, a yearly assessment of curricular changes is reported to the College from the department heads.	Associate Dean for Academic Affairs and Department Heads CAPC, GEC, UEC
Increase online learning opportunities in the College.	The College will use the needs assessment of online readiness to understand the readiness of faculty and where to target resources.	Associate Dean for Academic Affairs Online Learning Committee

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision-making	Responsibility for review
1.4 Promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for under-represented, rural, first-generation, older and non-traditional and other underserved students.		
Goal Statement: Increase enrollment and diversity of the student body, and facilitate employment opportunities for graduating students.		
Increase enrollment of the number of underrepresented students in undergraduate, MPH, MHA, MS, and doctoral programs.	Student application and yield data. Data points may include race/ethnicity, 1st generation students, students from rural communities from SOPHAS, internal UGA institutional reports from the Slate Reader Program, and Office of Institutional Reports.	Associate Dean for Academic Affairs OEEC
Create a culture of inclusion and equity in the college.	Utilize the College Climate Survey to help understand issues and problem areas in the College.	Assistant Dean for Outreach, Engagement, and Equity OEEC
Increase number of students enrolled in Double Dawgs Program.	Number of pathways offered, increase in pathways annually, and increase in number of pathway students with the use of ARGOS software.	Associate Dean for Academic Affairs UEC, MPH Admissions Committee
Number of career counseling and employment opportunities facilitated.	We use student exit survey data to know the number of times students have participated in activities related to careers.	Associate Dean for Academic Affairs Practice Advisory Group
2.1 Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, innovation, and entrepreneurship.		
Goal Statement: Increase research productivity		
Number of external research proposals submitted by CPH faculty members.	Data from UGA and CPH grants offices.	Senior Associate Dean for Research and Faculty Affairs RAC
Number of junior faculty being formally mentored in the College of Public Health.	Numbers from CPH faculty mentorship program and Annual Faculty Survey.	Senior Associate Dean for Research and Faculty Affairs RAC
Annual external funding per tenured or tenure track faculty member.	Data from UGA and CPH grants offices.	Senior Associate Dean for Research and Faculty Affairs RAC

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision-making	Responsibility for review
2.2: Promote collaboration among academic units within the college and between external organizations to stimulate interdisciplinary research.		
Goal Statement: Develop new and strengthen existing inter-, multi-, and trans-disciplinary research collaborations within the College of Public Health and across UGA		
Number of faculty participating in working groups.	Numbers from the research working groups in the College and Annual Faculty Survey	Senior Associate Dean for Research and Faculty Affairs RAC
2.3: Align the human and physical capital of the University to expand the research enterprise and fuel innovation and entrepreneurship at all levels of the organization.		
Goal Statement: Create and maintain a physical work and lab environment that will allow for innovative and flourishing research and teaching, including mentoring of graduate students		
Increase funding for students in graduate degrees.	Collect annual data from departments and the College on the number of students being funded each year.	Associate Dean for Academic Affairs and Department Heads RAC
Invest in and enhance infrastructure and physical resources.	The working document of available space and resources.	Assistant Dean for Strategic Initiatives and Assessment RAC
2.4: Enhance publications and communications about the University's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, national, and international communities.		
Goal Statement: Become an influential academic, community, and authority on issues affecting the public's health		
Publications, citations, number of content produced (i.e., social media, interviews, and earned media) that show research impact.	Number of items that are featured in the media.	Director of Communications RAC
Content produced and delivered via social media.	Number of items that are feature in CPH media output channels.	Director of Communications RAC

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision-making	Responsibility for review
3.1: Increase collaborative, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world.		
Goal Statement: Enhance the impact of the College of Public Health through community partnerships in research, training, and leadership		
Number of collaborative partnerships with community-serving agencies and the College.	The Database on Partnerships and Collaborations shows historical relationships of the community with the College. This database has been created by information from the Annual Faculty Survey and Faculty Annual Reviews.	Assistant Dean for Outreach, Engagement, and Equity OEEC
Increase the reach of the State of the Public's Health conference to serve the training needs of Georgia's public health workforce and collaborators.	Survey to capture first time attendees, with an increase in the number of new attendees by 10%.	Assistant Dean for Outreach, Engagement, and Equity OEEC
3.2: Strengthen UGA's role in improving health across the state, with a particular emphasis on underserved communities.		
Goal Statement: Strengthen CPH's role in improving the state's health education, with a particular emphasis on underserved communities		
Number of communities, particularly rural and low-access communities, served by CPH educational initiatives.	Database on Partnerships and Collaborations.	Assistant Dean for Outreach, Engagement, and Equity OEEC
3.3: Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on high-priority public health issues.		
Goal Statement: Streamline existing opportunities for connection between students and faculty and create new opportunities for collaboration with community partners		
Number of students participating in study abroad, community-based research, and community based experiential learning.	Increase in -S and -E courses offered by CPH faculty; increase annual enrollment by 5%.	Associate Dean for Academic Affairs CPAC, GEC, UEC, OEEC
Number of scholarships awarded to support student participation in service-learning opportunities.	Inventory of scholarship opportunities; increase number of awards annually by 5%.	Associate Dean for Academic Affairs CPAC, GEC, UEC, OEEC

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision-making	Responsibility for review
3.4: Develop high-impact global partnerships that engage and support UGA areas of research and service excellence.		
Goal Statement: Become an influential academic, community, and policy leader on issues affecting global public health		
Sponsored award funding for global collaboration projects.	Data from UGA and CPH grants offices.	Senior Associate Dean for Research and Faculty Affairs RAC
Transcript-eligible international experiential learning opportunities completed by students.	Data from the Argos database are analyzed to determine the number of students enrolled in -S courses at the University.	Associate Dean for Academic Affairs OEEC
3.5: Strengthen communications regarding how UGA sustainably supports and benefits communities through research, teaching, and public service.		
Goal Statement: Increase College of Public Health visibility and engagement within local communities, the state, and beyond		
Number of stories produced about UGA's community engagement.	Number of items on community engagement and outreach that are featured in the media.	Director of Communications Assistant Dean for Outreach, Engagement, and Equity OEEC
4.1: Enhance the organizational resilience and efficiency via improved processes, policies, procedures to support the mission of the College of Public Health		
Goal Statement: Formalize and/or standardize various processes, procedures and policies in a manner that is transparent and helps with efficiency of day-to-day workload assessment reporting		
Improve the College-wide contingency plan to minimize disruptions to mission-critical work during emergencies.	With the help of the Contingency Planning Committee, an annual document that will address resilience of the College during challenges that may be unexpected will be developed and modified as a reference tool.	Assistant Dean for Strategic Initiatives and Assessment Contingency Planning Committee
Completed portal to allow for transparency of College policies and procedures.	Upkeep portal that is a place for all bylaws, policies and procedures that are used at the College.	Assistant Dean for Strategic Initiatives and Assessment Faculty Advisory Council Staff Advisory Council
Implementation of a College of Public Health Assessment Plan and to collect data needed for accreditation, strategic plan key performance indicators, and ongoing monitoring.	Upkeep a portal that will have information on each data collection tool and the results of the assessments at the College.	Assistant Dean for Strategic Initiatives and Assessment

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision-making	Responsibility for review
4.2: Nurture a supportive, diverse, inclusive, and collegial environment.		
Goal Statement: Create a culture that enhances resilience while instilling the importance of continued training and development as an indication of progress, transparency, and commitment to a positive environment		
Require College-wide participation in training related to diversity and inclusion.	Number of faculty, staff and students who have training related to diversity, equity and inclusion. Data are gathered from the Annual Faculty Survey, Annual Evaluations, Annual Student Evaluations, and Student Exit Surveys.	Assistant Dean for Outreach, Engagement, and Equity OEEC
4.3: Strengthen relationships with alumni active engagement and communication		
Goal Statement: Create an active alumni network and engage with existing students with the network beginning with the declaration of a major within the College of Public Health		
Increased alumni participation for the College.	Number of alumni participating in the College's events annually.	Development and Alumni Coordinator College of Public Health Alumni Board
Increase alumni donations.	GAIL database that records annual giving.	Development and Alumni Coordinator College of Public Health Alumni Board

2) Briefly describe how the chosen evaluation methods and measures track the school's progress in advancing the field of public health (including instruction, scholarship and service) and promoting student success.

With the recent development and implementation of the 2020-2025 Strategic Plan, the College is committed to achieving the above goals that directly align with teaching, research, outreach, engagement, and equity, as well as administration and organizational capacity building. The goals of the 2020-2025 Strategic Plan directly tie to advancing the public health field and student success (as shown in B1.1). Each of the outcomes has a series of benchmarks to achieve in each year of the five-year plan.

The methods and measures used to evaluate its processes and outcomes in these areas are comprehensive, iterative, and rigorous. Both quantitative and qualitative methods are utilized. The College uses the data as internal and external benchmarks with peer and aspirational schools of public health. As stated in the core values, the College uses data to drive decision-making. The methods and philosophy of evaluation are flexible enough to adapt to emerging needs, as evidenced by additional assessments of virtual learning conducted during the pandemic. Another hallmark of the College's evaluations is transparency. Data is shared widely, with reporting audiences including faculty and staff, relevant committees, the Senior Leadership Group, Administrative Council, and appropriate constituents outside of the College.

The evaluation plan that is focused on *Promoting Excellence in Teaching and Learning* includes assessment methods that focus on student outcomes, faculty teaching excellence, and an increased focus on recruiting a diverse study body. These assessments include documenting experiential learning; training and supporting faculty in the area of instruction; executing evidence-based teaching methods in all areas of curriculum; and doing the best work possible to promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for underrepresented, rural, first-generation, older and non-traditional, and other underserved students.

The evaluation plan that is focused on *Growing Research, Innovation, and Entrepreneurship* delivers assessments focused on outcomes that will increase knowledge in the field, add to the College's understanding of public health issues, and train students in best research practices. The College will assess submission and funding of proposals, formal mentoring of faculty and students, collaborative efforts, published articles, media and communications related to research, and overall increased visibility of the College.

The evaluation plan's focus on *Strengthening Partnerships with Communities* across Georgia and internationally is imperative to the mission of the College and the University, considering the land-grant mission and commitment to the state of Georgia. Assessments that focus on service will help gauge the College's impact on the state, nation, and world. In addition, the practical experience students receive from working alongside CPH partners will support opportunities to increase cultural competence, practice experience, and skills needed to work with different communities.

Financial resources and infrastructure improvement work was woven into *Organizational and Human Capacity Building*. Evaluation efforts will inform the implementation of a more efficient and transparent environment for students, staff, and faculty. The assessments created for this goal will

focus directly on the processes, communication, and connectedness of the College with those members that make up the College's organization.

The College will have:

1. A faculty policies and procedures manual for openness and accountability
2. Contingency plan for efficiency in case of an unexpected change in operations
3. An electronic resource file of policies and procedures for accessibility and transparency of operations
4. Training in diversity and inclusion
5. Support for students through the Office of Development and Alumni Relations
6. A plan for peer mentoring for students

3) Provide evidence of implementation of the plan described in Template B5-1. Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, etc. Evidence must document examination of progress and impact on both public health as a field and student success.

The College's evaluation plan is located in ERF B5.1.1. The College's evaluation and assessment yearly calendar is located in ERF B5.1.2. A summary of the College's progress toward goals in the evaluation plan in the first year is located in ERF B5.1.3.

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

Strengths

- The evaluation plan is based on the 2020-2025 Strategic Plan that was developed with the input of students, alumni, faculty, and staff on the direction that they would like to see the College take moving forward. The Strategic Plan built upon our vision of advancing the field of public health along with student achievement. The evaluation plan is designed to track progress on meeting that ultimate goal.
- The collaborative development of the evaluation plan is enabling the College to create a culture of using data to drive continuous improvement and inform decision-making.
- It has all the qualities of a strong evaluation plan, matched to the strategic goals of the College; comprehensive, methodologically sound; utilizing a variety of assessment tools; constant communication with evaluation audiences; and ethical, transparent, and reporting mechanisms to reach all stakeholders.
- We are dedicated to continue our work on improved communication— listening and disseminating to all internal and external audiences. The goal is to improve transparency, demonstrate clear accountability, and improve trust.
- With the appointment of an Assistant Dean for Strategic Initiatives and Assessment, the College is positioned to develop processes; protocols; procedures for acquiring, analyzing, disseminating, and acting upon data related to our 2020-2025 Strategic Plan; as well as other School-wide plans, such as our Diversity, Equity, and Inclusion Excellence Plan.

Weaknesses or Plans for Improvement

- As with any evaluation used for continuous improvement, there will be a need for refinement over time as goals change along with key performance indicators. However, when collecting this much information, there are bound to be competing interests, both inside and outside of the College. With this comes the decision on where to focus College resources and how to use them most effectively. Transparency, however, is paramount, which is why the College chooses to have such a robust plan. But with transparency, there are many differing opinions. This is a challenge, but a healthy one.

B6. Use of Evaluation Data

The school engages in regular, substantive review of all evaluation findings, as well as strategic discussions about the implications of evaluation findings.

The school implements an explicit process for translating evaluation findings into programmatic plans and changes and provides evidence of changes implemented based on evaluation findings.

1) **Provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining the planned change, as well as identifying the change itself.**

Example 1: Faculty Mentoring

As previously detailed in B5, the College underwent an extensive process to develop a strategic plan that was formally adopted in the Fall of 2020. During this process, several facilitated surveys, working groups, and committees were engaged to determine the directions that various stakeholders deemed essential for the College's growth. The process was evaluative, providing meaningful data that was not only instrumental in shaping the Strategic Plan itself, but it also helped the College undergo changes prior to the document's adoption. A good example of the use of this evaluation process was the development of a faculty mentoring program.

Faculty surveys that were disseminated for the strategic plan development revealed that new and junior faculty frequently felt unfamiliar with UGA and CPH policies and procedures. Faculty also responded they needed support for professional development to help them on the path to promotion and tenure. In Fall 2020 the Associate Dean for Research implemented a voluntary junior/senior Faculty Mentorship Program (https://publichealth.uga.edu/research/cph-office-of-research-faculty-affairs/faculty-mentorship-program/) that incorporated formal guidelines on the mentoring process. Junior faculty must opt in and are then matched with senior faculty who have similar research interests. The mentoring timeline is one year and may continue past that year if each member consents. The mentor and mentee must adhere to the basic guidelines for the program.

Example 2: Integrative Learning Experience

Students enrolled in the MPH are required to complete an Integrative Learning Experience (ILE), formerly called the MPH Culminating Experience, prior to adoption of the 2016 Criteria. For more than a decade, the students either completed a Capstone Paper or a publishable article, with an overwhelming majority of students opting for the Capstone Paper. Throughout the years, both students and faculty have expressed discontent with the Capstone Paper as an MPH requirement. In MPH Exit Surveys, students often found little to no value in the Capstone process and document. Many students who did not have an interest in research found faculty guidance to be less practice- or process-focused and more research intensive. Additionally, faculty feedback in the College's Graduate Education Committee (GEC) included confusion

about how students were expected to address the competencies that were not specifically taught by their programs. Furthermore, during the UGA annual student learning outcome evaluation, the Capstone Papers varied considerably with student concentrations, and it was difficult to systematically evaluate the successful acquisition of the MPH Foundational Competencies.

In response to years' long evaluations of the Capstone Paper, the GEC approved a new set of ILE requirements for the MPH Program, which include a more integrative approach to the Applied Practice Experience (APE) with the ILE. This will result in work that is more meaningful to the students' academic and professional goals.

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

Strengths

- In its efforts to streamline the evaluation process, it is the expectation that the data received will result in changes, both trivial and substantive, but all meaningful to the College's programmatic offerings, practices, policies and procedures.
- The College utilizes the feedback from these evaluation efforts to improve the quality of programs and all mission-centric activities.

Weaknesses or Plans for Improvement

- The College will continue to work to improve response rates, refine measures and methods to obtain appropriate and thorough data, and generate reports that facilitate action.
- The College will continue to be vigilant in finding ways to reduce the burden on faculty and students in the collection of data while still collecting all data needed to thoroughly and systematically evaluate programs and activities.

C1. Fiscal Resources

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

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

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

The sources of funding for the College of Public Health are resident instruction and state appropriated funds, Student Technology fees, Indirect Cost Recovery/University of Georgia Research Foundation (UGARF) funds, Tuition Differential funds, Studies Abroad tuition/fees, income funds (lab services and technical assistance/consulting), External grants/contracts, and UGA Foundation accounts/endowments.

Primarily, faculty positions are paid by state resident instruction and/or state appropriated funds. There are some faculty positions (e.g., assistant research scientist, clinical assistant professor) that may have a research and instructional effort component; therefore, resident instruction funds and/or external funds may be used to support these positions.

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

The College obtains faculty positions through various Presidential and Provost initiatives by applying for the position(s) and funding through a submission to the Provost and/or President's Office along with an explanation of the need and how the hire will enhance student programs within the College. For example, the College has received multiple new faculty positions through many initiatives at the University such as the UGA President's Interdisciplinary Faculty Initiative (Health Policy and Management, Assistant Professor; Health Promotion and Behavior, Assistant Professor; Epidemiology and Biostatistics, Assistant Professor), Health Informatics Initiatives (Health Policy and Management, Assistant Professor), Data Literacy and Intensive Writing Initiative (Epidemiology and Biostatistics, Assistant Professor), Informatics Initiative (Epidemiology and Biostatistics, Assistant Professor), Mobile Health Computing Technologies Initiative, Small Class Size Initiative (Epidemiology and Biostatistics, Assistant Professor), Second Presidential Obesity Initiative (Health Policy and Management, Assistant Professor), and the Cluster Hire Initiative (Health Policy and Management, Assistant Professor).

Most recently, UGA launched a Presidential Interdisciplinary Faculty Hiring Initiative in Data Science and Artificial Intelligence which aims to recruit 50 faculty members who will educate students and advance research in data science and artificial intelligence (AI). Rather than being

housed exclusively in a single department, however, the majority of UGA's newly recruited faculty will focus on the fusion of data science and AI in cross-cutting areas such as infectious diseases, integrative precision agriculture, ethics, cybersecurity, resilient communities and the environment. The College gained one tenure track line in the Department of Epidemiology and Biostatistics in the area of Artificial Intelligence, Data Science and the Dynamics of Infectious Diseases and another line in the Institute of Gerontology (home department to be determined) in the area of Precision One Health.

The College has a few faculty positions that are requested and primarily funded by external grants (e.g., Assistant Research Scientists, Clinical Faculty). In addition, with salary that is released from buyouts on grants and contracts, the College may add additional clinical faculty, research scientists, instructors, and staff and offer graduate assistantships. The College annually submits an academic hiring plan to the Office of Faculty Affairs and the Office of the Provost.

The College does not receive additional funding for new staff positions. New staff positions must be requested and obtained only through a reduction of operating funds or external sources.

c) Describe how the school funds the following:

i. operational costs (schools define "operational" in their own contexts; definition must be included in response)

Standard operational costs are primarily funded by resident instruction and state-appropriated funds included in the original state budget. Operational costs include office phones, campus mail, repairs/maintenance, copier leases/printing, website management, and software renewals. Other operational annual expenditures may include replacement student classroom equipment/peripheral, software/data storage renewals, EMP Marketing and CRM Solution contracts, media/marketing contract, etc. These costs may be covered with Student Technology Fees, tuition differential, Indirect Cost Returns, or faculty-released state dollars.

ii. student support, including scholarships, support for student conference travel, support for student activities, etc.

The largest amount of student support comes through a mixture of student employment, research grants, and tuition waivers. Many research grants allow the School to employ graduate students as research assistants, giving students both practical research experience and financial compensation. In Fall 2021, over 100 students are being funded as teaching or graduate research assistants.

The College provides annual student scholarships and awards from UGA Foundation accounts, both endowed and non-endowed. The College provides travel support for students to the American Public Health Association (APHA) annual meeting for student participants. In recent years, the College has also provided financial support for

memberships and registrations for student participants of the annual American Public Health Association (APHA) meeting.

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

Support for faculty development fund allocations vary across departments within the College. Many departments provide annual development and/or travel fund support from IDC/UGARF returned funds and/or a portion of the faculty release funds. The College also has a small domestic travel support budget of $5,000 provided to the College by the Office of the Provost where faculty may apply for annual travel support. Faculty may also apply for international travel support from the Office of the Provost. Travel funding support is limited to one trip per faculty member in the fiscal year. The request must include at least 1:1 matching funds from the department or College for consideration. The faculty member must be a presenter at the conference or meeting in order to be eligible for travel support. All faculty may request funds and will be awarded those funds as available.

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

Some student support has been covered as the College's credit hour allocation has increased, but this amount of funding fluctuates from year to year. A mechanism for faculty development for those involved in externally funded projects is the option to buy out of state-funded budgeted time for research or instruction by charging the time to the grant or contract as a proportion of salary. In addition, departments share their indirect cost recovery funds with research-active faculty. This allows for support pilot research for new investigators; and provide registration fees for conferences, travel, and other professional development opportunities. There is pilot funding from the UGA Office of Research for innovative, interdisciplinary research. Faculty who are developing online courses often receive UGA or College support. The College also engages in fundraising activities aimed at establishing endowments for specific purposes. The most common purposes are endowed professorships and direct student support. Success in fundraising varies from year to year. Endowments are invested centrally and operating funds paid out of endowments at approximately four percent annually.

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

Student Technology Fees – Base allocations are determined using a formula based on a three-year rolling average of both credit hour production and student enrollment. Student Technology Fees (STF) help fund a variety of facilities and services across campus.

Tuition Differential Fees – These allocations are calculated based on the previous fiscal year's actual revenue collections. For example, for the FY21 allocation, the amount was determined by the differential tuition collected during Summer 2019, Fall 2019, and Spring 2020 semesters.

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

The indirect costs are returned to the College at a rate of 20% (10% from general fund budget and 10% from the UGARF budget).

Beginning July 2021, deans and academic vice presidents will receive an amended budget allocation equal to 10% of the recovered facilities and administrative costs (indirect costs) from the previous fiscal year. These funds will be in addition to the 20% returned currently (10% from general fund budget and 10% from UGARF budget). The newly added funds will be disbursed solely for use in faculty startup and will replace funding that previously had been allocated by Office of the Vice President of Research (OVPR).

The sole purpose of the 10% IDC return is to support faculty start-up. In cases where a unit's 10% IDC return exceeds the startup needs for the coming years, the dean may request permission from the Provost to use this funding for other research investments.

The College retains 20% of the general fund portion and 20% of the UGARF portion. The remaining 80% of each (General Fund and UGARF) allocation is returned to the department /institute. According to College policy, the amount is divided equally between the department head and to the individual faculty whose external funding generated the IDC.

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

Table C1.1.1. Sources of Funds and Expenditures by Major Category, FY19-FY21

	FY2016-2017	FY2017-2018	FY2018-2019	FY2019-2020	FY2020-2021
Source of Funds					
Tuition	259,646	172,375	158,445	95,515	130,832
Fees	59,144	155,624	152,954	68,467	76,207
State Appropriation	0	0	0	31,974	31,974
University Funds	8,747,535	11,492,927	12,332,949	9,638,865	9,638,865
Grants/Contracts (Revenue)	11,510,626	8,340,410	11,105,386	12,213,762	8,973,833
Grants/Contracts (carry forward balances from previous year)	0	10,313,895	0	0	0
Indirect Cost Recovery	367,548	367,548	1,695,096	530,379	621,161

	FY2016-2017	FY2017-2018	FY2018-2019	FY2019-2020	FY2020-2021
Indirect Cost Recovery (Carry Forward from current year to next fiscal year)	274,512	246,131	299,628	1,680,980	2,086,667
Endowment	0	160,785	331,137	0	*
Gifts	128,349	186,952	0	0	*
Gerontology Student Mentoring DW546001	14,340	22,376	1,727	1,180	0
EHS Rsch Serv Wang DR715004	113,242	95,183	42,214	21,340	12,210
EHS DNA Lab DM715003	156,818	179,688	189,021	174,196	143,888
EHS Training Workshop	0	15,600	15,600	0	0
CPH Training Workshop	0	3,900	1,980	0	0
IDM Training Workshop	0	104,200	500	0	487
IDM Emergency Training	0	0	0	20,534	12,250
EpiBio Training Workshop	0	51,000	56,100	60,613	0
EpiBio Biostatistics Consulting	0	10,000	3,023	0	0
HPAM Consulting	0	35,617	0	24,631	15,500
OVPR - pick-up Rajbhandari Thapa's salary	0	75,000	75,000	75,000	75,000
CPH Poster Printer DH770001	5,800	4,000	3,376	1,144	0
CPH Partnerships DE770003	46,270	721	9,214	0	0
Supplemental SS FA	91,082	60,231	99,455	36,341	17,635
1st Year Odyssey	34,650	35,000	42,000	42,000	38,500
Grad Sch/OVPI Assistantship Support	59,496	91,886	162,150	119,119	237,052
Graduate School/Recruitment Enhancement Grant	0	0	0	3,500	30,000
CURO Funds from Honors Program	0	0	14,000	13,000	8,000
VIP Funding (RIAS)	0	23,577	54,047	24,062	36,086
Provost/VPAA/OVPR	304,815	71,667	71,666	75,000	198,400

	FY2016-2017	FY2017-2018	FY2018-2019	FY2019-2020	FY2020-2021
CTL for Writing Fellow Recipients	0	0	0	2,000	0
Public Service Outreach Funds for Grad Asst	0	0	0	11,501	22,241
DSS Income Carry Forward (1025DR770925) from current fiscal year to next fiscal year	199,771	146,494	0	53,349	133,472
Student Technology Fees (carry forward from previous year to current fiscal year)	0	0	0	2,182	38,021
UGA Foundation - Endowment Market Value	0	0	0	7,920,978	*
Total	22,373,644	32,462,787	26,916,668	32,941,613	22,602,656
Expenditures					
Faculty Salaries and Benefits (state and grant)	10,011,278	9,732,598	11,602,679	10,606,632	10,626,020
Staff Salaries and Benefits (state and grant)	3,348,871	3,672,312	4,501,041	3,861,535	4,027,637
Operations (state and grant)	2,120,875	9,351,382	4,199,223	3,037,116	1,016,542
Travel (state and grant)	481,723	1,810,330	1,150,794	356,211	30,022
Student Travel Support	10,000	10,000	10,356	10,000	0
FY20 Dean's Scholar Awards (UGA Foundation 9109800)	0	0	0	10,000	0
University Tax			0	0	0
Tuition (GV DV 770001)	259,646	344,902	41,238	24,062	0
Scholarship	5,394	137,161	85,909	81,615	*
Assistance (salaries/benefits state and grants	1,489,922	1,506,612	1,442,230	1,757,113	1,738,341
Lab Fees	5,350	0	0	0	0
Annualize Existing Professional Program Tuition Differential			1,531	-1,153	35,317

	FY2016-2017	FY2017-2018	FY2018-2019	FY2019-2020	FY2020-2021
Grant IDC 92000 and 92500	532,819	1,164,802	750,398	109,726	2,710,687
Foregone Revenue[1]	0	0	0	1,477,588	0
Total	18,265,878	27,730,099	23,785,399	21,330,444	20,184,565

[1]Forgone Revenue: This is due to 2020 pandemic (mandatory suspension of non-essential purchases and travel in 4th quarter of FY20 by State of Georgia Office of Planning and Budget and USG) and cancellation of all Studies Abroad Programs for Spring, 2020. All unspent/encumbered FY20 state funds were returned to UGA/USG.

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

Strengths

- The College has been the recipient of multiple tenure-track lines from university-funded initiatives, indicating its teaching and research interests match closely UGA's strategic priorities.
- Faculty involved in externally funded projects may buy out of state-funded budgeted time for research or instruction by charging the time to the grant or contract as a proportion of salary. With salary that is released from buyouts on grants and contracts, the College may add additional clinical faculty, research scientists, instructors, and staff; offer graduate assistantships; support pilot research for new investigators; and provide registration fees for conferences, travel, and other professional development opportunities. Departments and faculty receive a portion of salary savings and indirect cost recovery back which may also be used for faculty development, travel and conference costs, and student support.

Weaknesses or Plans for Improvement

- State funding can fluctuate for reasons outside of the control of the College.
- For the growth of the College and to be able to successfully support new faculty with start-up funds, it must accumulate a greater amount of external research funding. The College has enacted a policy for expectations for external funding and expectations for academic year salary support through external funding.
- The College continues to explore opportunities for adding long-term revenue by expanding its educational programs to reach more students, particularly rural students and students of color. Plans to expand online degree programs are currently being developed.

C2. Faculty Resources

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

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

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

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

Table C2.1.1. Adequacy of the School's Instructional Faculty

	Masters			Doctoral and Bachelors		Additional Faculty
Concentration	PIF 1	PIF 2	Faculty 3	PIF 4	PIF 5	
Biostatistics MPH MS PhD	Stephen Rathbun	Kevin Dobbin	Xiao Song	Hanwen Huang	Kyle Turner	PIF:1 (Shen) Non-PIF:0
Disaster Management MPH	Curtis Harris	Michelle Ritchie	Cham Dallas	N/A	N/A	PIF:1 (McCarthy) Non-PIF:0
Environmental Health BS MS MPH PhD	Erin Lipp	Luke Naeher	Travis Glenn	Jia-Sheng Wang	Anne Marie Zimeri	PIF:4 (Ealey, Li, Tang, Leach) Non-PIF:0

	Masters			Doctoral and Bachelors		Additional Faculty
Epidemiology MPH MS PhD	Andreas Handel	Andreas Swartzendruber	Toni Miles	Christopher Whalen	Jose Cordero	PIF:10 (Allegra, Davis-Olwell, Ebell, Knight, Lambert, McCracken, Sekandi, Tate, Winter, Zhang) Non-PIF:3 (Bahl, Hallow, Williams)
Gerontology	Lisa Renzi-Hammond	Kerstin Emerson	Sarah Saint Hamilton	N/A	N/A	PIF:0 Non-PIF:1 (Beer)
Health Policy and Management MPH DrPH	Grace Adams	Mahmud Khan	Janani Rajbhandari Thapa	Zhuo Adam Chen	Donglan Zhang	PIF:5 (Anderson, Haider, Ingels, Jung, Martin) Non-PIF:6 (Dcruz, Gell-Redman , Khalil, Lloyd, O'Connor, Scott)
Health Promotion BS MPH PhD	Jessica Muilenburg	Jennifer Gay	Tamora Callands	Nathan Hansen	Pamela Orpinas	PIF:6 (Davis, Heckman, Hein, Ostir, Padilla, Proctor) Non-PIF:2 (McClellan, Wells)
Totals	**Named PIF**	**31**				
	Total PIF	58				
	Non-PIF	12				

Primary Instructional Faculty (PIF) are categorized as 1.0 FTE across all degree levels. Non-PIF are part-time faculty that support degree programs within each department. PIF are individually identified in Templates E1-1 and E1-2. There are currently 9 open faculty lines to be filled.

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

The College does not employ adjunct faculty but instead relies on part-time faculty to serve as Non-PIF in a number of degree programs. Part-time faculty are non-tenured faculty employed at a single University System of Georgia (USG) institution or at more than one USG institution and are subject to the following conditions:

- Are employed as-needed, on a per course, per semester limited term basis at the discretion of the institution and will receive no compensation unless a part-time assignment is given;
- Are not accruing time toward tenure;
- Are required to sign a letter of agreement for each appointment period and are not issued contracts;
- Are not the same as adjunct (courtesy) faculty appointments;
- Are not eligible for USG benefits, unless the part-time appointment is regular and 0.5 FTE or greater, in which case the benefits offered will be based on FTE in accordance with the Employees Categories policy in the Human Resources Administrative Practices Manual;
- Are required to work an average of less than 30 hours per week over the academic year.

The USG has determined that a reasonable method for calculating credit hours or contact hours to standard hours worked is: 1.25 prep/grading hours + 0.5 office/meeting hours per each classroom/contact hour per week. Non-PIF may teach one or more courses. The College uses the USG method for converting credit hours to determine the acceptable course load for Non-PIF at CPH (see table C2.2.1 for examples of acceptable course loads based on negotiated faculty FTE).

Table C2.2.1. Course loads based on faculty FTE

Weekly Contact Hours	Classroom Contact Hours	Prep/ Grading Hours	Office/ Meeting Hours	Standard Work Hours	FTE
1 course	3.0	3.75	1.5	8.25	.21
2 courses	6.0	7.5	3.0	16.5	.41*
3 courses	9.0	11.25	4.5	24.75	.62
4 courses	12.0	15	6	33	.82**

https://www.usg.edu/hr/assets/hr/documents/HRAP_Employee_Categories_Classification%2C_Compensation%2C_and_Payroll.pdf

*Regular part-time faculty eligible for leave accrual and retirement at .5 FTE and above **Regular faculty are fully benefits eligible at .75 and above (includes health and voluntary benefits and retirement and leave)

A faculty member employed at an institution at a 0.75 FTE or greater, other than in a temporary status based on the definition in the Employee Categories policy in the Human Resources Administrative Practices Manual (http://www.usg.edu/hr/manual/employee_categories), must be considered benefits-eligible and treated accordingly.

Non-PIF include:

a. Faculty categorized as part-time using the definition outlined above

b. Faculty who hold a split appointment with the College and another school or college at UGA or a USG institution (typically faculty at CPH and a joint appointment with the UGA

School of Social Work, College of Veterinary Medicine, School of Public and International Affairs, etc.)
c. Faculty who have retired from USG and are eligible for rehire with a less than 50% FTE

Faculty in category A who do not have USG as their primary employer receive a fixed rate for teaching. All Non-PIF are encouraged to attend the College's meetings and functions, collaborate on grants, mentor students, serve on doctoral committees, and participate in activities related to the College's 2020-2025 Strategic Plan.

These policies are available to faculty in the UGA Faculty Handbook, and specific details on part-time faculty can be found at https://provost.uga.edu/faculty-affairs/part-time-faculty/. All faculty contracts (PIF) and letters of agreements (Non-PIF) must contain information detailing the terms for their percent effort, which can be discussed, renegotiated, or used to determine evaluations as a part of the Annual Faculty Review.

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

Not Applicable.

4) Data on the following for the most recent year:

a. Advising ratios by degree level

The policies and methods for advising are determined by the degree programs and/or departments at the College, as detailed in H1. At the undergraduate level, dedicated staff are employed as full-time advisors for the students enrolled in the BSEH and BSHP degree programs. Students are assigned a CPH advisor once they declare their major (BSEH) or intended major (BSHP). In the case of the BSHP program, the formal advisor is not assigned until the students have applied and been accepted to the major prior to entering their junior year. Until that time, BSHP-Intended students receive general advising. All MS and PhD students are advised by their major professor, who is assigned upon matriculation to the program.

The MPH and DrPH cohorts are larger in size, and preliminary advising occurs during orientation. During the first term of matriculation, MPH students are assigned faculty advisers based on their concentrations and their research and professional interests. DrPH students receive general course advising and mentoring from the DrPH Program Coordinator. Upon completion of their comprehensive exams, students develop their dissertation committee, and formal advising and mentoring are transferred to the committee chair. Table C2.4.1 provides summary statistics on the number of students advised by faculty at each degree level, based on the criteria outlined above. The masters and doctoral student figures are skewed by the larger proportion of students enrolled in the MPH and DrPH programs.

Table C2.4.1. Student Advising by Degree Level

Degree level	Average	Min	Max
Bachelor's	200	150	250
Master's	12	1	25
Doctoral	15	1	72

b. Average number of baccalaureate students supervised in a cumulative or experiential activity

The two bachelor's programs at the College each have a dedicated faculty member who advises and mentors students through their required experiential activity. Each student works with the faculty coordinator in their major to identify an internship site and develop a proposal for the 150 contact hours the students dedicate on site during their final semester in the program. Students may select from a list of established sites or find their own unique placement. The faculty mentors also work with students to identify career opportunities; receive additional mentoring or aid from the University's Career Center; or find other faculty, alumni, or professionals who can provide additional career mentoring. Table C2.4.2 presents the advising data for the BSEH and BSHP experiential activity.

Table C2.4.2. Advising for the Bachelor's Experiential Activity

Average	Min	Max
77	30	130

c. Average number of MPH students supervised in an integrative learning experience

The MPH Applied Practice Experience (APE) and Integrative Learning Experience (ILE) occur concurrently during the students' final year in the program. The semester prior to the field experience, the students attend an intensive seminar series, which results in a certificate upon completion. The seminar includes two professional assessment workshops, five case study presentation and discussions, a career panel, and a fellowships panel.

Additionally, students receive career counseling and work with the MPH Practice Coordinator to finalize and submit a field placement proposal and develop the site that will house their ILE portfolio. The seminar series, internship proposal, and integrative experience portfolio development are prerequisites to the APE, which is completed in the final semester. During the final semester, the students complete their ILE portfolio, which must contain their APE finished product, samples of their work throughout the MPH, their APE poster and video presentation, an approved CV or resume, and any additional products that their faculty advisor deems essential to the final ILE portfolio product. Students are then required to present their portfolio during the scheduled ILE Student Showcase at the end of the term. The APE and ILE processes are coordinated by the MPH Practice Coordinator, and each student has a faculty advisor whose job it is to guide them through the year-long process and submit the final grade. Table C2.4.3 presents the faculty advising data for the MPH experiential and applied requirements.

Table C2.4.3. Advising for the MPH APE and ILE

Average	Min	Max
3	1	5

d. Average number of DrPH students advised

Upon completion of their comprehensive exams, students develop their dissertation committee, and formal advising and mentoring are transferred to the committee chair. Table C2.4.4 provides summary statistics on the number of students advised by faculty for the Applied Practice and Integrative Learning Experience (dissertation).

Table C2.4.4. Advising for the DrPH Applied Practice Experience

Average	Min	Max
3	1	5

e. Average number of PhD students advised

All students enrolled in an academic graduate program at the College (MS and PhD) are assigned a major professor upon matriculation. Typically, that faculty remains the chair through the thesis and dissertation process. Table C2.4.5 and C2.4.6 provide summary statistics on the number of students advised by faculty for MS thesis or PhD dissertation.

Table C2.4.5. Advising for the PhD Dissertation

Average	Min	Max
2	1	4

f. Average number of MS students advised

Table C2.4.6. Advising for the MS Thesis

Average	Min	Max
1	1	3

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

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

The College conducted a recent alumni survey that, among other things, assessed recent graduate satisfaction on the quality of advising, career mentoring, and learning. The data below represents graduates who strongly agreed or agreed to questions regarding perception of (a) class size and the effect on learning, and (b) the availability of advisors and faculty on a five-point Likert scale. Of the 103 respondents to the Spring 2021 alumni survey, 92% and 96% reported being very satisfied or satisfied with the overall quality of instruction and class size, respectively.

Additionally, 81% and 84% reported being very satisfied or satisfied with the responsiveness of instructors and accessibility and availability of faculty advisors.

Table C2.5.1. Selected Quantitative Data from the Alumni Survey, 2021 (n=103)

	Bachelor's	Master's	Doctoral
Overall quality of instruction	98%	88%	80%
Class size	96%	98%	90%
Responsiveness of instructors	94%	100%	80%
Faculty advisor accessibility and availability	76%	93%	78%

The full results from the alumni survey are available as ERF C2.5.1.

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

All students were satisfied with class size. Undergraduates voiced the lack of faculty availability to teach a diverse range of required and elective courses. Graduate students expressed needs for more class offerings, improved facilities, and more central locations for all classes.

With regard to availability of faculty, students were asked about accessibility, availability, and responsiveness. The themes identified were consistent across degree programs. Undergraduate students expressed feeling frustrated and confused about the advising process. Students expressed not being aware of their requirements, receiving conflicting information from faculty and staff, and not being advised in a timely manner. Several students discussed the Double Dawgs Pathway (4+1) specifically, expressing frustration with the lack of robust offerings and the confusing and often conflicting information received during advising. While many of the themes could be tied to the high turnover of advising staff in the undergraduate programs, there is also a general feeling that, of those who do advise, better knowledge of curricula and more consistent availability are also needed.

Graduate students had a generally positive experience with advising and faculty responsiveness, accessibility, and availability. MPH and DrPh students expressed needing more faculty and College advising and support for practice and career services. Academic doctoral students also expressed needing more support from faculty with regard to research and professional development opportunities.

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

Strengths

- The College has a strong faculty who is committed to excellence in teaching, hands-on learning, and mentoring.
- Students generally feel positive about the class sizes, and graduate students expressed positive experiences with faculty regarding their availability, responsiveness, and accessibility.
- Advising for graduate students is also a strength, as each graduate student is formally advised by a faculty member in the College.

- The College has implemented a teaching workload plan, effective January 1, 2021. The plan allows for faculty to count their mentoring activities toward their teaching load. As well, departments have developed policies to distribute mentoring activities more evenly across all faculty.
- Specific expectations and metrics for teaching and mentoring are included in the annual faculty evaluation.

Weaknesses or Plans for Improvement

- The CPH 2020-2025 includes an explicit goal of recruiting and hiring more faculty of color. This will help to relieve some of the pressure on current faculty of color by increasing the number of available mentors able to work with students.
- Larger classrooms, designed specifically to facilitate active learning, are scarce across the HSC and University campus.
- To address student satisfaction in advisement and the high advisor turnover, the University increased compensation and created a professional promotion pathway for advisors in FY 2020. It is the College's expectation that this will result in a higher advisor retention rate.
- This academic year, the department curriculum committees have been tasked with critically examining their course offerings with the goal of improving efficiency of their degree programs and facilitating the College being able to offer a diverse curriculum responsive to emerging issues in public health.
- Faculty development workshops for teaching and mentoring are planned for the upcoming academic year and then annually. During these, faculty will be trained on teaching and mentoring to improve the overall quality.

C3. Staff and Other Personnel Resources

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

1) **A table defining the number of the school's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation.**

There are 59 staff in CPH across CPH's four departments and three institutes. Their divisions and functions included in Table C3.1.1 are defined as:

- *Central Services Support* includes personnel that support the College in academic affairs, alumni relations and development, dean administration, finance, human resources, information technology, research, and marketing and communications.
- *Departmental Administrative/Financial Support* includes personnel that support departments and institutes in administration and finance, public relations and marketing, and research.
- *Departmental Research Support* includes personnel who support academic departments' research grants through laboratory, administration and management, public service and outreach, and administrative and technical support.

Table C3.1.1. CPH Staff Support by Division and Function.

CPH Staff	Headcount
Central Services	
Academic Affairs - Advisement	5
Academic Affairs - Administrative Support	1
Academic Affairs - Admissions	1
Academic Affairs - Practice Coordinator	0
Academic Affairs - Student Services	1
Alumni Relations and Development	1
Finance/Human Resources	4
Information Technology	4
Marketing and Communications	2
Office of the Dean	0
Research Office – Pre-Award and Post Award	3
Total	**22**
Departmental Administrative/Financial Support	
Administrative Associates	6
Administrative Coordinators/Office Management	2
Business Managers/Senior Accountants	4
Public Relations/Marketing	1
Total	**13**

CPH Staff	Headcount
Departmental Research Support	
Clinical Operations Manager	1
Data Management Specialists	2
Grants Coordinator	1
Laboratory Assistant	3
Laboratory ParaPro/Pro	2
Nursing Technical/ParaPro	2
Program Coordinator	3
Public Service Professional	1
Research Admin Support Manager/Supervisor	2
Research Admin/Clerical	2
Research Assistant/Technician	4
Research Professional	7
Research Project Coordinator	1
Social Science Technician	2
Total	**33**
Total CPH Staff Headcount as of 07/01/2021 (FTE=63.4)	**68**

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

Graduate students provide substantial support to the College through general, teaching, or research assistantships. Positions that are open to all graduate degree programs are generally reserved for second-year students who are in good academic standing. Students who receive general assistantship dedicate 13-20 hours weekly, performing various clerical and/or administrative functions to central services, departments, or institutes. The students typically receive a tuition waiver along with a monthly stipend that varies by funding source and required hours. Similarly, research assistants support research grant activities and receive a tuition waiver and a monthly stipend. Teaching assistantships are typically supported by academic departments or central services. While most of the teaching and research assistantships are offered to PhD students, a large proportion of MPH students also receive research and teaching assistantships to support grants and departmental instructional needs.

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

We are working within the College and across the University to centralize services to increase efficiency and share resources. As an example, currently UGA's Office of Online Learning has provided a staff member to the College who works directly with faculty on developing and designing online courses, conducting training for faculty, and providing oversight of course content and delivery to ensure high quality course standards.

Over the past three years, UGA has embarked on a comprehensive business transformation project, in order to improve administrative systems and streamline processes. This is aimed to improve the

integration of data across areas and enable faculty and staff to work and plan more effectively; provide reporting tools that will improve data access; and streamline these efforts to improve UGA's and CPH's ability to make data-driven decisions. With this project, the responsibilities of financial and administrative support staff across the University were significantly impacted, as well as the day-to-day operational workflow, creating the need to reevaluate the business processes across the College. In response, in Summer 2019, we embarked on a centralization of the financial and HR operations within the institutes and departments to the College Business Office. The College is continuing with this reorganization in its academic units as staff positions are vacated. With the reorganization, the College has been able to begin establishing a central hub within the College Business Office that is able to provide specialized teams of support in all areas of business (HR, financial and budgets) in order to better serve CPH faculty, staff, and students.

Currently, the undergraduate advisors are each assigned more than 200 students each year. As the College's undergraduate student population continues to grow, the number of available advisors for the undergraduate and Double Dawgs programs is essential to meet student advising and mentoring needs without adding unsustainable loads to existing advisors' assignments. Recently, the College hired an additional undergraduate advisor to meet this growing need.

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

Strengths

- The College has sufficient staff for its ongoing operations and is not experiencing any shortages which impact the ability to teach students, conduct research, or engage with the communities we serve. Financial stability in the form of growing tuition and grant award revenue have contributed to the ability to increase staff.
- The contributions and dedication of the staff to the work of the College cannot be underestimated. Excellence of staff is recognized at an annual event.

Weaknesses or Plans for Improvement

- As our educational offerings (particularly in online learning) and research continue to grow, our staffing needs in instructional design and IT support will grow in concern. We must carefully project the resources needed and monitor our revenues and expenditures to ensure that we are adequately staffed in these areas.

C4. Physical Resources

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

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

The UGA Health Sciences Campus (HSC), home to the College of Public Health, is a 58-acre property located approximately three miles from UGA's main campus. The HSC is a shared campus with the Augusta University/University of Georgia Medical Partnership. The HSC is a fully functioning academic environment—offering housing, food services, library resources, and recreational activities in addition to facilities for teaching and research.

The College and Augusta University/UGA Medical Partnership are separate units on the HSC. The Faculty of Medical Sciences (FMS) in the College serves as a UGA appointment home for clinical faculty, especially those with an adjunct appointment through the Augusta University/UGA Medical Partnership. The FMS program promotes interactions between faculty, physicians, and public health professionals interested in medical education, clinical research involving human subjects in the medical or public health setting, and evidence-based clinical practice.

Faculty and staff office spaces:

- **B.S. Miller Hall** is the home of the Department of Epidemiology and Biostatistics. The building contains individual office spaces for the faculty and staff, shared office spaces for graduate assistants, and four small conference-size classroom spaces. Many smaller graduate courses are held in this building, while larger classroom sizes are accommodated in buildings that contain larger capacity.
- **Wright Hall** is the home to the Department of Health Policy and Management, the Department of Health Promotion and Behavior, and the Global Health Institute. This two-story building is large enough to house a department on each two nearly identical wings. Each wing accommodates the faculty and staff within their respective departments in individual office spaces. Shared meeting spaces also support student workers, and each wing contains a shared kitchen and dining space, as well as several sitting areas.
- **Wright Hall Annex** contains one of the largest auditoriums on the HSC and can accommodate a 150-person classroom or function. The Annex also contains a small conference room with a 15-person capacity, kitchen and dining area, faculty and staff individual offices, and shared space for students to work or study.
- **Hudson Hall** is the home of the Institute of Gerontology. It, too, contains individual faculty and staff office spaces. It also contains a reception space, classroom, and research lab for studies of older adults.
- The Institute for Disaster Management is located at 105 Bowman Road. It contains a large classroom that also serves as an emergency operations space. Attached to the main building is a training warehouse used for emergency simulations and supplies stockpiles. This

building also contains a reception area and lobby, shared kitchen and dining, and individual faculty and staff office spaces.

- **Ramsey Hall** is located on UGA's main campus and serves as a central location for the undergraduate Health Promotion program. The third floor of the building contains offices for faculty and staff dedicated to the department of Health Promotion and Behavior, as well as shared student work and study spaces.

Administrative office spaces:

- **Rhodes Hall** is where the administrative offices of the College are located, including the Dean's Office, Office of Academic Affairs and Student Services, Office of Research, Office of Outreach, Engagement and Equity, Business Office, CPHOIT, Communications, and Development and Alumni Relations. On the garden level of Rhodes are student study spaces, a food pantry, lactation and meditation rooms, and a computer lab equipped with 20 computers and a printer. This level is accessible to CPH students 24-hours/day with their UGA-issued identification card.

Classroom spaces:

- **Russell Hall** provides classroom and instructional space for the College of Public Health and AU/UGA Medical Partnership on the second floor. The Medical Partnership has offices and instructional space on the first floor, but the second floor contains one classroom space dedicated to the HSC courses (both CPH and AU/UGA have access to these spaces).
- **Ramsey** is a main campus space for the undergraduate Health Promotion program and houses many of the faculty and staff dedicated to that program. Additionally, the basement, first, and second floors house a few medium to large classrooms where undergraduate health promotion courses are held. The CPH undergraduate advisors are also located in Ramsey Hall to provide easy accessibility for BSHP and BSEH students, who typically spend their time on UGA main campus rather than HSC.
- **George Hall** is a 360-seat auditorium and is used as classroom and auditorium space by the College, the AU/UGA Medical Partnership, and other units across campus.
- The **Environmental Health Science Building** is also located on UGA's main campus and is utilized by the undergraduate Environmental Health program. The first floor of the building contains offices for faculty and staff, as well as shared student work and study spaces. The second floor houses a few small to medium classrooms where undergraduate environmental health courses are held. The building also contains the College's only assigned lab facilities, on the second and third floors.

Shared student space:

- Each academic unit has dedicated spaces for students to use, typically on a space available basis. As mentioned above, the garden level of Rhodes Hall is a dedicated student space and is open year-round, with valid student ID. The Carnegie Library is also open to students for study space and electronic and librarian resources with 24-hour access. The second floor of Russell Hall is a designated gathering area for both medical and public health students.

Laboratories, if applicable to public health degree school offerings:

- The **Environmental Health Science Building** contains the only College assigned wet lab facilities. College faculty utilize wet laboratories in other buildings on UGA's main campus, e.g., Animal and Dairy Sciences, Paul D. Coverdell Center for Biomedical and Health Sciences.

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

The College's spaces on HSC and main campus are sufficient for the departments and institutes that currently have dedicated space. The Department of Environmental Health Science has no building on the HSC, as there is no facility currently on the campus that can easily accommodate or convert to wet laboratory spaces.

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

Strengths

- The College has multiple spaces for instruction and research throughout the Health Sciences Campus, UGA Gwinnet Campus, and UGA main campus.

Weaknesses or Plans for Improvement

- The lack of wet laboratory facilities and the state of current laboratory facilities for the College of Public Health and EHS, in particular, is of great concern. However, this problem is one that is not just idiosyncratic to the College, but prevalent across UGA. UGA's new Vice President for Research is launching a working group comprised of facilities and management personnel, researchers, associate deans, Provost, and Vice President for Finance and Administration to find solutions. These are complicated problems, and will take time and a substantial investment to restore the buildings and create new space.
- Larger, active learning classrooms are limited on HSC and UGA campus. George Hall is an under-utilized single room academic building. The College of Public Health and the Augusta University/University of Georgia Medical Partnership jointly funded a feasibility study to determine how the building could be renovated to provide two to three 30-seat general lecture classrooms and a larger classroom with tiered seating for both lecture classroom and event space. The feasibility study is complete and plans are underway to determine how to fund the renovation.

C5. Information and Technology Resources

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

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

a) library resources and support available for students and faculty

The UGA Library is the largest university library in the state and is a member of the Association of Research Libraries. Thus, the Library is equipped to provide comprehensive services to students involving nationwide resources for both curricular and research needs. Numerous online books and journal articles can be retrieved at http://www.libs.uga.edu/. The Main Library, Carnegie Library, Gwinnett Campus Library, and Science Library are like the most widely used by students and faculty of the College; however, all libraries are accessible to the University community.

- The **Main Library** holds materials relating to the Humanities, Social Sciences, and Arts. It also houses the Media Desk and Map and Government Information Library. Additionally, it is the home of the Digital Humanities Lab, the Digital Library of Georgia, the University of Georgia Press, and the Georgia Review. https://www.libs.uga.edu/locations/main

- The **Art Library at Lamar Dodd** serves the Lamar Dodd School of Art as well as the University and Athens community-at-large. It holds current art periodicals, the newest art book releases, course reserves, a reference section, a media collection, and a zine library. Daily library deliveries allow patrons to request and return books from other libraries on campus including GIL express and ILL items. The Art Library maintains an image database that includes art historical images, student and faculty work, and installation views of Dodd Galleries exhibitions. The Art Library includes a group study room, a screening room, two public computers, work stations, and a flatbed scanner. https://art.uga.edu/about/facilities/art-library

- **Carnegie Library Learning Center** supports CPH and AU medical programs on the Health Sciences Campus. Graduate students from the College and the Medical Partnership have after-hours card swipe access to the lower-level beginning at noon on Sundays until 2 a.m. Friday. https://www.libs.uga.edu/carnegie

- The **Curriculum Materials Library** is a cooperative effort between the UGA Libraries and the College of Education. It houses curriculum materials for grades K-12 and a collection of juvenile literature. Other materials available include DVDs, flashcards, educational games, and more. Additionally, the library offers full library services,

including GIL Express and Repository pick-ups, faculty deliveries, and reference conferences on a by-appointment basis. http://www.libs.uga.edu/cml/

- **Georgia Capitol Museum** seeks to preserve and interpret the history of the Georgia Capitol itself as well as the events that have taken place within its walls. To carry out this purpose, the Museum collects, maintains, and exhibits significant artifacts, including historic flags and works of art, within the State Capitol. http://www.libs.uga.edu/capitolmuseum/

- The **Gwinnett Campus Electronic Library** offers students, faculty, and staff access to the collections of the UGA Libraries, as well as to the GALILEO suite of databases. There are ten computer workstations and several tables available for group work. The campus reference librarian is on-site to assist students in conducting research, identifying, locating, and retrieving electronic and print materials, as well as with basic computing. The College's DrPH students have full access to this library, as this program operates fully on the Gwinnett Campus. https://gwinnett.uga.edu/building-events/library/

- The **Map and Government Information Library (MAGIL)** is located in the sub-basement of the Main Library on North Campus. MAGIL's mission is to provide bibliographic, physical, and intellectual access to cartographic and government information in all formats. The UGA Libraries serve as Georgia's regional depository for documents published by the federal government as well as the official depository for documents published by the State of Georgia. The collections also include select international and United Nations documents. Cartographic resources include maps, aerial photography and remote sensed imagery, atlases, city directories, digital spatial data, and reference materials, with a particular emphasis on the State of Georgia. http://libs.uga.edu/magil/

- **Miller Learning Center (electronic library)** is a collaborative effort of the University Libraries, Enterprise Information Technology Service (EITS), and the Center for Teaching and Learning (CTL). The MLC offers extensive student study spaces, including 96 group study rooms; hundreds of computers, printing, and tech lending (laptops, DSLR cameras, projectors, and more); classrooms hosting courses from across the disciplines; and support for teaching and learning with full time computing, research, and classroom support staff on hand. https://mlc.uga.edu/

- The **Music Library** is in the School of Music and operates as a branch collection of the Main Library with materials developed by the Music Bibliographer following existing UGA Libraries policies. The Music Library contains a number of commonly used books, scores, pedagogical materials, and major curriculum series used in elementary and secondary school music programs, and also serves as the primary access point for music audio and video recordings, as well as all music course reserve materials. Music audio formats collected include LPs, CDs and audio cassettes, and video formats include VHS tapes, 12" Laserdiscs, and DVDs. https://www.libs.uga.edu/music

- **Owens Library** is located in the College of Environment and Design. The collection emphasis is on books and materials concerning landscape architecture, historic preservation, and environmental planning and design. http://www.ced.uga.edu/about/facilities/

- The **Richard B. Russell Jr. Special Collections Libraries for Political Research and Studies** house the Hargrett Rare Book and Manuscript Library, the University Archives, and the Walter J. Brown Media Archives and Peabody Awards Collection. https://www.libs.uga.edu/locations/special_collections

- The **Science Library** houses materials related to the natural, physical, and life sciences, as well as medical and technical subjects. It is also home to the Makerspace, the South Campus Writing Center, and GradsWrite: Graduate Writing Center. https://www.libs.uga.edu/science

Additional libraries can be found by visiting http://www.libs.uga.edu/locations/main.

b) Student access to hardware and software:

On UGA's main campus, the College offers a 12-seat lab in the basement of the Environmental Health Sciences Building, along with a printer and a large flatbed scanner. On the Health Sciences Campus, the College provides a 16-seat, 24-hour-a-day availability lab in the Garden Level of Rhodes Hall, also featuring a printer and scanner. Ink is provided and there are funds set aside by the graduate student's group, PHA, for paper. The Health Promotion and Behavior Department has three labs of three computers and printers each. The Epidemiology and Biostatistics Department has a six-seat lab of computers. All labs are equipped with basic software provided through UGA (Microsoft Office and the Adobe Creative Cloud Suite), and also with scientific software (SAS, STATA, SigmaPlot, Geneious). These are funded by the University Student Tech Fees.

Most, if not all, students have their own computers, usually laptops. CPHOIT also has a fleet of equipment that can be checked out and used by students. The College has webcams, microphones, video cameras, and 50 additional laptops of various makes and models (Dell, HP, Mac) for student and faculty use.

The University provides a wide array of resources for students: email service; Microsoft Office 365; Zoom; a Federated Adobe License that can be used to access the Adobe Creative Cloud wherever it is installed; the primary online teaching tool, eLearning Commons (eLC); Trend Micro/Apex Anti-Virus; the Campus Virtual Private Network; and the UGA-wide PAWS-Secure Wireless network.

c) Faculty access to hardware and software:

All faculty have both a desktop computer and a laptop computer, along with tablets and smartphones, printers, and scanners. Software like ArcGIS, SAS, and STATA are purchased via the University at negotiated rates, and Adobe Creative Cloud, Microsoft Office, and Trend Micro Anti-Virus are site licensed.

In its secure data room, CPHOIT provides file services (including collaboration and file sharing, and a personal folder on the secure server that can only be accessed by the faculty member), Bomgar (a Remote Support Bridge, which enables the Helpdesk to connect to computers for remote troubleshooting), Code42 Crashplan Data Loss Prevention service, Virtual Server hosting, which is available upon request for faculty needs, DeepFreeze Computer Lab Management, web hosting for all of the College's affiliated institutes and faculty members, Qualtrics Survey Tool management, and Digital Signage Management hosting. The data room is supported by staff qualified in system administration, database administration, and IT security, and vendor maintenance/warranty contracts are kept for all software and equipment identified as critical or a potential single point of failure.

The systems and equipment of the data room are designed and configured to provide redundancy and resiliency with failover host servers, failover power and network equipment, and backup software/systems. It is also secured with various overlapping strategies, including firewall devices and monitoring systems.

Faculty also have access to the capabilities of the Georgia Advanced Computing Resource Center (GACRC) through the University.

d) Technical assistance available for students and faculty:

CPHOIT provides service and support for all aspects of information and instructional technology utilized by students, faculty, and staff at the College. Two help desk technicians are available either in person or via remote support.

The best mechanism for requesting support is the ticketing system. Once a ticket is submitted, a technician responds in a timely manner. CPHOIT has physical access to most areas under the College's purview. Those wishing to drop in may do so during business hours.

CPHOIT Office Locations:

- 034 Rhodes Hall, UGA Health Sciences – Staff Offices and Poster Printing
- 008 Rhodes Hall, UGA Health Sciences Campus – Online Learning Media Center

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

In a recent survey of current students conducted for the College's evaluation plan, nearly 90% of respondents indicated a very satisfied or somewhat satisfied experience with the College's quality of classroom space, resources, and technology. Qualitative responses to this same question indicate the dissatisfaction lies mainly in classroom spaces.

Table C5.2.1. Satisfaction with space, resources, and technology

	Very Satisfied	Somewhat Satisfied	Not satisfied at all
BS	69% (77)	74% (55)	62% (14)
MPH	17% (19)	23% (17)	33% (7)
DrPH	14% (15)	3% (2)	0 (0)
PhD	8% (9)	15% (11)	38% (8)
Total	n=111	n=74	n=21

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

Strengths

- Students, faculty, and staff have access to and support for educational hardware and software for instruction and research.
- The University also supports units with software licensing, training, and technological support that falls beyond the scope or expertise of unit staff, and the college utilizes these services effectively.

Weaknesses or Plans for Improvement

- The University has resources in place to safely secure sensitive data, and there are resources for researchers to share data collaboratively with researchers from other universities. However, the College does not currently have the ability to meet both needs simultaneously.
- There is no secure data intra-University collaborative space hosted by UGA or CPH. As demand for such space grows, solutions will likely be implemented.

D1. MPH & DrPH Foundational Public Health Knowledge

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

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

1) **Provide a matrix that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12).**

All DrPH and PhD students are assessed on their graduate credentials to verify if they have had relevant public health coursework that is equivalent to the MPH core curriculum outlined below. Those who do not possess a public health graduate degree are required to enroll in *PBHL 7100-Foundations of Public Health*, which is taught online every spring semester. That course provides the foundational public health knowledge content coverage for students without public health academic experience.

For MPH students, the learning objectives defined in the foundational public health knowledge are addressed in the five MPH core courses. This 15-credit-hour curriculum is a requisite for all MPH and dual degree students and must be completed prior to the students' Applied Practice and Integrative Learning Experience. Most full-time MPH and dual degree students are advised to complete this core content during their first year. The MPH core courses, as well as the content coverage for the foundational public health knowledge are detailed below:

MPH Core Curriculum:

- BIOS 7010, Introductory Biostatistics
- EHSC 7010, Fundamentals of Environmental Health Science
- EPID 7010, Introduction to Epidemiology I
- HPRB 7010, Social and Behavioral Foundations in Public Health
- HPAM 7010, Introduction to Health Policy and Management

Table D1.1.1. Content Coverage for MPH Foundational Public Health Knowledge

Content	Course number(s)
1. Explain public health history, philosophy and values.	EPID 7010 EHSC 7010 HPRB 7010
2. Identify the core functions of public health and the 10 Essential Services.	HPRB 7010
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.	EPID 7010 HPRB 7010
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.	EPID 7010

Content	Course number(s)
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	EPID 7010
6. Explain the critical importance of evidence in advancing public health knowledge.	EPID 7010 EHSC 7010 HPRB 7010
7. Explain effects of environmental factors on a population's health.	EHSC 7010 HPRB 7010
8. Explain biological and genetic factors that affect a population's health.	EHSC 7010 HPRB 7010
9. Explain behavioral and psychological factors that affect a population's health.	HPRB 7010
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.	EHSC 7010 HPAM 7010
11. Explain how globalization affects global burdens of disease.	EHSC 7010 HPRB 7010
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).	EHSC 7010

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

The syllabi noted in Table D1.1.1 are available as ERF D1.2.1.

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

The 2016 Council on Education for Public Health (CEPH) criteria revisions required all institutions to submit updates to their curricula. Those updates are included in the tables detailed in this section. CEPH approved these curricula changes during the 2016 interim reporting, thus the College can identify no significant strengths or weaknesses to report.

D2. MPH Foundational Competencies

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

Required coursework for the MPH and dual degrees is detailed on the College's website, and is detailed below: https://publichealth.uga.edu/degree/master-of-public-health-mph/.

The MPH degree requires a minimum of 44 credit hours and includes the following areas:

All MPH students complete five courses as the core curriculum
- BIOS 7010/E*[2] Introduction to Biostatistics I
- EHSC 7010/E Fundamentals of Environmental Health
- EPID 7010/E Introduction to Epidemiology I
- HPAM 7010/E Introduction to Health Policy and Management
- HPRB 7010/E Social and Behavioral Foundations of Public Health

MPH Required Concentration Courses

Biostatistics (BIOS)
- BIOS 7020 Introduction to Biostatistics II
- EPID 7020 Introduction to Epidemiology II
- BIOS 8050 Intermediate Mathematical Statistics

Choose two out of three:
- BIOS 6380 Survival Analysis
- BIOS 8110 Categorical Data Analysis
- BIOS 8220 Clinical Trials

Epidemiology (EPID)
- BIOS 7020 Introduction to Biostatistics II
- EPID 7020 Introduction to Epidemiology II
- EPID 7100 Current Topics in EPID (one credit hour)
- EPID 7410 Field Epidemiology and Surveillance

[2] E designation denotes an online version of the course may be optional for students, depending on availability.

Disaster Management (DMAN)

DMAN 7100 Introduction to Disaster Management (Disaster Management I)
DMAN 7200 Disaster Management for Health Professionals (Disaster Management II)
DMAN 7400 Public Health Crisis and Disaster Management (Disaster Management III)
DMAN 7500 Understanding Terrorism and Homeland Security (Disaster Management IV)

Environmental Health Science (EHSC)

EHSC 7080 Advanced Environmental Air Quality
EHSC 7490 Advanced Environmental Toxicology
EHSC 7310 Public Health Microbiology
EHSC 8110 Fundamentals of Chemical and Microbial Risk Assessment

Gerontology (GRNT)

GRNT 7100/E Foundations of Aging
GRNT 6650/E Aging in Society
GRNT 7200/E Lifespan Health Psychology
GRNT8200/E Public Health and Aging

Health Policy and Management (HPAM)

HPAM 7001 Foundations in Health Policy and Management
HPAM 7400 Policy Analysis in Public Health
HPAM 7600 Health Economics I
HPAM 7700 Management of Public Health Organizations
HPAM 7750 Healthcare Finance I

Health Promotion and Behavior (HPRB)

HPRB 7270 Resource Development and Implementation
HPRB 7470 Program Evaluation in Health Promotion and Health Education
HPRB 7510 Health Promotion Research Methods
HPRB 7920 Theory in Health Behavior
HPRB 7990 Diversity and Social Justice in Public Health

Elective Courses

Depending on the concentration, 5-9 credit hours of electives are required for all MPH students. Students can choose from courses within the department or take relevant courses from outside the department. Every elective taken MUST be approved by an advisor PRIOR to registration and must be pertinent to the students' MPH program of study. MPH dual degree students, however, complete the requisite hours for electives via specific courses from their secondary program, which has been approved in the dual degree program of study, https://publichealth.uga.edu/apply-now/dual-degree-programs/. Approved programs of study for the dual degrees in Business (MBA), Law (JD), Medicine (MD), Pharmacy (PharmD), Social Work (MSW), Veterinary Medicine (DVM), as well as sample curricula for the Double Dawgs 4+1, are included in ERF D2.1.1.

Applied Practice Experience

PBHL 7560 APE requires 300 clock hours in an appropriate public health setting, or applied public health research project. Students choose the site for their APE with the assistance of the Academic

Advisor and MPH Practice Coordinator. The APE is intended to be a culminating experience at the end of the students' coursework.

Integrative Learning Experience

PBHL 7460 and 7560 ILE courses are a professionalism seminar, career preparation, portfolio development and poster presentation, as well as a Comprehensive Site Profile, all completed under the direction of a faculty advisor in the final two semesters of the program.

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

Table D2.2.1. Assessment of Competencies for MPH in all Concentrations

Competency	Course	Assessment
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.	EPID 7010: Introduction to Epidemiology I	Exam #2 Final Exam
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	EPID 7010: Introduction to Epidemiology I	Homework #4 Homework #5
	HPRB 7010: Social and Behavioral Foundations in Public Health	Discussion: Students will read and discuss three articles pertaining to qualitative research methods and watch a video about Focus Groups and Public Health research. Lecture: Students will participate in a guest lecture from CDC staff to learn about the Community Guide, why it is conducted, what it is used for, and the aspects that are quantitative and their analysis, and those that are qualitative and how they're analyzed. Course Exam: Students will get a case study about a particular health issue, e population, statistics/ demographics of that particular town etc. From the information provided, students will have to select and provide justification for the type of evaluation design they selected and whether they would integrate a qualitative, quantitative or mixed methods approach to the case study and the value that type of data would have to the program. For the type of data collected, they would have to describe what it would look like. For example, qualitative (focus group), quantitative (pre-post survey).

Competency	Course	Assessment
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	BIOS 7010: Introductory Biostatistics I	Homework 1: Descriptive Statistics; Homework 2: Calculations of Probabilities and Conditional Probabilities; Homework 4: Screening Tests and Bayes Theorem; Homework 9,10,11: Hypothesis Tests; Homework 12: Compare Proportions; Homework 13: Simple Linear Regression; Midterm Exam 1: Questions on Probability Theory; Midterm Exam 2: Questions on Statistical Inference and Hypothesis Inference; Final Exam: Overall Assessment. Analyze data using Stata and interpret the findings, submit weekly assignment report based on homework assignments.
	HPRB 7010: Social and Behavioral Foundations in Public Health	Discussion: Students will read and discuss three articles pertaining to qualitative research methods and watch a video about Focus Groups and Public Health research. Lecture: Students will participate in a guest lecture from CDC staff about the Community Guide. Assignment: These two activities will be followed up with students working on COVID-19 case studies where they must develop a set of focus group questions and conduct a simulated focus group exercise. The groups will then transcribe, synthesize their surveys, and using Excel, analyze their findings by identifying common themes. Once themes are identified, the students will report findings to the class, and assess similarities and differences across the groups.
4. Interpret results of data analysis for public health research, policy or practice.	BIOS 7010: Introductory Biostatistics I	Homework 1: Descriptive Statistics; Homework 2: Graphical Methods; Homework 4: Screening Tests and Bayes Theorem; Homework 5: Statistical Distributions; Homework 7: Statistical Inferences from Mean and Variance; Homework 8: Sensitivity and Specificity Uncertainty Inference; Homework 9,10,11: Hypothesis Tests with Interpretation; Homework 12: Differences in Proportions; Homework 13: Interpretations of Regression Parameters; Midterm Exam 1: Interpretations on Descriptive Statistics and Distribution Parameters; Midterm Exam 2: Interpretations on statistical Inference and Hypothesis Testing Results; Final Exam: Overall Assessment.
	HPRB 7010: Social and Behavioral Foundations in Public Health	Health Issues Paper: Students will select two health interventions related to a health topic of their choosing and analyze data and outcomes in order to discuss implications for policy, research, and practice. Course Exam: Students will analyze information from a population dataset in a case study in order to make recommendations on research methodologies; design interventions, and discuss implications for policy, research, and practice.

Competency	Course	Assessment
Public Health and Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.	HPAM 7010: Introduction to Health Policy and Management	Week 3: In-class quiz and discussion question: Responses on comparisons of health systems. Mid-term exam: Essay questions on regulations, organization, structure and functions.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.	HPAM 7010: Introduction to Health Policy and Management	Mid-term exam: Multiple-choice question on how and why social determinants are associated with given health outcome.
	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 4: In class group social determinants assignment: In groups students will identify the determinants of health related to a health topic of their choice. Students will identify health disparities and the drivers of those disparities. Students will use the Social Ecological Model to organize these determinants. Health Issues Paper: Students will discuss the disparities related to a health topic of their choosing and discuss implications of and effects on equality and equity and multiple levels of societal structure. Course Exam: Students will apply knowledge in this competency to a case study.
	EHSC 7010: Fundamentals of Environmental Health Science	Week 10 Environmental Justice: Discussions on this topic. There is also writing assignment where students explore this topic. Specific questions on Examination 3 cover this topic. The topic is reinforced during discussions of Environment Health Policy, Nature Contact, Risk Assessments, Healthy Communities, and others.
Planning and Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health.	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 7/8: Students will be asked to conduct a needs assessment of the target population (community of focus) for their health issues paper. Through observation/ interviews, students will obtain input from the target population concerning the health issue of focus, their knowledge/attitudes and current needs in a program. Students will obtain information concerning factors that affect the outcomes as well as factors that should be incorporated in a future intervention/program. Students will report their findings. Course Exam: Students will identify appropriate needs assessment methods to a case study and discuss the value of various types of needs assessments.

Competency	Course	Assessment
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 5 In Class Breakout Activity: Individually, students will participate in a "Cultural Compass" exercise. Students will be asked to list all of the cultures that they identify with and then circle the culture that is most important to them/ that shapes their perspective towards their health the most. Then in an oral discussion with their peers explain what beliefs, values and practices specifically have been formulated by that cultural identity. Following this, students will get into their assigned groups for their health issue paper and asked to craft an exhaustive list of cultural values and practices of their target population and identify how they will integrate the values into programmatic activities for their newly designed intervention. Course Exam: Students will use a case study to discuss the implications of culture.
9. Design a population-based policy, program, project or intervention.	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 11 Community Guide Activity: Students will search the CDC's Community Guide to identify evidence-based programs and interventions as related to a health topic of their choice. Course Exam: Students will use population data and a given context to develop a population-based health behavior program targeting a specific disease issue.
10. Explain basic principles and tools of budget and resource management.	HPAM 7010: Introduction to Health Policy and Management	Week 15: Health care organization financial statement analysis assignment: Analyzing financial status of a health care organization and presenting the results in front of the class.
11. Select methods to evaluate public health programs.	HPRB 7010: Social and Behavioral Foundations in Public Health	Course Exam: Students will analyze information from a population dataset along with contextual information to identify, select, and explain appropriate evaluation designs for an intervention.
Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	HPAM 7010: Introduction to Health Policy and Management	Week 2: In-class discussions: Policy process, influence of politics on health care reform, Kingston's agenda-setting framework and consequences of the recent health care reform. Mid-term exam: Multiple-choice questions on the five stages of policy process, objectives and achievements of the recent health care reforms.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 7: Systems thinking group activity: Students will identify stakeholders related to a public health issue of their choice. Students will play the role of stakeholders in order to develop a Casual Loop Diagram. Course Exam: Students will identify relevant stakeholders and explain their roles in a case study.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.	HPRB 7010: Social and Behavioral Foundations in Public Health	Course Exam: Students will discuss research and practice advocacy and ethics implication in research design and translation. Particular attention will be given to diverse and vulnerable populations.

Competency	Course	Assessment
15. Evaluate policies for their impact on public health and health equity.	HPAM 7010: Introduction to Health Policy and Management	Week 5: Policy memo assignment: Analyzing a policy problem, evaluating/predicting potential impact of policy options on public health and health equity. Week 10: Mace Policy Debate: In-class debate on policies based on evidence showing their impacts on public health and health equity.
	EHSC 7010: Fundamentals of Environmental Health Science	In addition to overlap with the assessment described for competency #14, two additional short writing assignments ask the students to evaluate the impact of environmental policies on public health Assignment #3 - Energy Production or Genetics; Assignment #9, Env. Health Policy or Nature Contact [students may choose the topic of most interest]).
Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.	HPAM 7010: Introduction to Health Policy and Management	Week 11: Health care organization essay: Analyzing a real issue in a health care organization. Week 13: In-class discussion: In-class discussion on leadership simulation.
17. Apply negotiation and mediation skills to address organizational or community challenges.	HPAM 7010: Introduction to Health Policy and Management	Week 5: Policy proposal presentation: Students will create an advocacy plan for their proposed policy change addressing a selected public health problem. They will apply negotiation and mediation skills to sway identified stakeholders in a public health setting.
Communication		
18. Select communication strategies for different audiences and sectors.	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 9: Individual Activity: Students will be assigned a public health campaign and identify target audiences, communication strategies, goals and potential outcomes of communication activities. Students will identify and discuss strategies for culturally targeted communication. Course Exam: Students will identify communication strategies and tactics for a case study.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 9: Individual Activity: Students will be assigned a public health campaign and identify target audiences, communication strategies, goals and potential outcomes of communication activities. Students will identify and discuss strategies for culturally targeted communication. Course Exam: Students will identify communication strategies and tactics for a case study. Students will provide examples of messaging.

Competency	Course	Assessment
20. Describe the importance of cultural competence in communicating public health content.	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 9 Individual Activity: Students will be assigned a public health campaign and identify target audiences, communication strategies, goals and potential outcomes of communication activities. Students will identify and discuss strategies for culturally targeted communication.
Interprofessional Practice		
21. Perform effectively on interprofessional teams.	Weekend seminar as part of core curriculum - all students will be required to participate in a 1-day Outbreak Simulation once during their first year of study	In collaboration with students from the College of Veterinary Medicine, Medical Partnership; School of Social Work, and public health professionals from the CDC, the local Office of Emergency Management, CPH has organized a one-day Outbreak Simulation. Students work in teams to solve and respond to a disease outbreak and formulate a plan of action. The final product for each student will be the Team plan. This semester (Spring 2019) CPH is piloting it with the intent to offer it twice a year and require it of all MPH students (see ERF D2.2.2 for past event fliers).
Systems Thinking		
22. Apply systems thinking tools to a public health issue.	HPAM 7010: Introduction to Health Policy and Management	Week 12: SWOT analysis assignment: Identify a system problem and use SWOT analysis to analyze and predict the system's behavior.
	HPRB 7010: Social and Behavioral Foundations in Public Health	Week 7: Systems thinking group activity: Students will work together to develop a cause loop diagram. Students will play the role of stakeholders in order to develop a Casual Loop Diagram.

3) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.

Recent Syllabi for each course identified in D2.1 and D2.2.1 are located in ERF D1.2.1. Additionally, the MPH handbook can be found on the website, https://publichealth.uga.edu/wp-content/uploads/2020/10/MPH-Graduate-Student-Handbook-2020-21.pdf, and is included in ERF D2.3.1.

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

Strengths

- The College has a robust curriculum that addresses the competencies that are needed for a strong public health foundation.

Weaknesses or Plans for Improvements

- The MPH program has not undergone significant reviews or changes to its curriculum for a number of years. Although the foundational knowledge and MPH competencies have been incorporated into the current curriculum effectively, the Graduate Education Committee has discussed various ways that the curriculum can be modified to improve the student experience.
- Of particular interest is the reduction in the MPH Core courses in order to provide students increased access to courses in their concentrations, as well as an integrative core curriculum which would give students a more realistic understanding of the ways in which all public health disciplines are interconnected. These conversations will continue as the College's strategic goals are assessed during the 2020-25 period.

D3. DrPH Foundational Competencies

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

Students in the Doctor of Public Health program must complete the credit hours in four categories:

1. DrPH Core
2. Elective Coursework
3. DrPH Public Health Practicum
4. Doctoral Dissertation Research

The program requirements for the DrPH in Health Policy and Management are available at https://publichealth.uga.edu/wp-content/uploads/2021/09/2021-2022-UGA-DrPH-Handbook.pdf. The DrPH core curriculum is also detailed in Table D3.1.1.

Table D3.1.1. Requirements for DrPH degree, Health Policy and Management

Course number	Course name	Credits
HPAM 8840	Managerial Epidemiology	3
HPAM 8760	Law and Ethics for Public Health Practitioners	3
HPAM 8850	Economic Evaluation Methods in Health	3
HPAM 8700	Management of Healthcare Organizations	3
HPAM 9100	Doctor of Public Health Seminar I	3
HPAM 8450	Policy Evaluation in Public Health	3
HPAM 8410	Informatics and Analytics in Health	3
HPAM 8300	Research Methods	3
HPAM 9200	Doctor of Public Health Seminar II	3
HPAM 8800	Leadership in Public Health	3
PBHL 9560	Public Health Applied Practice Experience	3
HPAM 9300	Doctoral Research (repeatable)	9
Electives 1-4	Approved Coursework (minimum 4 courses)	12
Minimum Required for Degree Completion = 57 credit hours		

2) Provide a matrix, in the format of Template D3-2, that indicates the assessment activity for each of the foundational competencies. If the school addresses all of the listed foundational competencies in a single, common core curriculum, the school need only present a single matrix. If the school relies on concentration-specific courses to assess some of the foundational competencies listed above, the school must present a separate matrix for each concentration.

Table D3.2.1 Assessment of Competencies for DrPH in Health Policy and Management

Competency	Course number(s)	Assessments
Data and Analysis		
1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.	HPAM 8840: Managerial Epidemiology	SAS In-Class Lab 1: Perform a descriptive analysis of health insurance using the Behavioral Risk Factor Surveillance System data. SAS In-Class Lab 2: Stratify rates of health insurance by sex, graphing, age-standardization BRFSS respondents using Census data. SAS In-Class Lab 3: Create a dataset using SAS Datalines, calculate sensitivity, specificity, PV+, PV-, odds ratio. SAS In-Class Lab 4: Control for confounding demographic variables using BRFSS data.
	HPAM 8300: Research Methods	Literature Review and Summary: Conduct a literature review using electronic scientific databases by identifying and reviewing recent studies related to selected student topics. Written student research paper: Students conduct empirical research on a question of their choice using MEPS data or a dataset of their choice and select the appropriate methods (quantitative, qualitative, mixed methods).
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.	HPAM 8300: Research Methods	Literature Review and Summary: Conduct a literature review using electronic scientific databases by identifying and reviewing recent studies related to selected student topics. Data Analysis using Stata I and Stata II; Written student research paper-students conduct empirical research on a question of their choice using MEPS data or a dataset of their choice.
	HPAM 8840: Managerial Epidemiology	Homework assignments: Case studies, group research and analysis project.
	HPAM 8850: Economic Evaluation Methods in Health	Homework assignments: Economic analysis and evaluation on a selected topic, Economic Critical Appraisal, where students will conduct and appraisal of an economic evaluation journal article. Student Research Project: Students will develop an economic evaluation student design.

Competency	Course number(s)	Assessments
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.	HPAM 8410: Informatics and Analytics	Health Data Analysis Project: Students will utilize MS Excel, data visualization software such as Tableau, data science software such as open source "Orange," or other software approved by the instructor. Students will present findings to the class and summarize findings in a written report.
	HPAM 8840: Managerial Epidemiology	Homework assignments: Students will conduct statistical and epidemiologic analyses based on an assigned topic and dataset. Case Studies: Students will identify trends and study the interrelationship of epidemiology and the field of management within health and public health. Group Research and analysis project: Groups will be provided a unique dataset and will be responsible for analyzing, presenting and discussing the trends, and developing and strategic plan for managers.
	HPAM 8450: Policy Evaluation in Public Health	Assigned Reading Discussions: Students are assigned readings from the selected textbook and during class sessions there are various discussion prompts that are reviewed and discussed. Questions relate to the topic area of discussion for the week. For example: Agenda Setting, Identification of Stakeholders, how students use data in their employment. Week 9 Assignment 4 Making Sense of Data: The assignment addresses how data can be used in policy and policy evaluation to address a population health problem. Students will use data to evaluate local policy actions. Student research the most pressing policy issue in either their hometown or current community and conduct an in-class presentation of the data behind the policy issue. The assignment involves Final Policy Memo and Presentation: Students select a public health issue to address. The assignment involves identifying the problem statement, background of the issue The memo is addressed to a specific policymaker in a government (US or other) or international organization. They provide 2-3 policy options for meeting the challenge the memo describes and makes the case for their one preferred option. Students are to only propose options that are feasible or reasonable.

Competency	Course number(s)	Assessments
Leadership, Management and Governance		
4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.	HPAM 8450: Policy Evaluation in Public Health	Assignment 1: Policy Analysis Memo and Presentation: Students will develop a 4-to-5-page decision support memo, following the eight-fold path method. The memo should include the Issue, Background, Policy Options, Criteria, Analysis of Policy Options and Recommendation. Students will identify key stakeholders and key factors associated with an issue of current public health importance.
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.	HPAM 9100: Doctor of Public Health Seminar I	Full Training Guide: Students will develop a 15-20-page, formal training guide for the delivery of a training/educational experience module that incorporates best practices modalities in pedagogy. Key elements of the training guide include: 1) training goals and learning outcomes; 2) content readings and source materials; 3) planned learning activities and content outline; and 4) formal assessment of learning. Virtual Training Session (recorded): Students will create and deliver an online training on a topic of their choosing and submit their class materials on the eLearning Commons (eLC) learning management system. The training should be delivered via online modules with recorded audio, video and visual/multimedia components.
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.	HPAM 8800: Leadership in Public Health	Case Study: Students will conduct a written analysis of questions in the areas of leadership in public health. Oral Presentation: Students will present a selected leadership topic or issue based on relevant information and publications related to the issues. Research Paper: Students will analyze and evaluate an issue or topic in public health leadership and summarize their findings in a written report.
	HPAM 8840: Managerial Epidemiology	Homework assignments: Students will conduct statistical and epidemiologic analyses based on an assigned topic and dataset. Case Studies: Students will identify trends and study the interrelationship of epidemiology and the field of management within health and public health. Group Research and analysis project: Groups will be provided a unique dataset and will be responsible for analyzing, presenting and discussing the trends, and developing and strategic plan for managers.

Competency	Course number(s)	Assessments
6. (Cont.) Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.	HPAM 8450: Policy Evaluation in Public Health	Assigned Reading Discussions: Students will summarize and discuss assigned journal articles and evaluate the policy issue presented. Case Studies: Students will identify recommended policy options, policy assumptions, the unknowns for enhanced selection of a policy option, and strategies to implement the option. Final Policy Paper: Students will identify a policy issue and discuss solutions to address the issue.
7. Create a strategic plan.	HPAM 8700: Management of Healthcare Organizations	Case Study 3 Assignment: Students will prepare a minimum 6-8 page case analysis paper that is framed on strategic management and planning and will address specific questions regarding the CMH case.
8. Facilitate shared decision-making through negotiation and consensus-building methods.	HPAM 8700: Management of Healthcare Organizations	Organizational Management and Leadership Analysis Paper and Oral Presentation: Students will select a health organization and address a specific management topic or issue within the organization. Students will prepare an oral presentation that addresses stakeholder engagement and decision-making using consensus-building methods.
9. Create organizational change strategies.	HPAM 8700: Management of Healthcare Organizations	Organizational Management and Leadership Analysis Paper: Students will select a health organization and address a specific management topic or issue within the organization. Students will present recommended courses of action for improvement based on organizational change strategies.
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems	HPAM 8760: Law and Ethics for Public Health Practitioners	Individual Project Paper and presentation: The student will address a major issue in health law and policy, analyzing existing law and its impact on public health, as well as its ethical implications, and strategies to promote inclusion and equity.
11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency.	HPAM 8800: Leadership in Public Health	Leadership Analysis Assignment: Students will conduct a leadership assessment to identify their individual leadership qualities. Students will develop a report evaluating their individual strengths and weaknesses in the area of leadership.
12. Propose human, fiscal and other resources to achieve a strategic goal.	HPAM 8700: Management of Healthcare Organizations	Week 2 Homework Assignment: Students will develop a short essay outlining their understanding of human capital management (staffing, organization and administration). Week 5 Homework Assignment: A short essay assigned with the readings and accounting and financial documents will demonstrate a student's understanding of fiscal goals. Week 6 Homework Assignment: Based on the readings and sample budgets students will perform financial analysis and develop a fiscal strategic goal for an organization.

Competency	Course number(s)	Assessments
13. Cultivate new resources and revenue streams to achieve a strategic goal.	HPAM 8700: Management of Healthcare Organizations	Week 6 Homework Assignment: Based on the readings and sample budgets students will perform financial analysis and develop a fiscal strategic goal for an organization.
	HPAM 8850: Economic Evaluation Methods in Health	Economic Critical Appraisal: Students will conduct and appraisal of an economic evaluation journal article. Research project: Students will conduct an economic evaluation study using methods covered in class. The project will provide recommendations in areas such as resources, revenue streams, and cost-effectiveness in determining if a program or an organization can achieve a strategic goal.
Policy and Programs		
14. Design a system-level intervention to address a public health issue.	HPAM 8840: Managerial Epidemiology	Final Paper: Student groups will develop an IMRAD-formatted paper (Introduction, Methods, Results, and Discussion) based on their selected research question and dataset.
	HPAM 9200: Doctor of Public Health Seminar II	Individual Research Proposal and Presentation: Students will demonstrate knowledge of public health concepts covered in the course by selecting a topic, through the development of a written proposal and practical approaches students will examine system-level interventions to addressing the issue. The students will present their proposal to the class for discussion.
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs.	HPAM 8450: Policy Evaluation in Public Health	Assignment 2 Policy Evaluation Plan and Logic Model: Students will outline the components of a policy evaluation plan and develop a logic model to assess the impact of a public health policy. Students should discuss the cultural values and practices in the policy evaluation plan.
	HPAM 8800: Leadership in Public Health	Case Study Assignment: Students will develop a case study addressing an organizational issue. Students must identify relevant stakeholders and community demographics and characteristics (cultural values or practices), and propose long-term strategies for advocacy, communication, and policy.
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.	HPAM 8450: Policy Evaluation in Public Health	Policy Evaluation Proposal: Students will evaluate how policy data is linked to health outcomes and develop a 5–7-page policy evaluation proposal that will address a public health problem, policy implementation, identify key stakeholders, legal and regulatory approaches, ethical and human subjects frameworks.
17. Propose interprofessional team approaches to improving public health.	HPAM 9100: Doctor of Public Health Seminar I	Group Research Paper: Students will identify a critical public health problem and propose innovative solutions to addressing the issue in a 20–25-page research paper. Students will identify key stakeholders and utilize interprofessional team approaches to address the selected issue.

Competency	Course number(s)	Assessments
Education and Workforce Development		
18. Assess an audience's knowledge and learning needs.	HPAM 9100E: Doctor of Public Health Seminar I	Topic Selection, Potential Trainee Identification and Needs Assessment: Students will identify a training topic, potential trainees, use appropriate information sources (people, documents, etc.) to assess existing knowledge and identify gaps in current or future training needs within the public health workforce.
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings.	HPAM 9100E: Doctor of Public Health Seminar I	Full Training Guide: Students will develop a 15-20-page formal training guide for the delivery of a training/educational experience module that incorporates best practices modalities in pedagogy. Key elements of the training guide include: 1) training goals and learning outcomes; 2) content readings and source materials; 3) planned learning activities and content outline; and 4) formal assessment of learning. Virtual Training Session (recorded): Students will create and deliver an online training on a topic of their choosing and submit their class materials on the eLearning Commons (eLC) learning management system. The training should be delivered via online modules with recorded audio, video and visual/multimedia components.
20. Use best practice modalities in pedagogical practices.	HPAM 9100E: Doctor of Public Health Seminar I	Full Training Guide: Students will develop a 15-20-page formal training guide for the delivery of a training/educational experience module that incorporates best practices modalities in pedagogy. Key elements of the training guide include: 1) training goals and learning outcomes; 2) content readings and source materials; 3) planned learning activities and content outline; and 4) formal assessment of learning. Virtual Training Session (recorded): Students will create and deliver an online training on a topic of their choosing and submit their class materials on the eLearning Commons (eLC) learning management system. The training should be delivered via online modules with recorded audio, video and visual/multimedia components.

3) Include the most recent syllabus from each course listed in Template D3-1, or written guidelines for any required elements listed in Template D3-1 that do not have a syllabus.

The syllabi for the required DrPH courses are included in ERF D3.3.1.

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

Strengths

- The DrPH was redesigned and relocated in 2016 to better meet the needs of public health managers and executives in Georgia, the region, and nation. The program migrated to the Gwinnett satellite campus, changed to an evening and weekend model, and admitted students under a more traditional cohort model. These changes improved the program accessibility for CPH students, who are primarily located and work in the Atlanta metropolitan area, and the course offerings were easily accommodating to the working professional.
- Modifying the delivery mechanism to the less flexible cohort model has also allowed the College to better plan for the course offerings and instructors available each year. It also gives the students more certainty in their scheduling each semester so that they are able to make adequate professional and personal arrangements.
- The majority of the CPH student population work in a supervisory or management capacity, and as such expressed the need for training in policy, management, leadership, and organizational theory. To meet these professional needs, the DrPH also changed from a school-wide to a departmental program, which enabled the College to better focus on courses and content in these specific areas. Students who specialized in areas outside of these specializations have the opportunity to improve those skills through the electives, and by incorporating those necessary skills into their research and dissertation by working with a committee membership that contains faculty with those requisite skills.
- Following the implementation of the changes to the DrPH program, the College has seen an increase in student satisfaction as well as completion.

Weaknesses or Plans for Improvement

- The weaknesses have been addressed since the 2016 curriculum has been implemented. As these cohorts move through the DrPH, the College will be able to better assess other changes that may be needed.

D4. MPH & DrPH Concentration Competencies

The school defines at least five distinct competencies for each concentration or generalist degree at each degree level in addition to those listed in Criterion D2 or D3.

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

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

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

Students master five competencies by the conclusion of each MPH or DrPH specialization, as detailed in Tables D4.1.1. – D4.1.11.

Table D4.1.1. Assessment of Competencies for the MPH in Biostatistics

Competency	Course	Assessment
1. Use an understanding of public health research, practice and ethics to inform biostatistical practice.	BIOS 7020: Introductory Biostatistics II	Midterm 1
	EPID 7020: Introduction to Epidemiology II	A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor.
	BIOS 8220: Clinical Trials	Final project: Write the statistical section of a phase III clinical trial protocol.

Competency	Course	Assessment
2. Collaborate in the design of public health surveys and biomedical experiments.	EPID 7020: Introduction to Epidemiology II	A. Students receive four out-of-class opportunities to apply course methodological content to the design and evaluation of classic epidemiologic studies. The activities include 1) implementation of survival analysis strategies; 2) computation of and interpretation of measures of disease prevalence and incidence; 3) hand calculation and software-based (SAS and Stata) strategies for epidemiologic inference; 4) applied biostatistical significance testing; and 5) identification of theoretical sources of bias and approaches to minimize their direct impact on accurate quantification of exposure-disease relationships. B. A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor. C. Students receive the opportunity to comprehensively demonstrate integrated concepts about epidemiologic methods in one midterm exam and one final exam. Conceptual and applied reasoning questions are used to evaluate the student's progress in internalizing core concepts necessary to be productive in both the public and academic sectors. Exams are delivered in class, in a digital format, to offer students access to software and hand-calculation strategies that are relevant for the workforce.
	BIOS 8220: Clinical Trials	Final project
3. Describe concepts of probability, random variation, and commonly used probability distributions.	BIOS 7020: Introductory Biostatistics II	Midterm 2, Final Exam

Competency	Course	Assessment
4. Carry out and communicate exploratory data analyses including the production of tabular summaries, graphical displays and descriptive statistics.	BIOS 7020: Introductory Biostatistics II	A. Students receive four out-of-class opportunities to apply course methodological content to the design and evaluation of classic epidemiologic studies. The activities include 1) implementation of survival analysis strategies; 2) computation of and interpretation of measures of disease prevalence and incidence; 3) hand calculation and software-based (SAS and Stata) strategies for epidemiologic inference; 4) applied biostatistical significance testing; and 5) identification of theoretical sources of bias and approaches to minimize their direct impact on accurate quantification of exposure-disease relationships. B. A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor. C. Students receive the opportunity to comprehensively demonstrate integrated concepts about epidemiologic methods in one midterm exam and one final exam. Conceptual and applied reasoning questions are used to evaluate the student's progress in internalizing core concepts necessary to be productive in both the public and academic sectors. Exams are delivered in class in a digital format to offer students access to software and hand-calculation strategies that are relevant for the workforce.
	BIOS 8050: Intermediate Mathematical Statistics	Homework

Competency	Course	Assessment
5. Select the appropriate statistical procedure for statistical analysis based on study objectives, study design, and the types of variables involved.	BIOS 7020: Introductory Biostatistics II	Final Exam
	EPID 7020: Introduction to Epidemiology II	A. Students receive four out-of-class opportunities to apply course methodological content to the design and evaluation of classic epidemiologic studies. The activities include 1) implementation of survival analysis strategies; 2) computation of and interpretation of measures of disease prevalence and incidence; 3) hand calculation and software-based (SAS and Stata) strategies for epidemiologic inference; 4) applied biostatistical significance testing; and 5) identification of theoretical sources of bias and approaches to minimize their direct impact on accurate quantification of exposure-disease relationships. B. A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor. C. Students receive the opportunity to comprehensively demonstrate integrated concepts about epidemiologic methods in one midterm exam and one final exam. Conceptual and applied reasoning questions are used to evaluate the student's progress in internalizing core concepts necessary to be productive in both the public and academic sectors. Exams are delivered in class, in a digital format, to offer students access to software and hand-calculation strategies that are relevant for the workforce.
	BIOS 8220: Clinical Trials	Final project: Write the statistical section of a phase III clinical trial protocol.

Competency	Course	Assessment
6. Apply common statistical procedures including simple and multiple regression, analysis of variance, analysis of contingency tables, nonparametric methods, logistic regression, and survival analysis using at least one statistical software package.	BIOS 7020: Introductory Biostatistics II	Midterm 1, Midterm 2, Final Exam, and Homework
	BIOS 6380: Survival Analysis	Midterm, Final Exam, Homework
7. Demonstrate knowledge of assumptions underlying common statistical procedures, apply appropriate diagnostic methods, and understand the consequences of violations of model assumptions.	BIOS 6380: Survival Analysis	Midterm, Final Exam
	BIOS 8110: Categorical Data Analysis	Weekly based homework, 1 course project, and 1 final exam
	BIOS 8220: Clinical Trials	Enumerate the pros and cons of different clinical trials randomization procedures typically used.
8. Communicate orally and in writing descriptions of common statistical procedures, results of statistical analyses, and conclusions from such analyses.	EPID 7020: Introduction to Epidemiology II	A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor.
	BIOS 8220: Clinical Trials	Homework: Perform basic analysis of clinical trial results for continuous and categorical data.

Table D4.1.2. Assessment of Competencies for the MPH in Disaster Management

Competency	Course	Assessment
1. Explain methods of insuring community health and safety preparedness.	DMAN 7100: Introduction to Disaster Management	Homework: Students complete a self and community hazard vulnerability analysis following the lectures on Risk Assessment; Class exercise on the Aurora Colorado Movie Theater Shooting and simulated evacuation of Harris Hospital due to an impending hurricane; In-class discussion of current events relating to disasters at the beginning of every class period; teaching Civilian Response to Active Shooter Events; Exam 1; Exam 2; and Exam 3.
	DMAN 7200: Disaster Management for Health Professionals	In-class discussion of current events relating to disasters at the beginning of every class period; Stop the Bleed; Lecture and Exercise on Patient Tracking/Transport; BDLS Lecture on Workforce Readiness and Deployment; ADLS Lecture on Community Health Emergency Operations and Response, ADLS Population Scenarios Skills Station; Exam 1; and Exam 3 (ADLS Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	In-class discussion of current events relating to disasters at the beginning of every class period; case study analyses and reading quizzes on Flint Water Crisis and Chicago Heat Wave.
	DMAN 7500: Understanding Terrorism and Homeland Security	In-class discussion of current events relating to disasters at the beginning of every class period; Lecture on the differences between historical and modern terrorism; Lectures on inner workings of intelligence agencies; Part 2 of group project to write the counter-intelligence plan to a terrorist activity; Exam 1; Exam 2; and Exam 3.
2. Demonstrate proficiency in the use of an all-hazards framework for disaster planning and mitigation.	DMAN 7100: Introduction to Disaster Management	Completion of FEMA IS-100, 200, 700, and 800 via online courses; Lectures and in-class exercises on how to function within the Incident Command System; Lectures on the planning process with review of types of plans with examples; Exam 1; Exam 2; and Exam 3.
	DMAN 7200: Disaster Management for Health Professionals	Completion of FEMA IS-230.d, 235.c; Completion of article postings on eLC; BDLS Lecture on Disaster Basics; ADLS Lecture on Disasters and Public Health Emergencies; Exam 1; Exam 2; and Exam 3 (ADLS Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	Completion of article postings on eLC; Case study analyses and reading quizzes on Hurricane Katrina, Deep Water Horizon Gulf Oil Spill, Flint Water Crisis, and 9/11 Terror Attacks; Homework: Students identify 5 specific examples of strengths and 5 specific examples of areas-for-improvement in Hurricane Katrina related to the topic assigned to each student.
3. Apply strategies for sharing information with internal and external partners.	DMAN 7100: Introduction to Disaster Management	In-class exercise on the Aurora Colorado Shooting; Communications lectures featuring the importance of social media in disaster and how to communicate horizontally and vertically; completion of FEMA IS-700; in-class Incident Command Exercises; and Exam 2.
	DMAN 7200: Disaster Management for Health Professionals	Lecture and Exercise on Patient Tracking/Transport; BDLS Lecture on Chemical Disasters, Mass Casualty and Fatality Management, Public Health and Population Health, Biologic Disasters; all ADLS Lectures; ADLS Population Scenarios and Surge Skills Stations; ADLS Emergency Operations Center Exercise; Exam 1; Exam 2; and Exam 3 (ADLS Field Mass Casualty Exercise).

Competency	Course	Assessment
3. Apply strategies for sharing information with internal and external partners. (continued)	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Flint Water Crisis, Chicago Heat Wave, Hurricane Katrina, and 9/11 Terrorist Attacks.
	DMAN 7500: Understanding Terrorism and Homeland Security	Participation in FBI guest lecture on the importance of communication from local to state to federal agencies and vice versa; Discussion on the creation of Department of Homeland Security; Part 2 of group project to write the counterintelligence plan to a terrorist activity; Exam 3.
4. Apply principles of crisis and risk communication.	DMAN 7100: Introduction to Disaster Management	In-class exercise on the Aurora Colorado Shooting; Communications lectures featuring the importance of social media in disaster and how to communicate horizontally and vertically; completion of FEMA IS-700; in-class Incident Command Exercises; Exam 2; Extra credit opportunity to earn amateur radio license.
	DMAN 7200: Disaster Management for Health Professionals	Lecture and Exercise on Patient Tracking/Transport; BDLS Lecture on Chemical Disasters, Mass Casualty and Fatality Management, Public Health and Population Health, Biologic Disasters; all ADLS Lectures; ADLS Population Scenarios and Surge Skills Stations; ADLS Emergency Operations Center Exercise; Exam 1; Exam 2; and Exam 3 (ADLS Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Flint Water Crisis and Chicago Heat Wave; in-class exercise to create a brief crisis communication for the general public.
	DMAN 7500: Understanding Terrorism and Homeland Security	Discussion of effective warning systems (e.g., HSPD 3); Discussion of radicalization methodologies via internet, handouts, and various other forms of communication; Discussion of counter-radicalization methodologies; Exam 1; Exam 2; and Exam 3.
5. Identify the roles and relationships among federal, tribal, state, and local governments and non-governmental organizations.	DMAN 7100: Introduction to Disaster Management	Lectures on historical context of how the field came into existence and how governmental entities were formed; Group project where students research a historical disaster in terms of mitigation, preparedness, response and recovery; Response Lectures; Recovery Lectures; In-Class Aurora Colorado Shooting exercise; Exam 1; Exam 2; and Exam 3.
	DMAN 7200: Disaster Management for Health Professionals	Completion of FEMA IS-201.d; BDLS Lecture on Public Health and Population Health; ADLS Lectures on Disasters and Public Health Emergencies, Health System Surge Capacity, Community Health Emergency Ops and Response, Legal and Ethical Issues in Disasters; ADLS Emergency Operations Center Exercise; Exam 2; and Exam 3 (ADLS Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Flint Water Crisis, Hurricane Katrina, 2017 Hurricane Season, 9/11 Terrorist Attacks, Bhopal India Disaster, and Haiti Earthquake/Cholera Outbreak.
	DMAN 7500: Understanding Terrorism and Homeland Security	Discussion of the definition of terrorism across federal and state organizations; Discussion on determination of roles in the aftermath of a terrorist event; eLC Terrorist Cell Postings and Presentations; Part 2 of group project to write the counter-intelligence plan to a terrorist activity; Exam 1; and Exam 3

Competency	Course	Assessment
6. Describe psychosocial consequences likely to be experienced by public health workers and community members.	DMAN 7200: Disaster Management for Health Professionals	BDLS Lectures on Public Health and Population Health and Workforce Readiness and Deployment, and Mass Casualty and Fatality Management; ADLS Lecture on Disasters and Public Health Emergencies; ADLS Casualty Management Skills Station in ADLS; Exam 1; Exam 2; and Exam 3 (ADLS Field Mass Casualty Exercise)
	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Haiti Earthquake/Cholera Outbreak, Hurricane Katrina, 9/11 Terrorist Attacks, Beslan School Hostage Crisis, and Chicago Heat Wave.
	DMAN 7500: Understanding Terrorism and Homeland Security	Discussion of counter-radicalization methodologies; Case analyses of state-sponsored terrorism (Syrian refugee crisis and Darfur/Rwanda/Cambodia genocides); Case study analysis of post-9/11 Anthrax Attacks; Exam 1; Exam 2; and Exam 3.
7. Demonstrate proficiency in the use of triage systems in a disaster or public health emergency.	DMAN 7200: Disaster Management for Health Professionals	Lecture and Exercise on Patient Tracking/Transport; BDLS Lectures on Mass Casualty and Fatality Management, Radiologic Disasters, and Public Health and Population Health; ADLS Lectures on Disasters and Public Health Emergencies, Health System Surge Capacity, and Legal and Ethical Issues in Disasters; ADLS Population Scenarios, Mass Casualty Triage, Surge, and Casualty Management Skills Stations; Exam 1; Exam 2; and Exam 3 (ADLS Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Hurricane Katrina, 9/11 Terrorist Attacks, and Beslan School Hostage Crisis.
8. Demonstrate proficiency in the provision of health system surge capacity for the management of mass casualties in a disaster or public health emergency.	DMAN 7200: Disaster Management for Health Professionals	Lecture and Exercise on Patient Tracking/Transport; BDLS Lectures on Mass Casualty and Fatality Management and Public Health and Population Health; ADLS Lectures on Health System Surge Capacity and Legal and Ethical Issues; ADLS Surge Skills Station; ADLS Emergency Operations Center Exercise; Exam 1; Exam 2; and Exam 3 (Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Chicago Heat Wave, Haiti Earthquake/Cholera Outbreak, and Hurricane Katrina.

Competency	Course	Assessment
9. Demonstrate proficiency in the management of mass fatalities in a disaster or public health emergency.	DMAN 7200: Disaster Management for Health Professionals	BDLS Lecture Mass Casualty and Fatality Management; ADLS Surge Skills Station; Exam 2; and Exam 3 (ADLS Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Haiti Earthquake/Cholera Outbreak and Chicago Heat Wave; In-class exercise to design a mass fatality plan.
10. Demonstrate proficiency in the initiation, deployment, and coordination of national, regional, state, local and institutional incident command and emergency operations systems.	DMAN 7100: Introduction to Disaster Management	Completion of FEMA IS-100, 200, 700, and 800 via online courses; Lectures and in-class exercises on how to function within the Incident Command System; and Exam 3.
	DMAN 7200: Disaster Management for Health Professionals	Completion of FEMA IS-230.d; BDLS Lecture on Disaster Basics; ADLS Lecture on Health System Surge Capacity; ADLS Surge Skills Station; Exam 1; and Exam 3 (ADLS Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Hurricane Katrina, 9/11 Terrorist Attacks, Chicago Heat Wave, and 2017 Hurricane Season.
11. Analyze the ethical challenges faced by public health workers and public health organizations	DMAN 7200: Disaster Management for Health Professionals	BDLS Lectures on Mass Casualty and Fatality Management and Public Health and Population Health; ADLS Lectures on Disasters and Public Health Emergencies, Triage for Disasters and Public Health Emergencies, and Legal and Ethical Issues in Disasters; ADLS Mass Casualty Triage and Casualty Management Skills Station; Exam 2; and Exam 3 (ADLS Field Mass Casualty Exercise).
	DMAN 7400: Public Health Crises in Disaster Management	Case study analyses and reading quizzes on Deep Water Horizon Gulf Oil Spill, Haiti Earthquake/Cholera Outbreak, Flint Water Crisis, Chicago Heat Wave, Beslan School Hostage Crisis, 9/11 Terror Attacks, Bhopal India Disaster, and Hurricane Katrina.
	DMAN 7500: Understanding Terrorism and Homeland Security	Part 1 of group project to design a terrorist attack; Discussion of the ethical considerations on the definition of terrorism (e.g., terrorism vs. hate crime vs. freedom fighting); Discussion of the future of counter-terrorism efforts (e.g., privacy concerns, surveillance concerns); Exam 1; Exam 2; and Exam 3.

Table D4.1.3. Assessment of Competencies for the MPH in Environmental Health Science

Competency	Course	Assessment
1. Demonstrate the basic mechanism by which environmental and occupational pollutants impact health (i.e., the linkage of pollutants' source, media, and receptor and health effects).	EHSC 7080: Advanced Environmental Air Quality	This is primarily covered in reading/writing assignments and related coverage of material on exams on topics including the Clean Air Act, urban air pollution, acid deposition, ozone depletion, indoor air pollution in the developing and developed world, and climate change.
	EHSC 7310: Public Health Microbiology	1. Pathogen infographic project: Assignment 2 on environment and exposure. 2. Weekly journal reading and discussion. 3. In class discussion on vector borne, waterborne, and foodborne disease.
	EHSC 7490: Principles of Toxicology	1. Covered in class sessions 13-22. 2. Paper discussions 4 and 5. 3. Exam 2
	EHSC 8110: Fundamentals of Chemical and Microbial Risk Assessment	1. Dose-response and Exposure assessment project components. 2. Dose-response and exposure assessment paper assignment and in class discussion.
2. Analyze and interpret environmental and occupational data.	EHSC 7080: Advanced Environmental Air Quality	Household air pollution assignments.
	EHSC 8110: Fundamentals of Chemical and Microbial Risk Assessment	Term length risk assessment project.
3. Compare approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety	EHSC 7010: Fundamentals of Environmental Health Science	Primarily covered in Risk Assessment and Prevention, but this is a theme that runs throughout the course; assessed through exams
	EHSC 7080: Advanced Environmental Air Quality	This is primarily covered in reading/writing assignments and related coverage of material on exams on topics including urban air pollution, acid deposition, ozone depletion, indoor air pollution in the developing and developed world, and climate change
	EHSC 7310: Public Health Microbiology	1. In class discussion of vector borne, waterborne, and foodborne disease. 2. Weekly journal reading and discussion. 3. Pathogen infographic project assignment 2.
	EHSC 8110: Fundamentals of Chemical and Microbial	Risk communication and management discussion and paper assignment.
4. Specify current environmental risk assessment methods.	EHSC 8110: Fundamentals of Chemical and Microbial	1. All phases of risk assessment. 2. In class assignments and paper discussion. 3) Risk assessment project.
	EHSC 7490: Principles of Toxicology	1. Environmental risk assessment is covered during in-class discussion. 2. Paper assignment 1.

Competency	Course	Assessment
5. Illustrate relevant factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.	EHSC 7010: Fundamentals of Environmental Health Science	Primarily covered in sections on Genetics (which includes genes vs. environment and genes x environment); assessed by exams.
	EHSC 7080: Advanced Environmental Air Quality	This concept of relevant factors that affect susceptibility is primarily covered in reading/writing assignments and related coverage of material on exams on topics including urban air pollution, indoor air pollution in the developing and developed world, climate change, and environmental justice.
	EHSC 8110: Fundamentals of Chemical and Microbial	1. Hazard assessment and dose response in class discussion and paper assignment. 2. Hazard assessment and dose response sections for project.
6. Assess general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.	EHSC 7010: Fundamentals of Environmental Health Science	Primarily covered in sections on Toxicology and Pesticides; assessed by exams.
	EHSC 7490: Principles of Toxicology	Topic covered in all assignments (paper discussion) and exams.

Table D4.1.4. Assessment of Competencies for the MPH in Epidemiology

Competency	Course	Assessment
1. Demonstrate a working knowledge of current and emerging major public health issues related to communicable and non-communicable disease.	EPID 7020: Introduction to Epidemiology II	A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor.
	EPID 7100: Current Topics in Epidemiology	Each student is assigned an instructor guided research project that is graded.

Competency	Course	Assessment
2. Apply the basic terminology and definitions of epidemiology in oral presentations and written reports.	EPID 7020: Introduction to Epidemiology II	A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor.
3. Critically review and summarize epidemiologic literature.	EPID 7020: Introduction to Epidemiology II	To address this competency, we give a class on the critical review of the literature. This class is a type of integration of the concepts and principles presented during the entire class. The lecture covers the role of study design on systematic error or bias; it highlights the way statistical analysis quantifies the role of chance in interpreting results; it discusses validity – both internal and external validity. The lecture is supplemented by a paper entitled 'How to assess epidemiologic studies' (Zaccai JH, Postgraduate Medical Journal, 2004; 80 (941): 140 – 147). To give practice, students are asked to write a critical review of an assigned paper. Further context of this skill is provided in the grant development final project. This project requires the overall synthesis of critical literature review, hypothesis development, study design, statistical analysis, assessment of confounding and interaction, limitations, and interpretation of results.
	EPID 7410: Field Epidemiology and Surveillance	Students review an outbreak investigation published in the MMWR, summarize, present at class. and demonstrate ability to respond to questions regarding the report. The presentation is graded.
4. Access and utilize epidemiologic data available at the state, national and international level.	EPID 7020: Introduction to Epidemiology II	Four in-class labs introduce students to software applications of contemporary epidemiologic methods. In these labs, students receive software code and real-world data to implement computational approaches for quantifying disease burden and population health disparities.

Competency	Course	Assessment
5. Demonstrate the understanding of basic epidemiologic study designs.	EPID 7020: Introduction to Epidemiology II	A. Students receive four out-of-class opportunities to apply course methodological content to the design and evaluation of classic epidemiologic studies. The activities include 1) implementation of survival analysis strategies; 2) computation of and interpretation of measures of disease prevalence and incidence; 3) hand calculation and software-based (SAS and Stata) strategies for epidemiologic inference; 4) applied biostatistical significance testing; and 5) identification of theoretical sources of bias and approaches to minimize their direct impact on accurate quantification of exposure-disease relationships. B. Four in-class labs introduce students to software applications of contemporary epidemiologic methods. In these labs, students receive software code and real-world data to implement computational approaches for quantifying disease burden and population health disparities. C. Students receive the opportunity to comprehensively demonstrate integrated concepts about epidemiologic methods in one midterm exam and one final exam. Conceptual and applied reasoning questions are used to evaluate the student's progress in internalizing core concepts necessary to be productive in both the public and academic sectors. Exams are delivered in class, in a digital format, to offer students access to software and hand-calculation strategies that are relevant for the workforce.
	EPID 7410: Field Epidemiology and Surveillance	Discussion and review of CDC Oswego and Thyrotoxicosis Case studies. Studies discuss and respond to questions posed in each case study.
6. Identify and be able to apply surveillance methods used in both infectious and chronic diseases.	EPID 7410: Field Epidemiology and Surveillance	Students apply the CDC recommendations for evaluating a surveillance system and submit a written report of their evaluation.

Competency	Course	Assessment
7. Be able to draw appropriate inference from epidemiologic data.	EPID 7020: Introduction to Epidemiology II	A. A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor. B. Four in-class labs introduce students to software applications of contemporary epidemiologic methods. In these labs, students receive software code and real-world data to implement computational approaches for quantifying disease burden and population health disparities. C. Students receive four out-of-class opportunities to apply course methodological content to the design and evaluation of classic epidemiologic studies. The activities include 1) implementation of survival analysis strategies; 2) computation of and interpretation of measures of disease prevalence and incidence; 3) hand calculation and software-based (SAS and Stata) strategies for epidemiologic inference; 4) applied biostatistical significance testing; and 5) identification of theoretical sources of bias and approaches to minimize their direct impact on accurate quantification of exposure-disease relationships.
	BIOS 7020: Introduction to Biostatistics II	Midterm 1, Midterm 2, Final Exam

Table D4.1.5. Assessment of Competencies for the MPH in Gerontology

Competency	Course	Assessment
1. Relate biological theory and science to understanding senescence, longevity, and variation in aging.	GRNT 7100E: Foundations of Aging	Content quiz modules 1, 2, and 3
	GRNT 7200E: Lifespan Health Psychology	Final Paper: For this paper students research a health topic of their choosing that relates to older adults. It can be something we covered in class that they want to do some more in-depth research on, or something we didn't have time to cover. Students write a 5–7-page (double-spaced) paper that (1) critiques the state of the science, (2) analyzes the health issue from a biopsychosocial framework, and (3) offers solutions for how researchers can address the issues they bring up. Quizzes 2 (Modules 2-3) and 7 (Modules 12-13). Homework 6 (Module 12) Cardiovascular Disease Case Study: Students create a hypothetical patient/client/person they want to help who has been recently diagnosed with a CVD of their choice. They describe the person's psychosocial and contextual factors, research the disease and treatment options, and recommend an approach based on a biopsychosocial/holistic analysis of the person's life and the cost/benefit of each for that specific person.
	GRNT 8200E: Public Health and Aging	Content quiz module 2, module 3, module 4, module 5
2. Relate psychological theories and science to understanding adaptation, stability, and change in aging.	GRNT 7100E: Foundations of Aging	Application Assignment 4: Students learn about the MMSE in lecture as a tool to track cognitive change in aging, and are asked to think in-depth about this type of tool. There are three parts: 1. Take a closer look at the survey, look at each question closely. Explore the possible critiques of using the MMSE (hint- look at the questions- think of bias!). Then think of why it's useful.2. Find at least one other tool that is used to screen for cognition, cite it, and compare it to the MMSE.3. Find and summarize one peer-reviewed research article that uses either the MMSE or the other tool that you found. Summarize it, and critique whether the tool was appropriate for the study.
	GRNT 7200E: Lifespan Health Psychology	Discussion module 3. This module discussion asks students to examine models of health behavior and psychology critically. Students then are asked to relate the module content to health and well-being across the lifespan, and to relate them to the real world.

Competency	Course	Assessment
3. Relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging	GRNT 7200E: Lifespan Health Psychology	Module 6 (Social Justice and Culture): Students discuss the impact of historical practices like redlining on the racial wealth gap and subsequent health and wellbeing across the lifespan. Other prompt options include discussing the importance of representation for policy and program effectiveness, COVID-19's disproportionate impact on older adults of color, and reflecting on experiences with ageism (either having ageist thoughts or being the victim of ageism as a younger person). Module 8 Discussion (Food access, eating behavior, and development): Asks students to research best practices in fostering healthy relationships with food and eating in early life and relate how that influences lifelong relationships with food. This discussion also asks students to consider how food insecurity and the food industry/policy landscape influences eating behavior across the lifespan. Quizzes 3 (Modules 4-5) and 5 (Modules 8-9) Homework Assignment 2 (Module 5 – Education, Health Literacy): Asks students to critique three health-related with regard to their accessibility for people with low health literacy, as well as older adults. This assignment also asks students to reflect on their own experiences with healthcare providers, as well as looking up health-related information online, and identify strategies they can use to support their own health autonomy going forward.
	GRNT 8200E: Public Health and Aging	Content quiz module 4 (learning outcomes 1-3) Content quiz module 5 (learning outcomes 4-6)
	GRNT 6650E: Aging and Society	Assignment 6: Flip that classroom. Students will read about a lot of theories, and become an expert in one. They will create mini lectures (~5 minutes). These should include: 1) the definition/explanation of the theory; 2) a brief history 3) an example of application of the theory; and 4) critique of the theory (e.g. does it miss something? Is it useful? Is it inclusive?) Discussion 7: Using the theory lecture from last week, apply it (or another theory) to a gender and diversity topic/example. The goal here is to show that theory is relevant, especially in the world of minority aging and gender studies.

Competency	Course	Assessment
4. Adhere to ethical principles to guide work with and on behalf of older persons	GRNT 7100E: Foundations of Aging	Discussion 2: Students should watch a video by Cambridge researcher Aubrey de Grey, who argues that aging is merely a disease -- and a curable one at that. Students should post their opinion the video, argue in support/against his view, with a focus on ethical principles. In short, show critical thinking. Then post on at least two classmates' posts. Application Assignment 3:1 For this assignment, students should read Daniel Callahan's piece on Cost Control, or rationing care based on age. Then write a reflection including the following components: 1) summarize Dr. Callahan's argument; 2) describe how this does/does not relate to the COVID-19 pandemic; and 3) either criticize or defend with his assertions (either as applied to the Covid-19 specifically, or in general). There are two basic categorizes of programs -- Needs Based and Entitlement. For the discussion, students should pick one program and argue whether it should be moved from needs to entitlement, or vice versa. Students should think of all the policies for older adults- pick one or two and decide if perhaps it should be a different eligibility criterion. Alternately, argue for why it should remain the way it is.
	GRNT 8200E: Public Health and Aging	Content quiz module 4
5. Develop a gerontological perspective through knowledge and self-reflection.	GRNT 7100E: Foundations of Aging	Discussion boards 1.1: In the "forbidden lexicon" thread, students should provide three words that describe aging that they believe have no place in the gerontology world. Explain why and find a source or two online that supports your view. Discussion board 1.2: In the "positive lexicon" thread, the students should provide three words that they wish they saw applied to older adults more often. Application Assignment 1: Students will be challenged to start addressing any -ism, is by examining their own bias. First, they will be asked to take the Implicit Association Test (IAT). Next, students will write a brief reflection on their experience with this IAT (max 1 page). Students will then find at least one peer-reviewed journal article that addresses explicit or implicit bias and relate it to either their own testing experience or the test in general.

Competency	Course	Assessment
5. Develop a gerontological perspective through knowledge and self-reflection. (continued)	GRNT 7200E: Lifespan Health Psychology	Homework Assignment 4 (Module 9 – Physical Activity): Move Your Body -- Students consciously try to add more movement into their day for a week and keep a journal of their progress. Students then reflect on any insights they gained about their own movement patterns/routines during this exercise, how their behaviors at their current stage of life will impact them as they age, as well as whether/how this activity will inform their work with older adults in helping them to get more movement and/or exercise during their day. Wrap-Up Discussion: Students reflect on the semester and write about how they want to make a difference with their degree, how they will use what they learned in the course to impact their community, how they will change their own behavior to prevent disease from being a problem in their own life, and what their next steps are after this class. Homework Assignment 3 (Module 7): Stress Screening -- Students take stress screeners to assess their own stress levels and consider how that relates to their own health. They then think about the areas of stress in their lives and put together a self-care plan to help mitigate and reduce the impact of that stress on their health. They then think about how their self-care behaviors may shift as they age, how self-care is related to privilege, how chronic stress is a health equity issue, and how what they learned during this assignment relates to their future career. Quizzes 4 (Modules 6-7) and 5 (Modules 8-9
	GRNT 6650E: Aging and Society	Discussion 2: After reading Gawande (*Being Mortal*) Chapters 1-2, students will pick one of the two options to discuss: Topic 1 -- What is your attitude, as you put it into practice, toward old age? Is it something to deny or avoid, or a state in life to be honored? Do you find that the respect given to the elderly has eroded? Topic 2 -- Do you think most people are in denial about their own aging? Do you find yourself drawn to books declaring "age is just a number" and "you can be young forever" mentality? Can these books helpful, or do they do more harm than good? Discussion 3: Students will be assigned one aspect/segment of the media. They are responsible for exploring how the media approaches aging. The students will summarize their overall impression of how the media approaches aging (e.g., are older adults represented? Is it an accurate portrayal? Is it diverse?). They will then present their findings (briefly) on the assigned media genre to the class and discuss others' posts. Discussion 13: Death is universal. The rituals before and after death, and the expressions of grief, however, vary widely by culture. Learning about the different rituals and practices across cultures can be extremely interesting. Students will learn and educate each other about cultural patterns of death, dying, and bereavement. They will explore one culture that is not their own and give a brief overview of the cultural patterns.

Competency	Course	Assessment
5. Develop a gerontological perspective through knowledge and self-reflection. (continued)	GRNT 8200E: Public Health and Aging	Assignment 1 (Module 6a): Part 1 -- Flipped classroom. For this assignment students will create a presentation on the topic of their choice. This presentation will be uploaded to eLC as part of a flipped classroom. Presentation will include a problem statement, audience description, critical market considerations, and list of considerations for a campaign. Part 2 -- Content quiz question creation. Students will also be asked to submit example content quiz questions on their topic, which will then be used to develop class content quizzes that week. Assignment 2 (Module 8): Students will develop a campaign plan, based on reflections from assignment 1, aimed to improve public health education, knowledge, or behavior of older adults. This may include plans for infographics, public service announcements, community activities, etc. Final Project (Module 10): Based on feedback from Assignment 2, students will develop drafts of campaign materials/content aimed to improve public health education, knowledge, or behavior of older adults. This may include student-created infographics, public service announcements, community activities, etc.
6. Promote older persons' strengths and adaptations to maximize well-being, health, and mental health.	GRNT 7100E: Foundations of Aging	Discussion Assignment 7: Students find and analyze a health promotion initiative targeted at older adults and describe it to the other students. They describe the behavioral and social factors that are being addressed (or note if they are lacking). When they comment on each other's posts, they consider whether this initiative would work in their own neighborhood/town. Application Assignment 12 In the lecture for this week I mentioned different sources/causes of loneliness. Pick one of these and design your own intervention to address this cause of loneliness. It doesn't have to be super detailed (1-2 pages is fine), I just want to get you thinking about what some possible solutions are to the issue for this week. In your paper be sure to include: 1) what level of intervention is it? (hint: look at the triangle in my lecture) 2) who is the target? 3) what is the intervention? 4) who are the stakeholders? 5) how might you fund this? 6) what are the barriers you might face in actually implementing such a program in real life?
	GRNT 8200E: Public Health and Aging	Module 3: Complete the World Health Organization e-Learning tool/quiz

Competency	Course	Assessment
7. Promote quality of life and positive social environment for older persons.	GRNT 7100E: Foundations of Aging	Application Assignment 5: The Healthy Brain Initiative (HBI) charts a course for state and local public health agencies and their partners. The Road Map prepares all communities to act quickly and strategically by stimulating changes in policies, systems, and environments. Students review the initiative's actions for addressing Alzheimer's and dementia and then select 1-2 road map actions and discuss what impact they could have on risk reduction, quality of care, disparities, workforce, and/or caregivers. They can either pick one and discuss it in-depth, or consider the impact on several factors. Quiz module 8 Discussion (Module 8): Find what companies are doing to recruit and retain older adults in the workforce. Find what organizations/programs exist to help older adults with employment. Highlight two of the above and describe briefly. React to two other posts, and think specifically about whether these practices could translate to other places/employment. Application Assignment 13: For this assignment students think about public spaces. They first go into either a community building or an outdoor community space and take a careful look at the design. They then write a reflection paper that considers the following: What is age-friendly in this space? What isn't? Do you feel like the architects and designers considered older adults? Why/why not? What would you tell the organization to do?
	GRNT 7200E: Lifespan Health Psychology	HW Assignment 5 (Module 10 – Neurodegeneration) - The Unspooling Mind Response Paper: Students view "The Unspooling Mind" documentary about dementia care in various countries, then pull out an issue brought up in the documentary that stood out to them. They research how we handle that issue in the US compared to other countries and formulate research-based policy recommendations and creative solutions to this problem. Discussion (Module 11): Focusing on cancer, students read about psychosocial and cultural factors in cancer prognosis as well as treatment decisions and discuss barriers that older adults might face in accessing complementary therapies/activities, how age might impact decisions about care, etc. Quiz 6 (Modules 10-11)

Competency	Course	Assessment
7. Promote quality of life and positive social environment for older persons. (continued)	GRNT 6650E: Aging and Society	Assignment 10.1: The AARP has an initiative called "Livable Communities" with the goal of creating "Great Places for People of All Ages." They work with AARP state offices and local leaders and residents to help ensure that towns, cities, and communities nationwide are livable for people of all ages. To be a livable community, certain benchmarks must be met. There are 194 communities that have this designation. Three are in Georgia. Athens is not one of them. Together, the class will explore the potential of Athens to become a Livable Community, according to the AARP guidelines. We will do this in two parts. The first part (done as a group) takes two weeks, the second part takes one week. Assignment 10.2: Students review data about their assigned section of the livability measures and compile data to see how Athens stacks up. Students read each group's submissions carefully and reflect on what they see. They are to address: 1) what other domains stood out as particularly well met -- or lacking -- in Athens; and 2) whether the AARP Livable Communities standard supports Forbes magazine's claim that Athens is a top retirement destination.
	GRNT 8200E: Public Health and Aging	Assignment 3, Module 8, Evaluation Plan: Students will create an evaluation plan for their public health campaign. Evaluation will include how they plan to monitor their campaign and key measurements to determine success. To organize their thoughts, students complete the Evaluation Plan Form.
8. Employ and generate policy to equitably address the needs of older persons.	GRNT 7100E: Foundations of Aging	Application Assignment 11Reducing health disparities among older adults overall is a massive undertaking that requires several modules. For this assignment, students are to find organizations, programs, people, and/or policies that address health disparities in some way. Consider the three categories below and then choose two of the three, and find one example for each: 1) barriers to adequate care; 2) current lifestyle; and 3) beliefs and values related to illness and treatment. Describe and then critique each of the policies, and then generate suggested improvements to the policy. Discussion post 10 Read the article about filial piety laws in four Asian countries. Think about your reaction to this. Then, create a policy for caregiving in the US with these 4 laws as guides (you can choose to follow them when you generate you own policy, or you can use them as guides of what not to do in the US). Briefly describe the policy you propose, and compare to the current policies you just read about in the 4 Asian countries. Note, specifically think about how this may impact societal health inequality

Table D4.1.6. Assessment of Competencies for the MPH in Health Policy and Management

Competency	Courses	Assessment
1. Formulate the policy process for improving the health status of populations.	HPAM 7400: Policy Analysis in Public Health	Lectures 4 through 6: Students focus on Paul Sabatier's Policy Process text. Students each present a policy process theory to their peers and apply the theoretical lens to a health policy area, specifically defining where in the policy process the policy area lies and analyzing the policy cycle with their specific example. This presentation is worth 10% of their course grade.
	HPAM 7001: Foundations in Health Policy and Management	Research paper: Students will examine research, theories, and ideas about a selected public health problem/topic in Health policy or management. Students will communicate their findings with an audience through the development of a research paper. Research paper must be a thorough analysis of a public health policy.
2. Assess evidence-based principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.	HPAM 7750: Healthcare Finance	Lecture 6: Focuses on program planning and budgeting, including a discussion of budget variance analysis. The linkage between strategic planning and budgeting is discussed. Class assignment involves an analysis of budget variance in simple and flexible budget environments. Lecture 7: Focuses on managing financial operations in a public healthcare environment. This includes managing operations, accounts receivable and supply chains. Class assignments are involved with managing the public health care organizations accounts receivable relationships with public and private insurers to ensure a sustainable operation.
	HPAM 7700: Management of Public Health Organizations	Lectures 5 and 6 focus on accounting and finance, budgeting, financial analysis and management in public health care organizations. An emphasis is on the relationship between budgets and planning. Class assignments are to develop the planning process to produce a five-year financial plan and defining the review process to assess a public health care organization's budget request
3. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.	HPAM 7400: Policy Analysis in Public Health	From Lecture 1 through Lecture 7 (and in the midterm assessment), course content focuses on the core functions of assessment and policy analysis, specifically focusing on building knowledge and skills on the policy process and the function of government to deliver public health goods and services. Specific attention is given to policy design.
	HPAM 7700: Management of Public Health Organizations	Lecture 8: Focuses on management tools and techniques. It provides many of the capabilities needed for policy and project assessment. Included are discussions of feasibility studies, systems analysis, logic modeling, project management, and effective communications. The assignment is to identify the skillsets needed by a public health care organization to examine how to improve the services offered to the community. Lecture 14: Focuses on how marketing tools are used to identify and develop tailored solutions to extant or potential public health problems in a community. The assignment is to develop a program that targets a growing public health problem within a community.

Competency	Courses	Assessment
4. Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.	HPAM 7400: Policy Analysis in Public Health	Policy Analysis Assignment: The primary writing assignment and final exam grade is based on a policy analysis paper that includes a landscape analysis, wherein the student defines and analyzes the effects of the political and socioeconomic effect of policy on public health system at varying levels of government. This assignment and paper is worth 30% of their final grade.
	HPAM 7750: Healthcare Finance	Lecture 3: Focuses on paying for health services. Topics include differences between fee-for-service and capitated reimbursement methodologies, and reimbursement under Medicare, the Affordable Care Act. The discussion includes how reimbursement influences financial incentives and risk. The assignment is to define pay-for-performance and how it is used by Medicare to influence provider behavior.
5. Describe the legal and ethical basis for public health and health services.	HPAM 7750: Healthcare Finance	Lecture 3: Includes a discussion of ethics in the leadership and management environment. There is a discussion of public health organizational mission, vision and values and the relationship among them. An assignment requires students to examine the impact of revenue generation on mission and ethical values. Lecture 12: Discusses a discussion of HIPAA. The assignment involves a problem with patient privacy and possible liability issues relating to the improper use of patient portals
6. Apply quality and performance improvement concepts to address organizational performance issues.	HPAM 7700: Management of Public Health Organizations	Lecture 2: Focuses on directing, leading, governance, culture and ethics in public health care. Class assignment is to demonstrate how a public health hospital should be organized or the value of performance appraisals in improving organizational and employee effectiveness. Lecture 7: Focuses on planning and change management and discusses how public health care organizations plan for strategic change and manage the organizational transition to the improved process. The assignment is to discuss how organization change needs to be embedded in systems improvement projects and how systematic change can lead to continuous improvement. Lecture 8: Focuses on management tools and techniques. It provides many of the capabilities needed for policy and project assessment. Included are discussions of feasibility studies, systems analysis, logic modeling, project management, and effective communications. The assignment is to identify the skillsets needed by a public health care organization to examine how to improve the services offered to the community. Lecture 12: Focuses on health information technology and informatics and how they improve organizational performance. At issue is how these tools contribute to effective and efficient management of a public health organization. There is also a focus on the corollary issue of privacy, with a discussion of the enabling and controlling legal framework. The assignment is to limit organizational risk when implementing HIT. Lecture 13: On managing quality in public healthcare organizations, including defining, and measuring and assessing quality. The assignment is to discuss quality assessment issues and formulate at least one approach to resolve the issue.

Competency	Courses	Assessment
6. Apply quality and performance improvement concepts to address organizational performance issues.	HPAM 7750: Healthcare Finance	Lectures 11, 12, 13 and 14 deal with the ways a public health organization reports the results of its operations. These lectures involve collecting the pertinent financial data, formulating that data into appropriate reports (in conformance with GAAP standards), and analyzing the results to determine program and organizational performance. Learning how to assess financial condition is a key predicate to formulating solutions that lead to improved performance. Assignments in these lectures involve identifying financial risk, developing capital budgets, and preparing and evaluating income statements, balance sheets and statements of cash flows.

Table D4.1.7. Assessment of Competencies for the MPH in Health Promotion and Behavior

Competency	Course	Assessment
1. Use theory of behavior and social change to inform the development, implementation, and evaluation of health interventions for targeted populations.	HPRB 7270: Resource Development and Program Implementation in Health Promotion	1. Theory Assignment: Students are required to choose at least one theoretical framework (i.e., theories of health promotion and behavior change) to guide the development of their health intervention. They must describe in detail how the chosen theory maps onto their intervention by drawing a model that includes concepts, constructs, and variables and how they are operationalized in their program. 2. Theory presentations and theory-driven activity: Students are required to develop a group presentation and activity that demonstrates their knowledge of a health promotion theory or a theory in a related/relevant field. They must demonstrate their ability to develop and implement a theory-driven activity.
	HPRB 7510: Health Promotion Research Methods	1. Draft survey items: Students must identify measures of psychosocial constructs related to their research question. 2. Final survey items: Students must identify measures of psychosocial constructs related to their research question. 3. Draft rationale: Students use theory to inform the development of their rationale for their research question.
	HPRB 7920: Health Behavior	1. Three written exams regarding theories of behavior and social change. 2. Three article reviews of theory-related journal articles. 3. Summaries of assigned book chapters related to theory. 4. Theory-related literature review.
	HPRB 7470: Program Evaluation in Health Promotion and Health Education	1. Evaluation Portfolio Assignments: In one portfolio assignment, students write a paper describing a health program including a description of the underlying theory that will be the focus of an evaluation. In a second assignment, students create a logic model depicting the relationship between the program and intended outcomes based on the underlying theory. 2. Evaluation Proposal: Students write an evaluation proposal that includes a description of the theory underlying the program and informing the evaluation. 3. Lecture: Focusing on logic models and theory connecting program planning and evaluation.

Competency	Course	Assessment
2. Develop procedures and training materials to implement and evaluate effective health promotion interventions that take into account cultural competence.	HPRB 7270: Resource Development and Program Implementation in Health Promotion	1. Program plan and intervention training manual: Students are required to develop a complete program plan and intervention training manual for a target population. The program plan includes a needs assessment (background literature and statement of the problem); logic model, program mission statement, program goals and objectives, guiding theoretical framework, implementation plan, marketing plan, and a complete evaluation plan (i.e., formative, process, impact, and summative plan). Students are required to take into account culture, race, ethnicity, and sexual orientation throughout the development of their plan for their particular target population. 2. Guided Discussion: Each week a student is required to lead a guided discussion. The students must submit an article for the class to read that focuses on diversity or cultural issues linked to the health promotion intervention development topic for the week as well as be prepared to lead the article discussion.
	HPRB 7990: Diversity and Social Justice in Public Health	1. Handout on Inclusion Related to People Living with Disability: This assignment is designed to enhance the skills to develop an effective handout to educate a specific target group about a disability or chronic disease. The handout should educate about the disability, explain how to interact with a person with this disability, discuss the structural accommodations needed, and provide useful resources. Students will work in pairs to create a content-rich handout (2 pages; printed on 1-page front and back) about inclusion of people who live with a disability or a chronic disease.
	HPRB 7470: Program Evaluation in Health Promotion and Health Education	1. Lecture: On stakeholders as part of the context of evaluation. Additional lectures on types of evaluation, evaluation design, measurement, and data collection tools and strategies that discuss procedures and training materials that address the goals and objectives of the evaluation through collaboration with stakeholders. 2. Evaluation Portfolio Assignments: As part of in-class assignments, students complete portfolio pieces that include identifying key stakeholders and their interests and concerns, developing a formative evaluation plan, choosing indicators for logic model components, specifying data methods and sources, and creating plans for collecting data. As part of the class, students work in small groups where classmates can represent the interests of key stakeholders to refine procedures and materials. 3. Evaluation Proposal: Students write an evaluation proposal that provides a detailed description of the procedures and materials needed to complete a process and outcome evaluation for a specified health program and discuss stakeholders and their concerns.

Competency	Course	Assessment
3. Construct research hypotheses and design a study to test these hypotheses in accordance with ethical considerations.	HPRB 7510: Health Promotion Research Methods	1. Draft and Final Research Questions: Students develop, revise, and finalize research questions and hypotheses for primary data collection. 2. Final Project: Consisting of a scientific abstract, 2-minute thesis oral presentation, and scientific poster: students synthesize and present the results of their research study that builds upon draft assignments (see #3). 3. Survey items selection, Methods, Results, Discussion, Statistical Analysis Homework (n=2): Throughout the semester students practice writing the methodology, results, and implications of their findings. This includes participant recruitment and survey design. 4. CITI Human Participants Research Training: Students complete their training certificate in social and behavioral sciences. 5. Exam: Students apply knowledge of research methods using a case study.
4. Determine the appropriate statistical analyses to examine different types of health promotion research questions and to conduct program evaluations.	7510: Health Promotion Research Methods	1. Codebook: Students prepare a data codebook that details the variable names, types, and appropriate descriptive statistics for each variable used in answering their research question. 2. Univariate Analysis Homework: Students practice calculating means, medians, modes, frequencies, and cumulative frequencies in SAS. 3. Bivariate Analysis Homework: Students practice conducting correlations, t-tests, one-way ANOVAs, and chi-square tests of proportion using SAS. 4. Final Project Results Section: Students apply their knowledge of variable types and statistical analyses to answer their own research question. 5. Exam: Students apply knowledge of analysis and data interpretation using a case study.
	7470: Program Evaluation in Health Promotion and Health Education	1. Lecture: On data analysis discussing the appropriate statistical approaches to answer evaluation questions. 2. Evaluation Proposal: Students write a data analysis plan for their evaluation and discuss how they would interpret results of the analysis.
5. Describe the tenets of social justice as they apply to society	7990: Diversity and Social Justice in Public Health	1. Current Events Review in WordPress: Social justice is influenced -- and even determined -- by the characteristics of policies and events in all realms of social life: health, education, transportation, environment, voting access, law, safety nets, discrimination, and access to information, just to name a few. During the semester, each student will discuss at least four current events, two that support social justice and two that are detrimental to social justice. Four postings are the minimum. Positive events could be successful ongoing social justice projects, even if it did not start recently. 2. Persuasive Communication on Social Justice: The objective of this assignment is to write, as the title indicates, a persuasive communication essay on a social justice topic. Students are reminded that no one will change positions after a one-time conversation, but at least they can present organized and thoughtful arguments. They are instructed to write this essay as if they were talking with someone who disagrees with their position. Focus on social justice problems in the United States.

Table D4.1.8. Assessment of Competencies for the DrPH in Health Policy and Management

Competency	Course	Assessment
1. Design an economic evaluation of a public health intervention, program, or policy.	HPAM 8850: Economic Evaluation Methods in Public Health and Healthcare	Final project: Economic Evaluation Study Design
2. Evaluate critical needs in health information systems and data systems of a healthcare or public health organization.	HPAM 8410: Health Informatics I	Group case analysis and presentation; journal article review and presentation
3. Develop proficiency in data science and analytics to address research and practical questions related to population health and management.	HPAM 8300: Research Methods in Health Policy	Assignments 1-5: Paper proposal, Literature review, Data analysis, Research paper presentation and Final research paper
4. Apply and critique relevant ethical and legal principles to decision-making in public health settings.	HPAM8760: Law and Ethics for Public Health Practitioners	Reaction Papers 1-8: Reflecting on strategies to use law and policy to improve health and reduce inequalities, and change health systems. Oral Presentations
5. Develop financial and business plans for public health programs and services.	HPAM 8700: Management of Public Health Organizations	Assignments: Financial statement and budgeting assignment. Case study

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

Not Applicable.

3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus.

The most recent syllabi for the courses listed in the tables above are located in the following electronic resource files:

- MPH in Biostatistics, ERF D4.3.1
- MPH in Disaster Management, ERF D4.3.2
- MPH in Environmental Health Science, ERF D4.3.3
- MPH in Epidemiology, ERF D4.3.4
- MPH in Gerontology, ERF D4.3.5
- MPH in Health Promotion and Behavior, ERF D4.3.6
- MPH in Health Policy and Management, ERF D4.3.7
- DrPH in Health Policy and Management, ERF D4.3.8

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

- The 2016 CEPH criteria revisions required all institutions to submit updates to their curricula. Those updates include the tables detailed in this section. CEPH approved these curricula changes during the 2016 interim reporting, thus there are no significant strengths or weaknesses to report.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

The school assesses each student's competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignments, projects, videos, multimedia presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the school or by individual students) in any physical or electronic form chosen by the school.

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

The College requires that all MPH students, including those enrolled in a dual degree program, complete an applied practice experience (APE) in the final year of their program of study. The APE, which culminates in an applied field placement or intensive applied research placement, requires students to enroll in a professional seminar, and APE advisement course the semester prior to their APE (which takes place during their final semester in the program).

The *PBHL 7460, Professionalism in Public Health* is a one-credit professional seminar course that exposes the students to content that maps to the MPH foundational competencies related to leadership, communications, management, audience communication, and working with interprofessional teams.

Table D5.1.1. *PBHL 7460, Professionalism in Public Health*, products that demonstrate MPH competency achievement:

Assignment Opportunities	MPH Competency
PBHL 7460: Workshop will explore experiences of public sector leadership, using a case-study to facilitate group discussion. Private sector and public sector leadership will be compared and contrasted.	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.
PBHL 7460: Workshop will focus on supportive communication principles; Students will submit a two-minute video presentation that will be critiqued by peers for effective messaging.	Select communication strategies for different audiences and sectors.

Assignment Opportunities	MPH Competency
PBHL 7460: Workshop Participants will gain skills in developing presentation content and delivering an effective presentation -- as well as tips for communicating on and with various media.	
PBHL 7460: Using two case studies, this workshop will focus on identifying cultural, racial, and identity biases in public health messaging, and identifying best practices for communicating appropriate public health messaging to diverse audiences.	Describe the importance of cultural competence in communicating public health content.
PBHL 7460: Workshop will examine the appropriate uses of teams in the workplace; that diversity in team member experiences, talent and personality preference usually will make the most productive teams. Class participants will understand how successful teams develop and the team-leader's facilitation responsibilities.	Perform effectively on interprofessional teams.

During the *PBHL 7560-APE Advisement* APE proposal process, the student is required to identify specific ways that they will be able to demonstrate or apply five foundational competencies that apply to the APE, to their 300-hour field or applied research experience. Students are exposed to these competencies in their PBHL 7460 professional seminar, as well as the PBHL 7560-APE Advisement that also map to four unique competencies.

A complete APE proposal includes identification of the public health problem that their site focuses on, along with a literature review that identifies the scope of the problem. The proposal must also identify distinct examples of the ways in which the agency has worked to address the identified problem. Additionally, a comprehensive description of the site (mission, vision, strategic goals, organizational structure, existing partnerships with other agencies or stakeholders, and the population served), explains in detail the duties or activities, related to the project, and a detail of the products they will submit that demonstrates acquisition of the relevant competencies. In totality, the APE proposal serves as a comprehensive profile of a public health agency as well as the means and methods the agency uses to solve a specified public health problem.

Before the student may begin the APE, the students' proposal must be approved and signed by the students' site supervisor, faculty academic advisor, and MPH Practice Coordinator, to ensure that the outlined competencies meet accrediting body standards. If significant changes in the learning objectives or tasks occur during the APE, they must be submitted in writing to the Academic Advisor and MPH Practice Coordinator.

Table D5.1.2. PBHL 7560-Applied Practice Experience in Public Health, products that demonstrate MPH competency achievement:

Assignment Opportunities	MPH Competency
PBHL 7560: Students will conduct a site profile with details of their placement site, including an organizational chart, mission, vision, strategic plan, as well as an analysis of current FY budget and annual budget report. Students will use this information to help guide their APE proposed products and presentations. All proposed works will be submitted to the agency and presented to stakeholders, in an effort to drive organizational or public health improvements.	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.

Assignment Opportunities	MPH Competency
PBHL 7560: Students will present an e-Poster on their APE, in which they will have to describe the importance of their work to a diverse audience, including the site preceptors, faculty and students, and invited community guests from local and regional agencies. PBHL 7560: Students will work with faculty throughout their final year to map a minimum of five MPH foundational competencies to their site profile, by identifying how the site fulfills a public health mission or goal. The profile will contain a literature review identifying the scope of the problem(s), as well as a concrete examples of ways in which the agency tries to address the problem(s) through their works. The final APE proposal should be a portion of the culminating work for the site in which the student will be placed. Identify and formalize documents and presentations that demonstrate superior written communication to appropriate audiences, for their e-portfolios. The portfolios will be graded for completeness, relevance to PH audiences, and professional appearance.	Communicate audience-appropriate public health content, both in writing and through oral presentation.
PBHL 7560: In the site profile, students will provide a demographic and economic profile of the audience(s) that their agency serves, and define ways in which they will work with the agency to ensure appropriate communication strategies for the works they produce during their time with the site. All written material produced will be included in their completed e-portfolio and assessed for their final grade.	Describe the importance of cultural competence in communicating public health content.
PBHL 7560: In their APE proposal, students will identify external stakeholders that work with their agency. Students will report on the type of work or meetings that they participated in on the field, with external stakeholders or non-public health professionals during their time in the field, in their final APE survey.	Perform effectively on interprofessional teams.

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

The documents associated with the MPH Applied Practice Experience are located in ERF D5.2.1.

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

The sample materials associated with the MPH Applied Practice Experience for individual students from each concentration are located in ERF D5.3.1.

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

Strengths

- As a prerequisite to the APE, students are required to complete a professional development course and a two-credit faculty advisement, where emphasis will be placed on developing the resume and cover letter, job search skills, and receiving additional career services in partnership with the UGA Career Center.
- The APE was also consolidated with the Integrative Learning Experience to create a year-long series of activities that will culminate in a comprehensive site profile, poster presentation, field placement products, and the completion of a comprehensive portfolio. The items to be placed in the portfolio include relevant documents and products that are developed throughout the students' time in the MPH program.
- The students benefit from an integrated experience which requires them to synthesize knowledge acquired in their coursework, field, service and other learning experiences. The APE is successful when the students have a planned project where they implement and apply skills from across the curriculum and demonstrate synthesis and integration of knowledge.
- In the fall of 2021 this new requirement was adopted for the MPH program, and the documentation for competency mapping can only be identified in the sample proposals included in ERF D5.3.1. However, many of the adopted changes were incorporated into the APE process prior to Fall 2021, including the development of the e-Portfolio and poster presentation, and have also been included in the ERF. However, the PBHL 7460 professional seminar is being taught for the first time, this Fall 2021.

Weaknesses or Plans for Improvement

- Through site preceptor evaluations and student feedback from MPH program evaluations, the College identified the need for more professional development as a part of the MPH curriculum. The College will continue to assess these new curriculum changes to the APE and the ILE, to ensure alignment with student needs as well as appropriate training.

D6. DrPH Applied Practice Experience

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

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

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

Practical knowledge and skills are essential to become successful public health professionals. As professional degree students, most students are likely to have significant practice experience and the program will provide the opportunity to develop skills further. Through program coursework, students will learn public health concepts and approaches, and the APE will demonstrate the application of these concepts through working on carefully designed public health projects and programs.

DrPH students are expected to engage in one or more applied practice experiences in which they are required to complete at least one project that is meaningful for an organization and to advance public health practice skills. The APE provides students an opportunity to apply the knowledge and skills acquired through their coursework and further develop and demonstrate attainment of program competencies.

The DrPH APE is designed to provide an opportunity for students to apply key elements of policy, management, leadership and program analysis to an organization or institution engaged in public health implementation. The Public Health Applied Practice Experience also serves to emphasize the linkages between practice and research, and the value of integrating these through the application of rigorous academic principles to improve both policy and practice. The program of study and the APE are designed to contribute to the basic objective of providing opportunities for the student to develop the competencies and skills necessary in the field of public health.

The APE can take place in a variety of agencies or organizations, such as local and state public health agencies, private agencies, voluntary organizations, professional organizations, insurance agencies, etc. Students are required to identify an agency with a qualified site preceptor who is a public health professional. Students work closely with the site preceptor to plan a practice experience that is mutually beneficial to the student and to the site and document that plan in a formal APE proposal. In the APA Proposal, students work with the DrPH Practice Coordinator to map

five DrPH foundational competencies and align them with well-defined learning objectives. The learning objectives are the road map to their APE deliverables, which are then evaluated and graded at the completion of the field experience.

The DrPH Practice Coordinator works with students to identify and arrange field sites that meet the specific needs of career interests and identified professional and leadership goals. The student's own work setting may be used; however, the selected project must not be in the realm of the day-to-day work responsibilities of the student. Students should select an organization or institution that will provide them with new learning and practical experiences.

Through the APE, student should be able to:

- Develop an understanding of the structure and functions of the participating public health agency.
- Learn to collaborate effectively with existing staff members and administrators of the agency or practice site for completing the public health project(s).
- Develop a practice experience project which is consistent with the goals and objectives of the host agency and with the learning objectives set forth by the student.
- Gain an understanding of the process of multi-program coordination while working on the APE project(s).
- Utilize applied research and data gathering techniques as they apply to public health.
- Gain an understanding of the leadership role in public health organizations.
- Apply and integrate the didactic DrPH curriculum content in a public health project.

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

Applied Practice Experience Placement Process

As a part of the protocol for any student entering the field, two steps must be completed. In order to ensure successful placement, the pre-placement steps must be completed before the midpoint of the semester prior to placement. In order to ensure that assessment takes place, post-placement steps must be followed when the student starts the APE activities.

Pre-Placement

1. Review DrPH Applied Practice Experience Manual to understand the policies, procedures and practices of the APE.
2. Make an advisement appointment with both departmental advisor and DrPH Practice Coordinator and attend one Applied Practice Experience Briefing no later than the beginning of the semester before the start of APE work.
3. Complete the DrPH Proposal and Approval Form. This paperwork will serve as the student's Syllabus for their specific placement. Each placement is different, and it is the

responsibility of the student to design his/her own syllabus via the Proposal and Approval Form after consulting with the site supervisor and the academic advisor.
4. Complete the Memorandum of Understanding (MOU) with the site if necessary.
5. Submit the Proposal and Approval Form, Applied Learning Agreement and Release of Records forms. All forms must have appropriate signatures prior to submission.
6. Attend Practice Experience briefing (attendance is mandatory for registration of PBHL 9560 to occur).
7. Institutional Review Board (IRB) Approval, if needed. If the student is collecting data from human subjects (via phone survey, focus group, pen and paper survey, etc.) and intends on publishing his/her work at any point, they must receive approval from the UGA IRB office. The student will need to complete the CITI training through the website: www.ovpr.uga.edu/compliance/hso/training/. Students should check with the DrPH Practice Coordinator immediately upon starting the APE project to determine if IRB approval will be needed; these approvals can take weeks, and therefore it is recommended to begin this process early to avoid a delay in completing the project(s).

Midpoint Evaluation

Midterm Evaluation is completed, signed, and then submitted to the DrPH Practice Coordinator by the midpoint of the semester.

Final Evaluation

Required Documents and Forms:
- Midterm Preceptor Evaluation Form
- Final Written Report
- Organizational Report
- Applied Practice Experience Presentation
- Final Preceptor Evaluation Form
- Student Exit Evaluation Form

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

The DrPH Handbook, which contains the Applied Practice Experience Manual, is included in ERF D6.3.1. The APE course syllabus is also included as ERF D6.3.1.

4) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The school must provide samples of complete sets of materials (i.e., Template D6-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the school has not produced five students for which complete samples are available, note this and provide all available samples.

Samples of DrPH APE submissions for the past three years are available at ERF D6.4.1.

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

Strengths

- The DrPH APE allows students to identify projects within their employment setting that may be helpful to the organization or agency. Students are required to work outside of their own division or unit with further enhances their knowledge of the inner workings of the organizations, with opportunity for growth and project development.
- The works produced by DrPH students in the APE address competencies related to leadership and management, which further develops their understanding in these essential skills.

Weaknesses or Plans for Improvement

- The profile of the average DrPH student is one who is a full-time state or federal employee in a management or leadership role in their agency. The previous DrPH APE required students to dedicate 300 contact hours. Many DrPH students felt this was not practical given their work experience and history of public health practice. Thus, the required hours are now variable, with consideration for work history and public health experience.
- The College will continue to monitor the APE experience as these new requirements were very recently implemented.

D7. MPH Integrative Learning Experience

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

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

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

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

Prior to the Fall 2021 term, all MPH students were required to complete a three-credit capstone course at the end of their program (their final semester in the program). This course was structured as a faculty-led, directed research project where students produced works of various forms, most often literature reviews or secondary data analysis. Students presented their work in a final poster session that took place at the end of the term, and the paper and poster were graded using the MPH Capstone rubric. The students were to address 3-5 concentration core competencies that they intended to address in the body of their work, which were outlined and approved by the MPH Director, prior to the students beginning their capstone term, via the MPH Capstone Proposal (see ERF D7.3.1: MPH Capstone Proposal).

Beginning in Fall 2021, the MPH will implement the new requirements for the ILE, which will have two options for students to select. Option A will involve combining the APE and ILE into a year-long programmatic endeavor, culminating in the development of a Comprehensive Site Profile, which includes analysis of a public health problem, as well as an e-Portfolio, and e-Poster Presentation at the end of the students' time in the MPH program. The ILE course, *PBHL 7560 Integrated Learning Experience in* Public *Health* course will faculty mentorship through the development of a Comprehensive Site Profile, which will cover the specific MPH competencies outlined in Table D7.1.1, as well as an additional five MPH Foundational Competencies of the student's choosing, that will be addressed in the Comprehensive Site Profile. Additionally, students will complete a comprehensive professional portfolio to include selected works throughout the students' curriculum, APE, and final ILE e-Poster Presentation. The students' participation and efforts in the Comprehensive Site Profile, the seminar series, the e-Poster, and the completed portfolio will all be graded collectively by the student's faculty advisor, as the ILE final assessment.

Table D7.1.1. ILE Competency Assessment Opportunities, Applied Practice Track

Assignment Opportunities	MPH Competency
PBHL 7560: Students will submit a comprehensive site profile. The profile includes the identification of a public health problem, detail of the scope of the problem via a literature review, and an assessment of concrete methods that their site aims to address the problem. The profile must also contain organization chart, mission, vision, and current FY budget and strategic goals. Upon completion of 300 hour APE, students will submit a final draft of their Comprehensive Site Profile, which is to include a final section on their contribution to the agency's mission and vision, as well as a final review/critique of their agency's structure of governance and management. The final document will be presented to their agency's leadership team, and as an exhibit in the ILE e-Portfolio.	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.
PBHL 7560: Students will present an e-Poster on their field placement, in which they will have to describe the importance of their work to a diverse audience. The poster presentations are held at the end of each term and invited guests include site preceptors and agency leaders, faculty, research collaborators, and students, and community stakeholders. **PBHL 7560:** Students will work with faculty throughout their final year to identify and formalize documents and presentations that demonstrate superior written communication to appropriate audiences. The Comprehensive Site Profiles will be graded for completeness, relevance to public health audiences, and analysis of both the site and relevant public health problem(s).	Communicate audience-appropriate public health content, both in writing and through oral presentation.
PBHL 7560: Students will have to provide a demographic and economic profile of the audience(s) that their agency serves and define ways in which they will work with the agency to ensure appropriate communication strategies for the works they produce during their time with the site. All written material produced will be included in their completed Comprehensive Site Profile and assessed for their final grade.	Describe the importance of cultural competence in communicating public health content.
PBHL 7560: In their APE proposal, students will identify external stakeholders that work with their agency. Students will report on the type of work or meetings that they participated in on the field, with external stakeholders or non-public health professionals during their time in the field, in their final APE survey.	Perform effectively on interprofessional teams.

Students with an interest in applied research may elect to do Option B, the applied research track. This alternative to an applied practice setting is intended for students with a strong interest in transitioning to academic or doctoral programs after completing their MPH. In addition to completing the professional seminar and e-portfolio, students will be required to submit an applied research proposal, and conduct 2-semesters of applied research under a faculty mentor to culminate in a publishable manuscript, at the completion of the final semester. In addition to the three MPH Foundational Competencies mapped to the APE course, the student must also identify a public health problem and define the scope of the problem and the ways in which the applied research experience will attempt to address the problem. The student will be required to map at least five MPH Foundational Competencies to the applied research process or outcome.

Table D7.1.2. ILE Competency Assessment Opportunities, Applied Research Track

Assignment Opportunities	MPH Competency
PBHL 7560: Students in Option B will submit a research proposal that exhibits the importance of their applied public health research project to the field and discipline, and specifically to their intended stakeholders. The original work must be centered on community or population health.	Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.
PBHL 7560: Students will work with faculty throughout their final year to identify and formalize documents and presentations that demonstrate superior written communication to appropriate audiences. They will ensure that their research presentation is appropriate both in its written and oral presentation to their intended audience. **PBHL 7560:** Students will present an e-Poster on their APE or original research, in which they will have to describe the importance of their work to a diverse audience. The poster presentations are held at the end of each term and invited guests include site preceptors and agency leaders, faculty, research collaborators, and students, and community stakeholders.	Communicate audience-appropriate public health content, both in writing and through oral presentation.
PBHL 7560: Students will identify their audience and detail the scope and importance of their work in reducing health disparities.	Describe the importance of cultural competence in communicating public health content.

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

More than 90% of the College's MPH students are full-time students and complete the program within two years. Each cohort is advised of their tentative MPH timeline at the beginning of their tenure, and the APE and ILE timeline are communicated clearly in both the MPH program of study and each student's tentative timeline during the advising process each term. Students must identify their preferred track early in their tenure, to ensure succinct communication and expectations are established.

Option A: As detailed in the MPH Handbook, the Integrative Learning Experience (ILE) begins the semester prior to the students' final term in the MPH program. For example, students graduating in Spring 2022 will register for their ILE course (*PBHL 7560* for two credits) in the Fall 2021 term. Students register with their academic advisors within their departments and, during this period, must complete a series of tasks each week that culminate to a completed Comprehensive Site Profile, and an e-Portfolio.

The Comprehensive Site Profile must contain an identified public health problem, detail of the scope of the problem via a review of the literature, an identified public health agency whose work focuses on the identified problem, and an analysis of methods/means in which the agency seeks to address or solve the problem. The student must identify 5 MPH Foundational Competencies that relate to the identified problem and agency's work.

The ePortfolio's graded works are to include a collection of assignments that exemplify the students' abilities to complete works relevant to their expertise (examples can include policy

analyses, program evaluations, research papers, literature reviews and meta-analyses, posters or group presentations, etc.).

Option B: As detailed in the MPH Handbook, the ILE begins the semester prior to the students' final term in the MPH program. For example, students graduating in Spring 2022 will register for their ILE course (*PBHL 7560* for two credits) in the Fall 2021 term. Students register under the faculty member with whom they expect to conduct intensive, community-focused research and, during this period, must complete a manuscript proposal detailing the publication, expectations, and manuscript outline.

The applied research proposal is due the first two weeks of the semester, and for the duration of the year, students in this research-intensive option will be expected to meet regularly with their faculty mentor, conducting original research as a primary author. Students may use secondary datasets, but the hypothesis, analysis, and body of work must be original and publishable. The students who elect for option B must be prepared to submit a publishable manuscript at the completion of their final term in the MPH program, giving them a minimum of two terms to complete their original manuscript. The research focus must be of a public health nature, must address a minimum of five MPH Foundational Competencies, and must be community or population based.

During the ILE, students are also required to attend workshops, which are scheduled and included in the PBHL 7560 syllabus and eLC course for students in both tracks (Option A or B). The workshops include topics on presentations, poster building, and communicating public health content to appropriate audiences. The expected outcomes are polished posters and presentations at the culmination of the ILE, during the Poster Showcase, scheduled for reading day each semester.

Students in Option A-applied practice present on their APE and are to include this poster in their e-Portfolio as the final deliverable. Students in Option B-applied research, present on their research, detailing their research objectives, methodology, analysis, conclusion, and public health implications. The final posters and presentations are included as the final grading requirements for PBHL 7560.

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

The Capstone Manual and Proposals are located in ERF D7.3.1 for students currently completing the PBHL 7800 Culminating Experience course.

The ILE Handbook, syllabus, proposals, and sample e-Portfolio are located in ERF D7.3.2 for students in *PBHL 7560*, which began in Fall 2021.

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

The Capstone rubric is located in ERF D7.4.1 for students currently completing the *PBHL 7800* Culminating Experience course.

The ILE e-Portfolio and Comprehensive Site Profile rubrics are located in ERF D7.4.2 for students in *PBHL 7560*, which began in Fall 2021.

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

Examples of student Capstones are located in ERF D7.5.1 for students currently completing the *PBHL 7800* Culminating Experience course.

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

Strengths

- Based on student and faculty feedback, the Office of Academic Affairs revamped the Integrative Learning Experience to better train and prepare students for public health practice, while also maintaining a research-intensive option for students who find value in gaining research experience for their career endeavors. Beginning Fall 2021, ILE will include the yearlong development of a Comprehensive Site Profile, as well as an original e-Portfolio displaying student works throughout their time in the program, under the direction of faculty advisors.
- Throughout the final year in the MPH program, students will work weekly towards acquiring proficiency in the MPH Foundational competencies mapped in the PBHL 7460 and 7560 course series, as well as five competencies identified by the student, for their Comprehensive Site Profile and APE Deliverables.

Weaknesses or Plans for Improvements

- The implementation of the practice-focused ILE for students is new. We will closely evaluate the desired outcome of better preparing the students for a practice career.

D8. DrPH Integrative Learning Experience

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

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

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

The DrPH Program requires that all students pass a comprehensive exam once coursework is completed in order to advance to candidacy and begin the doctoral dissertation process. Thus, the ILE is the same for all students and commences upon successful completion of the comprehensive exams, typically after three years of coursework.

Competency achievement for the ILE is detailed in Table D8.1.1. Additionally, the dissertation format is determined largely by the nature of the public health problem that each student elects to address in their prospectus. Appropriate dissertation formats may include:

- Case studies and policy, management, and leadership analyses;
- Development of new practice interventions;
- Design and implementation of public health programs;
- Program or policy evaluations;
- Historical program or policy analyses; and
- Substantial legislative proposals.

Table D8.1.1. DrPH Integrative Learning Experience Health Policy and Management

Required Component	Competency Integration
Doctoral Dissertation	The College integrates foundational knowledge, such as public health theories and methods, competencies of leadership, management, communication, and innovation to enable change and field engagements to translate knowledge into practice. The candidate is expected to practice and develop their personal leadership skills while engaging in a project that contributes substantially to public health results. The dissertation is expected to analyze and propose solutions to health policy, management, or leadership issues by applying new theoretical or analytic approaches to current problems in healthcare.

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

The ILE is the same for all DrPH students and requires a successfully written and defended doctoral dissertation.

After completing the DrPH core curriculum outlined in D3.1.1, students must pass the written and oral comprehensive examination before proceeding to the dissertation phase of their program of study. As detailed in the DrPH Handbook, each candidate will prepare a dissertation demonstrating the ability to analyze and solve complex, practice-based problems in public health policy, management, and leadership. The dissertation should reflect a variety of perspectives needed to meet major public health challenges and should include explicit solutions, strategies, and implications for high-level public health and healthcare leadership officials. The dissertation can be based on original and/or outside data collection by the student. Use of secondary data for the DrPH dissertation is also acceptable if appropriate for the dissertation topic selected.

An acceptable DrPH dissertation will:

- Address a complex public health problem of strategic importance to public health;
- Advance or contribute to the evidence base of public health practice;
- Utilize an explicit methodology and study design that clearly specified and specifically designed to address the problem selected for investigation, as effectively addressing complex problems often requires an integration of analytic methods;
- Draw upon and be grounded in both the scholarly and practice literature in an effort to establish a conceptual framework for the dissertation;
- Contain clear public health leadership implications; and
- Must be publishable findings or research.

DrPH Dissertation process:

- During their third year in the DrPH program, students are required to identify a committee with a membership of at least three members. Two members must have Graduate School faculty status, and the third must be a practicing public health expert working outside of the University of Georgia. Students may identify additional committee members if they choose, but it is not required.
- The student must identify a committee chair, whose job is to coordinate the full committee, work directly with the student on preliminary drafts, and serve as the final approval for required documents and forms, such as the prospectus approval and final written and oral dissertation defense.
- In tandem with the comprehensive exam, students are required to submit their research prospectus, which outlines their public health topic. The prospectus must include the dissertation outline, literature review, research question or identified problem, the relevance of the problem to the field, and their expected research methodology. The prospectus must be presented to the full committee and approved prior to the student embarking on their dissertation. Students must also be in good academic standing and are also expected to complete IRB-CITI training.

- Upon successful prospectus defense, students may commence with their dissertation research and writing. Students are required to enroll in a dissertation research (*HPAM 9000*) or dissertation writing (*HPAM 9300*) course during the semesters that they are completing their work and expect to utilize faculty and University resources. All students are required to enroll in a minimum of three credits in either research or dissertation writing for two out of three academic terms each year that they are completing their dissertation.
- Students are required to meet frequently with their committee chair, updating them on their progress in the program. The DrPH program collects annual updates for all candidates currently completing dissertations.
- During the semester that students are intending on completing their dissertation, a final draft must be submitted and approved by the faculty by deadlines dictated by the Graduate School of UGA, and are typically around six weeks prior to graduation. With the committee's approval, the dissertation oral defense can be scheduled, and the draft can be submitted to the Graduate School for format checks. The final dissertation defense occurs no later than four weeks prior to the end of each term, and the student's full committee must vote to approve or reject both the written and oral presentations in order for the student to proceed with final submissions. The final approvals for the written and oral defense must be submitted to the Graduate School by the DrPH Program Coordinator no later than two weeks prior to the end of the term, as determined by the Graduate School. The final electronic dissertation submission is submitted to the Graduate School once the students have successfully defended their work. Students who do not successfully defend their dissertation must follow these final steps the subsequent semester, and they must successfully defend or face expulsion.

DrPH graduation clearance:

The Doctoral Dissertation Committee and DrPH Graduate Coordinator must approve students' final programs of study and dissertation defenses. They work in concert to assure that students maintain adequate progress towards their degree and follow policies and procedures for comprehensive exams and as the ILE, the final requirement of a successfully written and defended DrPH dissertation.

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

The DrPH Applied Practice Experience Student Handbook is located in ERF D8.3.1.

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

The DrPH Applied Practice Experience Student Handbook is located in ERF D8.3.1.

5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater. If the school does not have five recent samples for an option, note this and provide all available samples.

The DrPH dissertation sample of completed works are located in ERF D8.5.1.

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

Strengths

- The DrPH program requires that students have a minimum of 3-5 years of public health experience, and with a highly competitive applicant pool, many students have significantly more years of experience, and many more are in leadership positions in federal and state agencies. Because of this high level of expertise in the student population, the dissertations they undertake have practical applications and relevance to the public health workforce.
- The DrPH program will continue to push CPH students to find creative ways to theoretically and critically explore public health problems through a policy, leadership and management lens. The program's location in Gwinnett, near a public health hub in Georgia -- a short drive away from CDC, GDPH, and large hospital systems like Children's Healthcare of Atlanta, Grady Hospital, Emory Hospital, and more -- places the College in a perfect position to offer advanced training to leading public health professionals.
- The dissertation process allows many students the opportunity to explore issues critical to their agencies and communities.
- As discussed in Criteria D3 and D6, the DrPH program was significantly overhauled in 2016, resulting in changes to the program's model, core curriculum, location, and delivery mode. Prior to 2016, the dissertation process differed significantly from today's model, which now requires three committee members, is more streamlined with a seminar course preceding the initial stages of the process, and a cohort model for students to have more structure and support from faculty and other students within their cohort.

Weaknesses or Plans for Improvement

- Because the DrPH Gwinnett program is only in its fifth year, the College is not yet able to capture a robust sample of completed dissertations from these newer students. Thus, it is still relying on completed dissertations and surveys from students who began the program prior to the changes discussed previously.
- The College will continue to aggressively monitor progress toward degree completion, dissertations, and program evaluations as it begins to graduate students who began the program and completed their ILE with the newer guidance and expectations.

D9. Public Health Bachelor's Degree General Curriculum

The overall undergraduate curriculum (e.g., general education, liberal learning, essential knowledge and competencies, etc.) introduces students to the domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

1. List the coursework required for the school's bachelor's degree.

The College offers two undergraduate degrees: the Bachelor of Science in Environmental Health Science (BSEH) and the Bachelor of Science in Health Promotion and Behavior (BSHP). Both degrees require a minimum of 120 credit hours in the areas listed below, and each program's allowable area courses have been identified by their domain, in Tables D9.3.1 and D9.3.2.

Table D9.1.1. Required Credit Hours for the BSEH and BSHP Undergraduate Degree Programs

Area 1: Foundation Courses	9 credits
Area 2: Sciences	7-8 credits
Area 3: Quantitative Reasoning	3-4 credits
Area 4: World Languages, Global Culture, Humanities and the Arts	12 credits
Area 5: Social Sciences	9 credits
Major Requirements	60 credits
Electives (major and general)	20 credits
Total Required Credits	**120 minimum**

2. Provide official documentation of the required components and total length of the degree, in the form of an institutional catalog or online resource. Provide hyperlinks to documents if they are available online, or include copies of any documents that are not available online.

Link to the Bulletin for the BSEH: http://bulletin.uga.edu/MajorSpecific.aspx?MajorId=65
Link to the Bulletin for the BSHP: https://bulletin.uga.edu/MajorSpecific?MajorId=89

3. Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are introduced to each of the domains indicated. Template D9-1 requires the school to identify the experiences that introduce each domain.

Table D9.3.1. Required Undergraduate Curriculum for the BS in Environmental Health

Domains	Courses and other learning experiences through which students are introduced to the domains specified
Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease	**MATH 1113**: Precalculus, **CHEM1211**: Chemistry I, **CHEM 1211L**: Chemistry I Lab, **CHEM 1212**: Chemistry II, **CHEM 1212L**: Chemistry II Lab, **CHEM 2211**: Modern Organic Chemistry I, **CHEM 2211L**: Modern Organic Chemistry I Lab, **CHEM 2212**: Modern Organic Chemistry II, **CHEM 2212/L**: Modern Organic Chemistry II Lab, **PHYS 1111**: Introductory Physics-Mechanics, Waves, Thermodynamics, **PHYS 1111L**: Introductory Physics-Mechanics, Waves, Thermodynamics Lab, **PHYS 1112**: Introductory Physics-Electricity and Magnetism, Optics, Modern Physics, **PHYS 1112L**: Introductory Physics-Electricity and Magnetism, Optics, Modern Physics Lab, **BIOS 2010/L** : Elementary Biostatistics and Lab, **BIOL1107**: Principles of Biology I, **BIOL1107L**: Principles of Biology I Lab, **BIOL 1108** Principles of Biology II, **BIOL 1108/L**: Principles of Biology II Lab, **EHSC 2100**: Environmental Physiology, **MIBO 3000**: Introductory Applied Microbiology, **MIBO 3000L**: Introductory Applied Microbiology Lab, **EHSC 3060**: Introduction to Environmental Health Science, **EHSC 4490**: Environmental Toxicology, **EPID 4070**: Fundamentals of Epidemiology
Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences	**HIST 2111**: American History to 1865, or **HIST 2112**: American History Since 1865, **POLS 1101**: American Government, one **Social Science Elective** (3 credit hours), **HPRB 3010**: Health Promotion in Public Health, **HPAM 3600**: Health Policy and Management
Math/Quantitative Reasoning: Introduction to basic statistics	**MATH 1113**: Precalculus, **BIOS 2010/L**: Elementary Biostatistics and Lab
Humanities/Fine Arts: Introduction to the humanities/fine arts	**COMM 1100**: Introduction to Public Speaking, three World, language and culture electives

Table D9.3.2. Required Undergraduate Curriculum for the BS in Health Promotion

Domains	Courses and other learning experiences through which students are introduced to the domains specified
Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease	**BIOL 1103**: Basic Concepts in Biology and **BIOL 1103L**: Basic Concepts in Biology Lab or **BIOL 1107**: Principles of Biology, and **BIOL 1107L:** Principles of Biology Lab, **CBIO 2200**: Anatomy and physiology I and **CBIO 2200L**: Anatomy Physiology w/ Human Cadaver Lab, and **CBIO 2210:** Anatomy Physiology 2 and **CBIO 2210L:** Anatomy and physiology 2 w/ Human Cadaver Lab, and **1 life science course**
Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences	**HPRB 1710**: Health and wellness, **3 social science courses**
Math/Quantitative Reasoning: Introduction to basic statistics	**BIOS 2010**: Introduction to Biostatistics
Humanities/Fine Arts: Introduction to the humanities/fine arts	**COMM 1100**: Introduction to Public Speaking, and **1 humanity/fine art course**

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

Strengths

- The University utilizes many resources to ensure that the general education requirements are communicated effectively, that availability of courses meets student demand, and that the courses are taught well and provide students with a good foundation for advanced coursework and higher-level critical analysis. The College's advisors ensure that students complete the general education requirements and have the flexibility in their final semesters to focus more intensely on their major coursework, and even participate in the Double Dawgs Pathway if they qualify, during their final two years by enrolling in graduate coursework.
- The College offers a host of introductory public health general education coursework that students from across the University often take. For example, *PBHL 3100, Introduction to Public Health*, is a popular course for students across the University regardless of their major. And oftentimes, many students who began their collegiate time in Arts and Sciences, Pharmacy, Business, and Public Affairs transition to public health or add public health as a minor or certificate. Thus, offering public health undergraduate courses as general education options for many different majors has proven to be an effective recruitment strategy for the College. The undergraduate health promotion and behavior major is categorized by the University as a "high demand" major, because of the increased interest from students when they enroll at UGA and begin the public health introductory content. Similarly, students in the BSEH and BSHP degree programs have public health coursework embedded in the general education curriculum, which helps them build a strong foundation for public health content when they begin taking upper-level coursework within their major.

Weaknesses or Plans for Improvement

- The majority of the general education coursework is not offered by the College, which can be difficult to administratively coordinate with the timing and availability of courses and seats. Additionally, predicting demand for courses in the general education curriculum is complicated by the options that students have within each area. To combat these complex scheduling issues, the College often closes high demand sections to permit the College's declared majors access prior to the general student population, but with general education coursework, this is not always an ideal solution. The College will continue to find ways to increase supply or seats or sections, but the resources required to address the demand can often prove difficult for the departments that house the two undergraduate majors.

D10. Public Health Bachelor's Degree Foundational Domains

The requirements for the public health major or concentration provide instruction in the domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the school may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

If the school intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (e.g., CHES).

1) Provide a matrix, in the format of Template D10-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D10-1 requires the school to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the school's definition of "introduced" and "covered."

Table D10.1.1. Coverage of Public Health Bachelor's Degree Foundational Domains for the BSHP and BSEH

Public Health Domains	Course Name and Number						
	PBHL 3100: Introduction to Public Health	HPAM 3600: Introduction to Health Policy	BIOS 2010: Elementary Biostatistics	BIOS 3000: Intermediate Biostatistics for Public Health Sciences	EPID 4070: Fundamentals of Epidemiology	EHSC 3060: Introduction to Environmental Health Science	HPRB 3010: Health Promotion in Public Health
1. Overview of Public Health							
1. Public Health History		I					I
2. Public Health Philosophy		I					I
3. Core PH Values		I				I	
4. Core PH Concepts	I	I				I	
5. Global Functions of Public Health		C					
6. Societal Functions of Public Health	I	I				I	
2. Role and Importance of Data in Public Health							

Public Health Domains	Course Name and Number						
	PBHL 3100: Introduction to Public Health	HPAM 3600: Introduction to Health Policy	BIOS 2010: Elementary Biostatistics	BIOS 3000: Intermediate Biostatistics for Public Health Sciences	EPID 4070: Fundamentals of Epidemiology	EHSC 3060: Introduction to Environmental Health Science	HPRB 3010: Health Promotion in Public Health
1. Basic Concepts of Data Collection			I		C	I	
2. Basic Methods of Data Collection			C		C	I	
3. Basic Tools of Data Collection					C		
4. Data Usage			C	C	C		
5. Data Analysis			C	C	C	I	
6. Evidence-based Approaches		I	C	I		I	
3. Identifying and Addressing Population Health Challenges							
1. Population Health Concepts		I			I		
2. Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	I	I			I		I
3. Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I	I				C	
4. Human Health							
1. Science of Human Health and Disease	I	I					
2. Health Promotion	I	I					I
3. Health Protection		I					
5. Determinants of Health							

Public Health Domains	Course Name and Number						
	PBHL 3100: Introduction to Public Health	HPAM 3600: Introduction to Health Policy	BIOS 2010: Elementary Biostatistics	BIOS 3000: Intermediate Biostatistics for Public Health Sciences	EPID 4070: Fundamentals of Epidemiology	EHSC 3060: Introduction to Environmental Health Science	HPRB 3010: Health Promotion in Public Health
1. Socio-economic Impacts on Human Health and Health Disparities		C					
2. Behavioral Factors Impacts on Human Health and Health Disparities	I	C			I		
3. Biological Factors Impacts on Human Health and Health Disparities		C			I		
4. Environmental Factors Impacts on Human Health and Health Disparities		C			I	I	
6. Project Implementation							
1. Introduction to Planning Concepts and Features							I
2. Introduction to Assessment Concepts and Features							C
3. Introduction to Evaluation Concepts and Features							I
7. Overview of the Health System							
1. Characteristics and Structures of the U.S. Health System		I				I	
2. Comparative Health Systems		I					

Public Health Domains	Course Name and Number						
	PBHL 3100: Introduction to Public Health	HPAM 3600: Introduction to Health Policy	BIOS 2010: Elementary Biostatistics	BIOS 3000: Intermediate Biostatistics for Public Health Sciences	EPID 4070: Fundamentals of Epidemiology	EHSC 3060: Introduction to Environmental Health Science	HPRB 3010: Health Promotion in Public Health
8. Health Policy, Law, Ethics, and Economics							
1. Legal dimensions of health care and public health policy		C				I	
2. Ethical dimensions of health care and public health policy		C				I	I
3. Economical dimensions of health care and public health policy		C					
4. Regulatory dimensions of health care and public health policy		C					
5. Governmental Agency Roles in health care and public health policy		C					
9. Health Communications							
1. Technical writing		I	I	I	I		
2. Professional writing					I	I	I
3. Use of Mass Media						I	
4. Use of Electronic Technology		I				I	

2) Include the most recent syllabus from each course listed in Template D10-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D10-1 that do not have a syllabus.

The syllabi for the courses listed in Table D10.1.1. are available in ERF D10.1.1.

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

Strengths

- The curriculum used to cover the public health bachelor's degree foundational domains for the BSHP and BSEH ensures that BSHP students have met the curricular requirements to sit for the CHES exam by their fourth year.
- The curriculum outlined above also ensures that BSEH students not only meet CEPH accreditation requirements, but it also complies with National Environmental Health, Science and Protection Accreditation Council (EHAC) requirements as well.

Weaknesses or Plans for Improvement

- None

D11. Public Health Bachelor's Degree Foundational Competencies

Students must demonstrate the following competencies:

- the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
- the ability to locate, use, evaluate and synthesize public health information

1) Provide a matrix, in the format of Template D11-1, that indicates the assessment opportunities that ensure that students demonstrate the stated competencies.

Table D11.1.1. Coverage and Assessment of Public Health Bachelor's Degree Foundational Competencies for the BSEH

Skills	Courses and other learning experiences	Assessment Methods
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences		
Oral communication	**Presentation Assignments** in courses EHSC 4700: Genetic Applications in Environmental Health and EHSC 4150: Solid and Hazardous Waste Management. **Group work and Projects** in courses EHSC 4700: Genetic Applications in Environmental Health, and EHSC 4150: Solid and Hazardous Waste Management. **Culminating presentation** in research courses EHSC 3700: Undergraduate Research in Environmental Health.	Instructor assessment, student/peer feedback, poster session competition judging
Written communication	**Written Proposals, Projects, Papers** in courses EHSC 3060: Introduction to Environmental Health Science, EHSC 4490: Environmental Toxicology, EHSC 4150: Solid and Hazardous Waste Management, EHSC 4610: Water Pollution and Human Health, EHSC 4090: Emerging Technologies: Bioremediation, EHSC 4700: Genetic Applications in Environmental Health. Laboratory reports in courses EHSC 4100: Industrial Hygiene Lab, EHSC 4350: Environmental Chemistry, EHSC 4310: Environmental Microbiology.	Technical writing rubrics, content rubrics
Communicate with diverse audiences	EHSC 3700: Undergraduate Research in Environmental Health presentations at poster day.	Attendee evaluation sheets

Skills	Courses and other learning experiences	Assessment Methods
Communicate through variety of media	Among all courses introduce presenting material through presentation and social media assignments, posting on web sites and wikis, creating podcasts, using Power Point and Prezi	EHSC presentation rubric, peer evaluations, instructor assessment
Information Literacy: Students should be able to locate, use, evaluate, and synthesize information		
Locate information	All EHSC 3000-level and above courses	Web-based and UGA Library based queries
Use information	All EHSC 3000-level and above courses	Incorporating information into assignments, presentations, exams
Evaluate information	All EHSC 3000-level and above courses	Exam questions, fact sheets, assignments, presentations
Synthesize information	All EHSC 3000-level and above courses	Exam questions, fact sheets, assignments, presentations

Table D11.1.2. Coverage and Assessment of Public Health Bachelor's Degree Foundational Competencies for the BSHP

Skills	Courses and other learning experiences	Assessment Methods
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences		
Oral communication	HPRB 3700: Community Health, HPRB 5900: Capstone in Health Promotion and Behavior	Peer review groups, individual and group class presentations, Interview of community members, elevator pitch
Written communication	HPRB 3700: Community Health, HPRB 4400: Health Promotion Program Development, HPRB 5010: Research Design and Methods in Health Promotion, HPRB 5410W: Professional Writing for Health Promotion	Community needs assessment, program implementation and evaluation plan, literature reviews and methods sections including explanation of data analysis
Communicate with diverse audiences	HPRB 3020S: Foundations of Health Promotion Professional Practice and Service, HPRB 3700: Community Health, HPRB 5900: Capstone in Health Promotion and Behavior, HPRB 5410W: Professional Writing for Health Promotion	Service-learning project in a community setting, community interview to determine community needs, and use of mass media to communicate with a variety of audiences. Technical manuals allow students to experiment with messages targeting different audiences.

Skills	Courses and other learning experiences	Assessment Methods
Communicate through variety of media	HPRB 5900: Capstone in Health Promotion and Behavior, HPRB 5310: Introduction to Public Health Communication	Develop a professional website and populate it with relevant work (e-Portfolio), digital story-telling and app use for public health messaging.
Information Literacy: Students should be able to locate, use, evaluate, and synthesize information		
Locate information	HPRB 3700: Community Health, HPRB 4400: Health Promotion Program Development, HPRB 5010: Research Design and Methods in Health Promotion, HPRB 5410W: Professional Writing for Health Promotion	Literature reviews are required in all of these courses. Students use citation management software and work individually in some cases and in small groups in others.
Use information	HPRB 3700: Community Health, HPRB 4400: Health Promotion Program Development, HPRB 5010: Research Design and Methods in Health Promotion, HPRB 5410W: Professional Writing for Health Promotion	A community needs assessment is developed using current community information. A program implementation and evaluation plan is developed based on needs assessment and evidence-based programs, a research project includes an in-depth literature review and data analysis write up.
Evaluate information	HPRB 3700: Community Health, HPRB 4400: Health Promotion Program Development, HPRB 5010: Research Design and Methods in Health Promotion, HPRB 5410W: Professional Writing for Health Promotion	Evidence-based and theoretically-based programs are examined and used in reviews of the current literature in each of these classes.
Synthesize information	HPRB 4400: Health Promotion Program Development, HPRB 5010: Research Design and Methods in Health Promotion, HPRB 5900: Capstone in Health Promotion and Behavior	Research methodology is utilized to develop programs and then to choose professional work to highlight on professional websites in the e-Portfolio.

2) Include the most recent syllabus from each course listed in Template D11-1, or written guidelines, such as handbook, for any required elements listed in Template D11-1 that do not have a syllabus.

The syllabi for the courses listed in Table D11.1.1 and D11.1.2 are available in ERFs D11.2.1 and D11.2.2.

3) If applicable, include examples of student work indicated in Template D11-1.

Examples of student work from selected courses identified in the tables above are available in ERF D11.3.1.

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

Strengths

- The College offers its undergraduate students a comprehensive upper-level curriculum that addresses and assesses the foundational competencies in a comprehensive and purposeful manner.

Weaknesses or Plans for Improvement

- The College's undergraduate programs have experienced growth during the three-year reporting period and, as a result, the College is vigorously addressing faculty instructional load to provide increased access to the public health courses while being careful to protect junior faculty, who teach many of the courses offered in these domains. The College has hired part-time instructors as well as core instructional faculty, requested funding to add summer courses and online options for courses to allow for more flexibility in scheduling, and leaned on teaching assistants and doctoral students to assist in relieving faculty of instructional time.
- The College will continue to find creative ways to increase the availability and capacity of its high demand courses as well as pursue curricular updates in the coming years.

D12. Public Health Bachelor's Degree Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Schools encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

1) Provide a matrix, in the format of Template D12-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated.

Table D12.1.1. Cumulative and Experiential Activities for Students in BS Environmental Health

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
EHSC 3910: Environmental Health Internship	**Internship:** Experiential education and training in a specialized area of environmental health science under the direction of a faculty member and an employer. Integration of coursework and academic skills with new on the job training skills are integrated for a culminating EH experience. Up to 300+ hours of work for credit.
EHSC 3700: Undergraduate Research in Environmental Health	**Undergraduate Research in Environmental Health:** Individualized study with instructor providing student with an experiential learning and research experience. Students will have the opportunity to work one-on-one with EHS faculty. Specific content and credits will vary depending on subjects covered, which are modified to meet the needs and interests of enrolled students within available projects.
EHSC 4910: Environmental Health Science Seminar	**Environmental Health Seminar:** Senior seminar in which students give two culminating presentations each on environmental health science topics based on current literature and technology. Material may include the students' research data as well.

Table D12.1.2. Cumulative and Experiential Activities for Students in BS Health Promotion

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
Service-learning project HPRB 3020S: Foundations of Health Promotion Professional Practice and Service	Third-year students begin integrating theory, methods, and evaluation in a required community-based service-learning project. All determinants of health are examined and reflected upon orally and in writing.
HPRB 5900: Capstone in Health Promotion and Behavior e-Portfolio	For the final capstone, students create a web-based e-Portfolio in which professional work is corrected and then highlighted. Final work -- highlighted work -- includes community needs assessments, program implementation and evaluation plans, technical manuals, and research papers. Final projects are presented to the faculty for feedback.
HPRB 5560: Field Experience in Health Promotion	The culminating internship is required for all students. Students meet CHES competencies, practice health promotion in a setting of professional interest, and create blogs reflecting on what they are practicing and what they are learning. Students engage in public health practice in public health, community, or clinical agencies.

2) Include examples of student work that relate to the cumulative and experiential activities.

Examples of student works as well as the syllabi for courses listed in Tables D12.1.1. and D12.1.2. are located in ERF D12.1.1.

3) Briefly describe the means through which the school implements the cumulative experience and field exposure requirements.

The College requires that all BSEH and BSHP students complete an APE as well as a culminating experience (capstone) to successfully complete their program of study. Both undergraduate programs have a dedicated field placement/internship coordinator who works with their students to identify a placement for the APE and complete the proposal and requisite documentation for the placement. Students are required to complete up to 300 hours of work in a public health setting for course credit. The APE takes place during their final semester in the program. The BSEH majors enroll in a three-credit *EHSC 3910-Internship in Environmental Health Science* course in either their junior or senior year, and the BSEH students enroll in a three-credit *HPRB 5560-Field Experience in Health Promotion* course in the final semester of their program of study.

A completed field experience proposal includes a comprehensive description of the site (mission, vision, strategic goals, organizational structure, existing partnerships with other agencies or stakeholders, and the population served), explains in detail the duties or activities, related to the project, and gives details of the products they will submit that demonstrates acquisition of the relevant competencies. Before the students begin their time in the field, the proposal must be approved and signed by a site supervisor, faculty academic advisor, and the undergraduate internship coordinator to ensure that the outlined competencies meet accrediting body standards.

The Culminating Experience occurs in the form of directed research for the BSEH students, while the BSHP students create an e-Portfolio to collect, highlight and display selected works from their undergraduate curriculum, such as community assessments, research papers, and program evaluations. The BSEH program structures this experience through an independent study course (*EHSC 3700-Undergraduate Research in Environmental Health Science*) and a co-requisite research seminar (*EHSC 4910-Environmental Health Senior Seminar*), while the BSHP students take a capstone course (*HPRB 5900-Capstone in Health Promotion and Behavior*) and field experience course (*HPRB 5560-Field Experience in Health Promotion*) in their final year. As an added service component to the BSHP curriculum, students take a foundational health professions course in the beginning of their third year, which serves as content coverage for the subsequent field experiences.

4) **Include handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include electronic copies of any documents that are not available online.**

Field Placement information, as well as the internship forms used to document proposals and evaluations, can be found on the College's website, by selecting *Field Experience* on the following pages:

BSEH: https://publichealth.uga.edu/degree/b-s-in-environmental-health/
BSHP: https://publichealth.uga.edu/degree/b-s-in-health-promotion/

D13. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.

1) Briefly describe, in the format of Template D13-1, of the manner in which the curriculum and co-curricular experiences expose students to the concepts identified.

Table D13.1.1. Cross-Cutting Concepts and Experience Exposure for the BS Environmental Health Degree

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	Coursework: lecture material, assignments, projects, presentations, group work. Environmental Health Science Club. College of Public Health Ambassador Program. Internships.
Community dynamics	Internships
Critical thinking and creativity	Coursework: lecture material, assignments, projects, presentations, group work. Internships. Research courses EHSC 3700: Undergraduate Research in Environmental Health.
Cultural contexts in which public health professionals work	Coursework: lecture material, assignments, projects, presentations, group work. Environmental Health Science Club. College of Public Health Ambassador Program. Internships.
Ethical decision-making as related to self and society	Coursework: lecture material, assignments, projects, presentations, group work. Environmental Health Science Club. College of Public Health Ambassador Program. Internships.
Independent work and a personal work ethic	Coursework: undergraduate research and internships. Environmental Health Science Club.
Networking	Environmental Health Science Club. College of Public Health Ambassador Program. Internships. College-wide Poster Days. College of Public Health Graduate School information programs.
Organizational dynamics	Internships
Professionalism	Coursework: undergraduate research and internships. Environmental Health Science Club.
Research methods	EHSC 3700: Undergraduate Research in environmental Health Science. Internships.
Systems thinking	Internships
Teamwork and leadership	Coursework: group assignments, group projects, group presentations, group discussions. environmental Health Science Club. College of Public Health Ambassador Program. Internships. Undergraduate research.

Table D13.1.2. Cross-Cutting Concepts and Experience Exposure for the BS Health Promotion and Behavior Degree

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	HPAM 3600: Health Policy and Management and HPRB 3020S: Foundations of Health Promotion Professional Practice and Service -- Students complete class and online assignments in each class that focus on health protection and promotion at all levels of society. Additionally, almost all students continue to volunteer in the community after taking HPRB 3020S: Foundations of Health Promotion Professional Practice and Service--sometimes for practicum credit and sometimes just for continuing experience. The student run chapter of GA SOPHE also focuses on advocacy both locally and statewide.
Community dynamics	HPRB 3020S: Foundations of Health Promotion Professional Practice and Service – Service-learning project in foundations course exposes students to diverse backgrounds in the local community. HPRB 5560: Field Experience in Health Promotion - The culminating internship similarly exposes students to communities as they work in the field.
Critical thinking and creativity	HPRB 5410W: Professional Writing for Health Promotion and HPRB 5900: Capstone in Health Promotion and Behavior -- Focus on critical thinking and writing skills. Development of a personal website in the capstone requires creativity and organizational skills.
Cultural contexts in which public health professionals work	HPRB 3700: Community Health -- This course focuses on cultural context in the community needs assessment as well as in many guest lectures concerning the impact of culture on health status. The student run health promotion club also focuses on social determinants and culture.
Ethical decision-making as related to self and society	HPRB 3020S: Foundations of Health Promotion Professional Practice and Service -- The foundations class includes lectures on ethics and in-depth class activities concerning ethical decision-making. HPRB 3700: Community Health -- Ethics of community engagement is discussed in this community health class. HPRB 4400: Health Promotion Program Development includes ethics when planning interventions and evaluation.
Independent work and a personal work ethic	HPRB 4400: Health Promotion in Public Health, HPRB 5900: Capstone in Health Promotion and Behavior, HPRB 5560: Field Experience in Health Promotion -- Each of the major required courses includes projects that require individual writing and problem solving. These three classes particularly focus on work ethic as students complete a program plan, an E-portfolio, and the culminating internship.
Networking	HPRB 5900: Capstone in Health Promotion and Behavior -- Networking is discussed extensively in the capstone class. Students are required to join LinkedIn and the alumni HPB group there. HPRB 5560: Field Experience in Health Promotion - The culminating internship includes real networking opportunities in the field.
Organizational dynamics	HPRB 5560: Field Experience in Health Promotion and HPRB 4400: Health Promotion Program Development and HPRB 3100: Introduction to Behavioral Medicine

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Professionalism	HPRB 5900: Capstone in Health Promotion and Behavior -- A major goal of the capstone is to help students present a professional image on social media (LinkedIn) and online (personal website). Elevator pitches are also learned and presented. HPRB 3020S: Foundations of Health Promotion Professional Practice and Service and HPRB 3100: Introduction to Behavioral Medicine also include lectures on professionalism and opportunities to interact with public health professionals in the field.
Research methods	HPRB 5010: Research Design and Methods in Health Promotion and BIOS 3000: Intermediate Biostatistics -- Research methods and advanced biostatistics are required for all students in the major. HPRB 5010: Research Design and Methods in Health Promotion -- Students complete SPSS laboratory classes and must analyze their own data for the final paper in the course.
Systems thinking	HPRB 4400: Health Promotion in Public Health -- The final needs assessment, program plan and evaluation plan must include behavioral and systemic issues related to the public health issue. HPRB 3100: Introduction to Behavioral Medicine -- Behavioral medicine focuses on the patterns of behavior, and their causes, as a major component of both the clinical rotations and the final paper.
Teamwork and leadership	HPRB 3700: Community Health -- In community health students complete a complex community needs assessment in small groups. Each student leads on a component of the final product. HPRB 5010: Research Design and Methods in Health Promotion -- Students work in small teams to conduct peer review sessions of the final literature review. HPRB 5900: Capstone in Health Promotion and Behavior -- Leadership is focused on in the capstone with highlight of leadership skills included as a component of the E-Portfolio.

2) Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.

Course syllabi related to cross-cutting competencies for the Bachelor of Science degree programs are located in ERF D13.1.1. Descriptions of experiences related to cross-cutting competencies can be found on the following websites:

- Public Health Student Ambassadors and Student Organizations: https://publichealth.uga.edu/about/student-organizations/
- BS Environmental Health Applied Practice Experience: https://publichealth.uga.edu/degree/b-s-in-environmental-health/
- BS Health Promotion Applied Practice Experience: https://publichealth.uga.edu/degree/b-s-in-health-promotion/
- Undergraduate Research Opportunities: https://publichealth.uga.edu/2021-cph-diversity-equity-inclusion-mini-grants/
- Undergraduate Research Opportunities: https://honors.uga.edu/c_s/undergrad_rsch/curo_scholars.html

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

Strengths

- The College and University have many different ways to engage students in co-curricular opportunities through student organizations, faculty led research, student internships, service-learning projects, and classroom activities and assignments.
- Students who wish to seek out additional opportunities beyond the formal practices described above are encouraged to communicate with the Office of Academic Affairs to work collectively in finding opportunities for growth and development.

Weaknesses or Plans for Improvement

- As mentioned in Criteria D11 and D12, the College is currently working to increase curricular offerings for its undergraduate students by increasing instructional lines, teaching assistants, and temporary instructors where the needs have been identified.

D14. MPH Program Length

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

Schools use university definitions for credit hours.

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

The minimum credit requirement for the MPH and dual degree programs is 44 credits.

Table D14.1.1. MPH Minimum Credit Requirement

Program	Minimum Credit Requirement
MPH	44
BA/MPH	164 (includes 44 MPH)
BS/MPH	164 (includes 44 MPH)
JD/MPH	114 (includes 44 MPH)
MSW/MPH	90 (includes 44 MPH)
MBA/MPH	98 (includes 44 MPH)
MD/MPH	364[3] (includes 44 MPH)
PharmD/MPH	170 (includes 44 MPH)

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

One credit is the equivalent of 50 minutes of classroom/contact time. Most courses at UGA are three-credit hours and require 150 classroom/contact minutes each week.

[3] This program is a collaboration with the Augusta University Medical College of Georgia. Credit hours at AU-MCG encompass coursework, rotations, clerkships, and are not equivalent to a credit hour at UGA, but have been documented as listed on the MD/MPH approved curriculum.

D15. DrPH Program Length

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

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

Schools use university definitions for credit hours.

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

The minimum credit requirement for the DrPH is 57 credit hours.

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

One credit is the equivalent of 50 minutes of classroom/contact time. Most courses at UGA are three credit hours and require 150 classroom/contact minutes each week.

D16. Bachelor's Degree Program Length

A public health bachelor's degree requires completion of a total number of credit units commensurate with other similar degree schools in the university.

Schools use university definitions for credit hours.

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

The University, in compliance to the policies established by USG, determines the eligibility and graduation standards for enrolled students. The College is careful in adopting or implementing any changes to these policies, frequently. The University requires a minimum 120 credit hours, and all baccalaureate degree programs have a maximum of 120 credit hours to execute all requirements, including general education requirements, but exclusive of physical education hours (currently set at one-credit hour).

See Section 2.3.1 of the USG Academic and Student Affairs Handbook:
https://www.usg.edu/academic_affairs_handbook/section2/C731

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

One credit is the equivalent of 50 minutes of classroom/contact time. Most courses at UGA are three credit hours and require 150 classroom/contact minutes each week.

3) Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges.

UGA requires official transcripts from all colleges attended, including dual enrollment, transient, or technical college, and all transferrable credits are applied to the students UGA minimum transfer GPA and hour requirements (120 minimum hours towards the baccalaureate degree). Colleges and universities within the 28-school University System of Georgia (USG) use a transfer equivalency search system, which simplifies the process for identifying course equivalency and applying the appropriate credits towards UGA requirements. The USG Core Curriculum ensures the 42 credit-hours of Core coursework are identical in topic and fully transferable to any USG school, including UGA.

See section 3.3.1 of the USG Academic and Student Affairs Handbook:
https://www.usg.edu/policymanual/section3/policy/3.3_curriculum/#p3.3.1_core_curriculum.

With regard to technical colleges, UGA can only accept courses that fall under the General Education coursework umbrella, as transfer credit from most accredited technical colleges. However,

the majority of technical college courses are not transferable into UGA, and students intending on transferring to UGA are encouraged to attend USG schools due to the core-to-core curriculum guarantee articulated in the USG policy.

See section 3.3.3 University System and Technical College System of Georgia (TCSG) Articulation Agreement:
https://www.usg.edu/policymanual/section3/C338/#p3.3.5_university_system_and_technical_college_system_of_georgia_articulatio

The University utilizes a transfer planning guide, to detail transfer credits from various institutions or programs, including dual enrollment during high school, transferring from a technical college, and advanced placement (AP) and international baccalaureate (IB) coursework.

https://advising.uga.edu/_resources/documents/TransferPlanningGuide2020.pdf

4) If applicable, provide articulation agreements with community colleges that address acceptance of coursework.

USG Policy 3.3.5.2 ensures that students who transfer between TCSG and USG institutions will not be required to repeat any approved general education coursework taught at TCSG intuitions. This policy also establishes that approved courses taught in TCSG institutions must first be approved by the USG Board of Regents and comply with the established curriculum guidelines before it is offered in any TCSG. However, TCSG institutions are not required to offer general education coursework to enrolled students; thus, the availability of transferable coursework in TCSG institutions varies and may not be vast in some schools.

See section 3.3.3 University System and Technical College System of Georgia (TCSG) Articulation Agreement:
https://www.usg.edu/policymanual/section3/C338/
#p3.3.5_university_system_and_technical_college_ system_of_georgia_articulatio

5) Provide information about the minimum credit-hour requirements for coursework for the major in at least two similar bachelor's degree programs in the home institution.

In addition to the 42 credit hours of general education coursework, students take an additional 18 hours of major electives as a part of the Georgia Core Curriculum for a total of 60-hours of University-required courses. The remaining 60 credit hours of coursework are specific and unique to each major offered. These requirements are commonly referred to as Major Courses here at UGA. The major courses offered in each baccalaureate degree program must total at least 60 hours and can fall within a variety of sections. Of the 60 required credit hours for each major, 39 credit hours must be upper division courses (3000 level or above), and 21 must be upper division courses within the major.

Table D16.5.1. Credit Hour Requirements for Selected Baccalaureate Degree Programs

	BS Environmental Health	BS Health Promotion	BS Health and Physical Education	BS Environmental Engineering
General Education Core Curriculum	42	42	42	42
Courses Related to the Program of Study (Electives)	18	18	18	18
Major Coursework	60	60	60	60
Total	120	120	120	120

See http://bulletin.uga.edu/bulletin_files/uga_req.html#Undergraduate_degree, for university-wide degree requirements)

D17. Academic Public Health Master's Degrees

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

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

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

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

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

The following tables detail the core curricular requirements for the Master of Science in Epidemiology and Biostatistics, as well as the specific coursework for the three available areas of emphasis; biostatistics, data analysis and modeling, and epidemiology. In addition to the requirements outlined below, students without prior public health exposure via relevant degree programs, course content, or professional work experience are required to take *PBHL 7100-Fundamentals of Public Health*, to introduce public health foundational knowledge, in their first year.

Table D17.1.1. Core Requirements for MS Epidemiology and Biostatistics Core Coursework –All Concentrations

Course Name	Course Number	Credits
Fundamentals of Epidemiology	EPID 7020	3
Research Data Management and Computing	BIOS 7400	3
Regression and ANOVA	BIOS 8010	3
Linear and Generalized Linear Models	BIOS 8020	3
Masters Level Research	BIOS/EPID 7000	3
Master Thesis	EPID/BIOS 7300	3
Graduate Seminar	EPID 9100	2
Ethics Seminar (not yet approved)	EPID 7800	1

Table D17.1.2. Core Requirements for the Area of Emphasis in Biostatistics

Course Name	Course Number	Credits
Probability Distribution	STAT 6810	3
Statistical Inference	STAT 6820	3
Masters' Thesis	BIOS 7300	3
Linear and Generalized Linear Models	BIOS 8020	3
Biostatistical Consulting Project	BIOS 8200	3

Table D17.1.3. Core Requirements for the Area of Emphasis in Data Analysis and Modeling

Course Name	Course Number	Credits
Introduction to Coding in R for Public Health	EPID 7500	3
Biostatistical Consulting	BIOS 8200	3
Linear and Generalized Linear Models	BIOS 8020	3
Modern Applied Data Analysis	EPID/BIOS 8060	3

Table D17.1.4. Core Requirements for the Area of Emphasis in Epidemiology

Course Name	Course Number	Credits
Introductory Biostatistics II	BIOS 7020	3
Introduction to Epidemiology II	EPID 7020	3
Field Epidemiology	EPID 7410	3
Cohort Study Design	EPID 8010	3
Case-Control Study Design	EPID 8020	3

The following table details the core curricular requirements for the Master of Science in Environmental Health Science. In addition to the requirements outlined below, students without prior public health exposure via relevant degree programs, course content, or professional work experience are required to take *PBHL 7100-Fundamentals of Public Health*, to introduce public health foundational knowledge, in their first year.

Table D17.1.5. Core Requirements for the Master of Science in Environmental Health

Course Name	Course Number	Credits
Intro to Environmental Health Science	EHSC 7010	3
Gen Biochemistry and Molecular Biology	BCMB 6000	3
Proseminar in Environmental Health Science	EHSC 8050	1
Intro Biostatistics II	BIOS 7020	3
Environmental Health Seminar	EHSC 8150	1
Graduate seminar in Environmental and Public Health Research	EHSC 8030	1
Master's research	EHSC 7000	3
Master's thesis	EHSC 7300	3

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

All incoming graduate students who do not have previous public health credentials are required to take PBHL 7100: Introduction to Public Health as a part of their prerequisite coursework. The course is offered every spring semester, and the typical student takes it the second semester of their first year in their graduate studies. Students with previous public health backgrounds will be expected to already have obtained the foundational skills listed below.

Table D17.2.1. Foundational Public Health Content Coverage for Master of Science Degree Programs

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
1. Explain public health history, philosophy and values	PBHL 7100: Introduction to Public Health	Modules 1 and 2: Lecture: Introduction to Public Health Chapter 1 and Public Health History and Controversies Chapter 2 Videos: Cholera Outbreak and Semmelweis; Framingham, and Pellagra Prison Experiments Small Group Discussion: What is Public Health? Using Zika as an example, discuss how this issue that have affected our public health at local, regional, national, and global levels? Quizzes: Chapters 1 and 2
2. Identify the core functions of public health and the 10 Essential Services	PBHL 7100: Introduction to Public Health	Module 3: Lecture: Chapter 3 Public Health Workforce/State and Local Public Health Assignment: Local and National impacts of bans (smoking, Soda, vending machines, etc.) Discussion: Select a public health agency and discuss its functions using the 10 essential services model Quiz: Chapter 3
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PBHL 7100: Introduction to Public Health	Module 5: Lecture: Epidemiology Principles and Methods Discussion: Analysis GA PH Case Studies with computations of morbidity/mortality rates, survival rates Assignment: Review studies, select type, and calculate OR/RR, or define themes

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PBHL 7100: Introduction to Public Health	Module 4: Lecture: Chapter 4 What is Epidemiology and Chapter 5 Epidemiologic Data and Studies Discussion: visit CDC's National Vital Statistics System to pull National Mortality Trends Assignment: Visit OASIS website and make tables and GIS maps of GA county level data chosen by your group. Quizzes: Chapters 4 and 5
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	PBHL 7100: Introduction to Public Health	Module 8: Lecture: Chapter 14 Social and Behavioral Sciences in Public Health and supplemental material on screening Discussion: Identify and critically analyze HP programs that are primary, secondary, or tertiary prevention. Quiz: Chapter 14 and supplemental Screening
6. Explain the critical importance of evidence in advancing public health knowledge	PBHL 7100: Introduction to Public Health	Module 9: Lecture: Screening cont'd, using evidence to drive public health recommendations Discussions: Review 3 Case-Studies on Breast, Prostate, Colon Cancer Screening. Critically analyze current PH screening recommendations and discuss your thoughts on the evidence/practice. Assignment: Outline series of studies and events leading up to the Masters Settlement Agreement Midterm: Modules 1-5, 8, 9
7. Explain effects of environmental factors on a population's health	PBHL 7100: Introduction to Public Health	Module 11: Lecture: Chapter 20 Clean Environment, Chapter 22 Clean Water, and Chapter 23 Clean Air Discussion: Case-Studies on Fresh Kills Landfill and Water Recycling Assignment: Research paper on Flint, Michigan Water Crisis (build a case study) Quizzes: Chapters 20, 21, 22, 23
8. Explain biological and genetic factors that affect a population's health	PBHL 7100: Introduction to Public Health	Module 10: Lecture: Chapter 11 Biomedical Basis of Chronic Diseases Discussion: Critically analyze case-studies on Cystic Fibrosis and Sickle Cell Anemia to provide a full profile of factors that affect population health (burden of disease, risk factors, screening/treatments, etc. Quiz: Chapter 11

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
9. Explain behavioral and psychological factors that affect a population's health	PBHL 7100: Introduction to Public Health	Modules 6 and 7: Lecture: Chapter 14 How Psychosocial Factors Affect Health and Health Behavior Assignment and Discussion: Utilize the Transtheoretical Model to develop a Health Promotion program that addresses behavioral change. Examples, smoking cessation, STI prevention, weight management program Quiz: Chapter 14
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	PBHL 7100: Introduction to Public Health	Module 14: Lecture: Revisit Chapter 14 Health and Minorities section, Chapter 26 Healthcare Systems, and Chapter 27 Reform Discussion: PH as a safety net in Healthcare inequities. Discuss Role of Federally funded PH Departments, Medicaid, and CHIP in PH. Assignment: Utilizing Dx that disproportionately affect certain populations, examine how economic inequalities may impact population level health. May include any or all regarding access, barriers, and mistrust. Quiz: US Healthcare Systems structure
11. Explain how globalization affects global burdens of disease	PBHL 7100: Introduction to Public Health	Not covered separately in this course. Discussed throughout when discussing Infection Disease, Burden of Disease, and the Public Health infrastructure (WHO, CDC, etc.).
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	PBHL 7100: Introduction to Public Health	Modules 12 and 13: Lecture: Chapter 9 Conquest of Infectious Disease and Chapter 10 Reemergence of Infectious Disease Discussion: Assess and analyze various modes of transmission for infectious Disease. Example: Elimination vs. Eradication, the role of disease reservoirs. Assignment: Complete a research paper on one infectious disease that has reemerged due to loss of vaccine.

3) Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree and concentration. The matrix indicates at least one assessment activity for each of the listed competencies. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the foundational public health learning objectives defined in this criterion.

Table D17.3.1. Coverage of Competencies for MS Epidemiology and Biostatistics, All Concentrations

Competency	Course number(s)	Specific assessment opportunity
1. Demonstrate a command of core epidemiological and biostatistical approaches and techniques.	EPID 7020 Introduction to Epidemiology II	A. Students receive four out-of-class opportunities to apply course methodological content to the design and evaluation of classic epidemiologic studies. The activities include 1) implementation of survival analysis strategies; 2) computation of and interpretation of measures of disease prevalence and incidence; 3) hand calculation and software-based (SAS and Stata) strategies for epidemiologic inference; 4) applied biostatistical significance testing; and 5) identification of theoretical sources of bias and approaches to minimize their direct impact on accurate quantification of exposure-disease relationships. B. A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor. C. Students receive the opportunity to comprehensively demonstrate integrated concepts about epidemiologic methods in one midterm exam and one final exam. Conceptual and applied reasoning questions are used to evaluate the student's progress in internalizing core concepts necessary to be productive in both the public and academic sectors. Exams are delivered in class, in a digital format, to offer students access to software and hand-calculation strategies that are relevant for the workforce.

Competency	Course number(s)	Specific assessment opportunity
1. Demonstrate a command of core epidemiological and biostatistical approaches and techniques. (Continued)	BIOS 8010 Regression and Analysis of Variance	Homework 1 asks students to demonstrate that the ordinary least squares estimator is unbiased, that the sample mean is the ordinary least squares estimator for a population mean and implement simple linear regression using data from the Western Collaborative Group Study. Homework 2 considers linearizing transformations for linear regression and Tukey's test for curvature. Homework 3 considers added variable plots for building multiple regression models, fitting polynomial models, and analysis of covariance. Homework 4 considers missing data in the context of linear regression, and one-way and two-way analysis of variance, the latter considering Tukey's test for interaction. Homework 5 considers paired comparisons procedures.
	BIOS 8020 Linear and Generalized Linear Models	Midterm 1 considers a generalized linear model for graduate school admission data, and asks students to describe the impact of over dispersion on the results. The final exam considers multinomial regression, ordinal logistic regression, and a zero-inflated Poisson regression model.
2.Critically review and assess the primary public health and biomedical literature.	EPID 7020 Introduction to Epidemiology II	A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor.
	EPID/BIOS 7300 Master's Thesis	The Master's Thesis should include a critical review of public health and/or biomedical literature relevant to the data used to illustrate the statistical methods considered therein.
3.Communicate effectively with stakeholders in public health and biomedical research.	EPID 9100	Session on "giving effective talks/presentations"
	EPID/BIOS 7300 Master's Thesis	Master's Thesis
	BIOS 8200 Biostatistical Consulting I	Students are required to complete a Final Project involving collaboration with researchers in public health. In this project, students are required to demonstrate their communication skills using written and oral reports. First drafts of written reports are due one month before the last day of class. All students are required to edit their reports according to instructor comments, and submit a clean draft by the end of the semester.

Competency	Course number(s)	Specific assessment opportunity
4. Demonstrate ethical research practices as pertains to data collection, data management, analysis, and interpretation.	EPID 7800 Fundamentals of Public Health Ethics	Five case studies
	BIOS 8200 Biostatistical Consulting I	All students are expected to complete CITI certification for human subjects research. Moreover, students are required to be actively engaged in journal club discussions of published papers focusing on ethical issues in human subjects research, and the ethical conduct of research.
5. Demonstrate ability to use computational approaches in the analysis of public health data.	BIOS 7400 Research Data Management and Computing	Homework 1 asks students to construct SAS libraries of data sets, use the contents procedure to summarize the contents of a SAS data set, and create formatted tables for selected data. Homework 2 asks students to obtain summary statistics, change names of variables, and label variables. Homework 3 asks students to SAS data sets based on subsets of the original data, and to create new variables based on dates, and convert continuous variables to categorical variables. Homework 4 asks students to merge data from multiple data sets, retaining only complete data. Homework 5 asks students to produce graphics, customizing axes labels, ranges and increments, stored by device type. The final project asks students to complete database management of public source data, and provide tables and graphics summarizing the contents of the data.
	BIOS 8010 Regression and Analysis of Variance	Homework 1 and 2 require regression diagnostics and fitting. Homework 3 requires students to produce added variable plots and to use them to evaluate the need for transformations in multiple regression fitting. Homework 3 requires students to evaluate three-dimensional plots to assess violations of linear regression assumptions and to choose appropriate transformations. Homework 4 requires students to calculate both numerator and denominator degrees of freedom for F-tests for analysis of variance designed experiments. Exam 1 requires regression diagnostics interpretation and familiarity with Cook's distances. Exam 2 requires students to solve problems based on multiple regression fitting and diagnostics output and to apply and interpret ANOVA for multiple regression with interactions. The final exam requires demonstration of knowledge of design, analysis and fitting for both ANOVA and regression, including basic ANOVA designs such as balanced block, balanced incomplete block, and factorial designs."

Table D17.3.2. Coverage of Competencies for MS Epidemiology and Biostatistics, Biostatistics (BIOS) Concentration

Competency	Course number(s)	Specific assessment opportunity
1. Critically review the statistical content of the public health and biomedical literature.	BIOS 7300 Master's Thesis	The Master's Thesis must include a literature review that critically evaluates currently available statistical methods within a domain of biostatistical research.

Competency	Course number(s)	Specific assessment opportunity
2. Consult with investigators in public health and biomedicine on the design of clinical trials, case-control studies, public health surveys, and other experimental and observational studies.	BIOS 8200 Biostatistical Consulting I	Students are required to complete a Final Project involving collaboration with researchers in public health. All students are expected to develop and implement a protocol for appropriate statistical analyses required to address the specific aims of those researchers. Students working at the PhD level should be able to work independently, with minimal input from the instructor. All students are required to demonstrate their communication skills using written and oral reports. First drafts of written reports are due one month before the last day of class. All students are required to edit their reports according to instructor comments, and submit a clean draft by the end of the semester. PhD students are also required to complete a grant-writing project including the development of a statistical analysis protocol and power analysis compatible with the grant's aims.
3. Demonstrate a command of the theoretical underpinnings of core biostatistical methods	STAT 6810 Probability Distributions	The two midterms and final exam require students to demonstrate proficiency in set operations, laws of probability, conditional probability and Bayes theorem, discrete and continuous distributions, bivariate and multivariate distributions, distributions of functions of random variables, sampling distributions, moment generating functions, laws of large numbers and the central limit theorem. The Biostatistics unit requires students to complete a qualifying exam after their first year of coursework which is the primary approach to assessing this competency within the department.
	STAT 6820 Statistical Inference	The midterm and final exam require students to demonstrate proficiency in the fundamentals of statistical inference including estimation, properties of estimators, confidence intervals, linear models and analysis of variance. The Biostatistics unit requires students to complete a qualifying exam after their first year of coursework which is the primary approach to assessing this competency within the department.
4. Critically evaluate and apply extant and new statistical methods.	BIOS 7300 Master's Thesis	The Master's Thesis should evaluate the performance of biostatistical methods using simulations and applications to public health or biomedical data.

Table D17.3.3. Coverage of Competencies for MS Epidemiology and Biostatistics, Data Analysis and Management (DAM) Concentration

Competency	Course number(s)	Specific assessment opportunity
1. Demonstrate proficiency in writing computer code	EPID 7500 Introduction to Coding in R, Data Science and Simulation for Public Health and the Life Sciences	Class homework and exercises, class project and peer review of R code.
	EPID/BIOS 8060 Modern Applied Data Analysis	"R Coding" Exercise, which asks students to work through multiple exercises to learn the basics of coding. All throughout the course, more coding is taught.
2. Demonstrate ability to apply sophisticated analysis methods to public health data	BIOS 8020 Linear and Generalized Linear Models	Midterm 1 considers a generalized linear model for graduate school admission data and asks students to describe the impact of over dispersion on the results. The final exam considers multinomial regression, ordinal logistic regression, and a zero-inflated Poisson regression model.
	EPID/BIOS 8060 Modern Applied Data Analysis	"Tree Fitting" Exercise and "Variable Selection" Exercise. These exercises ask students to apply modern analysis methods to data and learn how to use them appropriately.

Table D17.3.4. Coverage of Competencies for MS Epidemiology and Biostatistics, Epidemiology (EPID) Concentration

Competency	Course number(s)	Specific assessment opportunity
1. Evaluate surveillance programs, participate in an outbreak investigation, and design a valid survey instrument.	EPID 7410 Principles and Methods of Field Epidemiology I	Students apply the CDC recommendations for evaluating a surveillance system and submit a written report of their evaluation.
2. Demonstrate ability to design cohort and case-control studies to address a public health question, and appropriately analyze the resulting data.	EPID 8010 Regression and Analysis of Variance	Final project Exam 2
	EPID 8020 Linear and Generalized Linear Models	In class exercise Homework assignments Group project: design or conduct a case-control study to answer a research question and make sure important confounding factors are controlled in the design phase or during the analysis phase

Competency	Course number(s)	Specific assessment opportunity
2. Demonstrate ability to design cohort and case-control studies to address a public health question, and appropriately analyze the resulting data. (Continued)	EPID 7020 Introduction to Epidemiology II	A. A grant development final project is employed to simulate the role that epidemiologists and biostatisticians play in contributing to the health sciences. Students take the role as a co-investigator on a proposed research study targeting a major extramural grant mechanism charged with designing the recruitment, retention, measurement, and evaluation strategies. Students identify and proactively address anticipated issues of selection bias, measurement error, and confounding for an observational epidemiologic study of their choice and advise the principal investigator of cost/benefit tradeoffs to sample size determination and minimum detectable effects with an a priori power simulation procedure appropriate for the proposed data collection and study design. Students gain exposure to the development of and structure of specific aims and complementary research questions prepared for them and receive the opportunity to tailor prescriptive grant aims to their individual development activities in partnership with the instructor. B. Four in-class labs introduce students to software applications of contemporary epidemiologic methods. In these labs, students receive software code and real-world data to implement computational approaches for quantifying disease burden and population health disparities. C. Students receive four out-of-class opportunities to apply course methodological content to the design and evaluation of classic epidemiologic studies. The activities include 1) implementation of survival analysis strategies; 2) computation of and interpretation of measures of disease prevalence and incidence; 3) hand calculation and software-based (SAS and Stata) strategies for epidemiologic inference; 4) applied biostatistical significance testing; and 5) identification of theoretical sources of bias and approaches to minimize their direct impact on accurate quantification of exposure-disease relationships.

Table D17.3.5. Coverage of Competencies for MS Environmental Health Sciences (EHS) Concentration

Competency	Course number(s)	Specific assessment opportunity
1. Exhibit a strong foundation in the natural and physical sciences	EHSC 8150 Environmental Health Seminar	Students present their thesis is a public forum and are assessed by a committee of three faculty members who evaluate their core knowledge as part of the final assessment
	EHSC 7000 Master's Research	Students conduct bench or field research under the direction of a faculty member. Progress towards mastery of skills as well as progress toward gaining in-depth understanding of foundational disciplines is assessed through annual progress evaluation.
	EHSC 7300 Master's Thesis	Students analyze primary data and write thesis and much include demonstration of foundational knowledge. This is assessed by the faculty advisor as part of annual progress evaluation.

Competency	Course number(s)	Specific assessment opportunity
2. Use strong computer, communication and presentation skills, so to effectively analyze and communicate environmental health data to the public and their peers through written and oral communication methods	EHSC 8050	Communication skills through a) Three-minute thesis assignment; b) Elevator talk assignment; c) conference talk assignment; and d) peer review prospectus assignment.
	EHSC 8150 Environmental Health Seminar	Public presentation of master's thesis to demonstrate use of appropriate methods and analysis for fundamental research and effective communication of results. Builds on advisor mentorship in lab, field, or through data analysis as well as skills developed through specific elective courses.
3. Demonstrate skills in core areas of public and environmental health principles, epidemiology and biostatistics	EHSC 7010	This is primarily covered throughout the course and reinforced in multiple other topical areas (e.g., air, water, food, and pesticides). Assessed through exams and reinforced through multiple assignments.
	EHSC 8150 Environmental Health Seminar	Public presentation of master's thesis to demonstrate application of public health, statistical, and (where appropriate) epidemiological principles in the analysis and communication of research. Builds on advisor mentorship in lab, field, or through data analysis as well as skills developed through specific elective courses.
4. Employ in-depth knowledge in at least one technical area in environmental health	EHSC 8150 Environmental Health Seminar	Public presentation of master's thesis to demonstrate in depth knowledge of at least one core area of environmental health. Builds on advisor mentorship in the lab, field, or through data analysis, guidance and feedback via thesis committee, as well as skills developed through elective courses.
	EHSC 7300 Master's Thesis	Students analyze primary data and write thesis and must include demonstration of specialization within at least one core area of environmental health. This is assessed by the faculty advisor as part of annual progress evaluation.
5. Conduct original research in environmental health science, involving data collection, analysis and interpretation	EHSC 7000 Master's Research	Students conduct bench or field research under the direction of a faculty member. Progress towards development of implementation, and competition of a novel research project in is formally assessed through annual progress evaluation in addition to informal feedback on a day-to-day basis.
	EHSC 7300 Master's Thesis	Students collect, analyze, and interpret data collected during primary research (bench or field); the written thesis is evaluated for assessment through thesis defense and evaluation by the thesis committee.

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

The M.S. degrees in both Epidemiology and Biostatistics and in Environmental Health Science must take multiple research methods classes that focus on population health framework.

For the M.S in Epidemiology and Biostatistics, all students must take: *Fundamentals of Epidemiology (EPID 7020)*, three credits; *Research Data Management and Computing (BIOS 7400)*, three credits; *Regression and ANOVA (BIOS 8010)*, three credits.

For the M.S. in Environmental Health, I*ntroduction to Epidemiology (EPID 7010)*, or higher, for three credits, and BIOS 7010-7020 Introductory Biostatistics I and II (six credits total) are required for the degree.

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

M.S. in Epidemiology or Biostatistics

For an M.S. in Epidemiology and Biostatistics, a candidate must submit a thesis that shows independent judgment in developing and addressing a research question. The thesis shall be written under the direction of the chair of the student's master's advisory committee. The chair is responsible for mentoring the student through the steps and procedures of the research project. Other members of the advisory committee should be engaged by the student as the need arises. The thesis must be approved by the chair of the student's advisory committee. The committee members must have three weeks to read and evaluate the completed thesis prior to its final defense.

A final oral defense of the thesis is required of all candidates. All members of the advisory committee must be present for the entire defense period and must vote to either agree to or dissent from the candidate's thesis approval. Thesis approval can only proceed with no more than one dissenting vote.

The Graduate School must receive the Final Defense Approval form and an electronic submission of the corrected thesis prior to graduation.

M.S. in Environmental Health

The thesis is the final component of a series of academic experiences that culminate in the awarding of the M.S. degree in Environmental Health. The thesis fulfills four major functions:

1. it presents original research or scholarship;
2. it demonstrates the student's ability to understand and critically evaluate the literature of the field;
3. it reflects the student's mastery of appropriate research methods and tools; and
4. it shows that the student can address a major problem, arrive at successful conclusions and document the results. The findings of a thesis should be worthy of publication in a refereed journal or other scholarly medium.

Candidates for a M.S. degree must submit the thesis to the Major Professor for approval, and recommendations. Thereafter, a near final form of the thesis or dissertation will be prepared and submitted to all committee members two weeks prior to the final oral exam. The final draft may be prepared after the examination.

The oral examination is preceded by a presentation from the student and requires the presence of the student, all graduate committee members, and the major professor. If any of these individuals cannot attend the presentation, the oral examination will be rescheduled. No oral examination can be conducted separately with individual committee members.

The student will be required to submit one PDF-formatted electronic version of the thesis to the Graduation Office for a format check (http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-guidelines/format-check/). A signed defense results form is required in the Graduation Office before the corrected copy will be checked or accepted as official (https://gradweb01.cc.uga.edu/wp-content/uploads/2019/05/body_apprform_V1.pdf).

The final thesis copy, which is submitted electronically with all corrections after the defense result is received, will be considered the official copy. The file will be electronically submitted to the Main Library after all degree requirements are met. No paper copies are accepted in lieu of electronic submission. Instructions for the preparation of the thesis are available via the Graduate School's website.

The delivery of the thesis to the committee members, scheduling of the defense with the department and the graduate school, and notification to the committee members of the defense date, is the sole responsibility of the student and the Major Professor. All deadlines are communicated to students by the Graduate School at the start of each term. The student may provide a bound copy of the final thesis to EHS and to the student's Major Professor. Students should discuss these requirements with their major professor.

Both of these M.S. degrees must adhere to the policies and procedures of the UGA Graduate School, found here.

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

Handbooks that contain the full list of policies and procedures of the final master's thesis for each degree program are located in ERF H.1.1 and linked in the text of H1.3.

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

Samples of approved theses for the MS Environmental Health and MS Biostatistics, are located in ERF D17.7.1. Samples of approved theses for the Master of Science in Epidemiology and

Biostatistics in the areas of emphasis for Data Analytics and Management as well as Epidemiology are not yet available, as students have not had sufficient time to produce these works.

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

As stated in section D17.2, all incoming graduate students who do not have previous public health credentials are required to take *PBHL 7100-Fundamentals of Public Health* as a part of their co-requisite coursework. The course is offered every spring semester, and the typical student takes it the second semester of their first year in their graduate studies. Students with previous public health background will be expected to already have obtained the foundational skills listed in Table D17.2.1.

9) Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus.

The syllabi for courses identified in the tables above are located in ERF D17.9.1.

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

Strengths

- The College's academic public health master's degrees are in a constant state of assessment. Because of this, the Department of Epidemiology and Biostatistics has created a new curriculum for their MS programs. The MS in Environmental Health is a well-established program, but this degree is also being assessed by the Department each year. The MS programs in the College are also evaluated at UGA through the yearly Assessment of Student Learning Outcomes (SLO), so the departments can amend their programs as needed.
- A fundamental principle of the assessment of academic programs is that the process of assessing Student Learning Outcomes (SLOs) must be continuous and provide evidence of changes or improvement of the academic program based on analysis of the results.
- In addition to the yearly assessment at the university level, the College requires departments to have a curriculum review committee to understand the changing needs of curriculum, and adjust assignments and courses as needed. Courses are also regularly monitored through the University's Course Approval Process Automation (CAPA). This process is for the creation and revision of courses that are in the College curriculum. This helps ensure that all courses are relevant to the degree program and have the appropriate competencies, and their assessments are mapped accordingly.

Weaknesses or Plans for Improvement

- In 2020, the M.S. in the Department of Epidemiology and Biostatistics underwent significant curricular and programmatic changes. This included consolidating the previous M.S. of Biostatistics into an M.S. of Biostatistics and Epidemiology. The students can choose an area of emphasis in one of the following: Biostatistics, Epidemiology, or Data Analysis and Modeling.

- The new competencies and assessment maps were submitted for CEPH approval for each of these new tracts in 2020. The program enrolled its first set of students under this new model in the Fall of 2020. The College will continue to monitor these new curricula closely as students move through the new program.

D18. Academic Public Health Doctoral Degrees

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

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

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

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

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

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

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

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

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

   The following tables detail the core curricular requirements for the Doctorate in Epidemiology and Biostatistics, as well as the specific coursework for the three available areas of emphasis, biostatistics, data analysis and modeling, and epidemiology. The shaded content indicates courses designed expressly for doctoral students and are not associated with completion of a master's degree. In addition to the requirements outlined below, students without prior public health exposure via relevant degree programs, course content, or professional work experience are required to take *PBHL 7100-Fundamentals of Public Health*, to introduce public health foundational knowledge, in their first year.

Table D18.1.1. Requirements for PhD Epidemiology and Biostatistics Core Coursework – All Concentrations

Course Name	Course Number	Credits
Regression and ANOVA	BIOS 8010	3
Linear and Generalized Linear Models	BIOS 8020	3
Longitudinal Data Analysis	BIOS 8030	3
Cohort Study Design	EPID 8010	3
Case-Control Study Design	EPID 8020	3
Graduate Seminar	EPID/BIOS 9100	1 (2 times)
Ethics Seminar	EPID 7800	1
Graduate Teaching Seminar	GRSC 7770	3

Table D18.1.2. Core Requirements for the Area of Emphasis in BIOS

Course Name	Course Number	Credits
Advanced Biostatistical Methods	BIOS 8040	3
Biostatistical Consulting Project	BIOS 8200	3
Advanced Biostatistical Inference	BIOS 8310	3
Asymptotic Biostatistical Inference	BIOS 8320	3

Table D18.1.3. Core Requirements for the Area of Emphasis in DAM

Course Name	Course Number	Credits
Introduction to SAS and Data Management	BIOS 7400	3
Introduction to Coding in R for Public Health	EPID 7500	3
Biostatistical Consulting Project	BIOS 8200	3
Modern Applied Data Analysis	EPID/BIOS 8060	3

Table D18.1.4. Core Requirements for the Area of Emphasis in EPID

Course number	Course name	Credits
EPID 8500	Infectious Disease Epidemiology	3
EPID 8400	Chronic Epidemiology	3
EPID 8040	Clinical Trials	3
EPID 8050	Integrated Research Design	3

The following tables detail the core curricular requirements for the Doctorate in Environmental Health Science and Health Promotion and Behavior. The shaded content indicates courses designed expressly for doctoral students and are not associated with completion of a master's degree. In addition to the requirements outlined below, students without prior public health exposure via relevant degree programs, course content or professional work experience are required to take PBHL 7100, to introduce Public Health Foundational Knowledge, in their first year.

Table D18.1.5. Core Requirements for the PhD Environmental Health Science

Course Name	Course Number	Credits
Fundamentals of Environmental Health Science	EHSC 7010	3
Introduction to Public Health	PBHL 7100	3
Advanced Topics in Environmental Health Science I	EHSC 8010	3
Responsible Conduct of Research	GRSC 8550	3
Proseminar in Environmental Health	EHSC 8050	3
Environmental Health Seminar	EHSC 8150	1
Graduate Seminar in Environmental Health Research	EHSC 8030	1
Biostatistics (any advanced course)*	BIOS/STAT 8XXX	3

Table D18.1.6. Core Requirements for the PhD Health Promotion and Behavior

Course Name	Course Number	Credits
Critique of the Literature in Health Promotion	HPRB 9630	3
Research Methods in Health Promotion and Behavior I/II	HPRB 8510/8520	6
Theory and Research in Health Behavior	HPRB 8420	3
Intervention and Evaluation of Health Promotion and Disease Prevention	HPRB 8430	3

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

All incoming graduate students who do not have previous public health credentials are required to take *PBHL 7100-Fundamentals of Public Health*, as a part of their prerequisite coursework. The course is offered every spring semester, and the typical student takes it the second semester of their first year in their graduate studies. Students with previous public health background will be expected to already have obtained the foundational skills listed below.

Table D18.2.1. Foundational Public Health Content Coverage for Master of Science Degree Programs

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
1. Explain public health history, philosophy and values	PBHL 7100: Introduction to Public Health	Modules 1 and 2: Lecture: Introduction to Public Health Chapter 1 and Public Health History and Controversies Chapter 2 Videos: Cholera Outbreak and Semmelweis; Framingham, and Pellagra Prison Experiments Small Group Discussion: What is Public Health? Using Zika as an example, discuss how this issue that have affected our public health at local, regional, national, and global levels? Quizzes: Chapters 1 and 2
2. Identify the core functions of public health and the 10 Essential Services	PBHL 7100: Introduction to Public Health	Module 3: Lecture: Chapter 3 Public Health Workforce/State and Local Public Health Assignment: Local and National impacts of bans (smoking, Soda, vending machines, etc.) Discussion: Select a public health agency and discuss its functions using the 10 essential services model Quiz: Chapter 3
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PBHL 7100: Introduction to Public Health	Module 5: Lecture: Epidemiology Principles and Methods Discussion: Analysis Georgia Public Health Case Studies with computations of morbidity/mortality rates, survival rates Assignment: Review studies, select type, and calculate OR/RR, or define themes

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PBHL 7100: Introduction to Public Health	Module 4: Lecture: Chapter 4 What is Epidemiology and Chapter 5 Epidemiologic Data and Studies Discussion: visit CDC's National Vital Statistics System to pull National Mortality Trends Assignment: Visit OASIS website and make tables and GIS maps of GA county level data chosen by your group. Quizzes: Chapters 4 and 5
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	PBHL 7100: Introduction to Public Health	Module 8: Lecture: Chapter 14 Social and Behavioral Sciences in Public Health and supplemental material on screening Discussion: Identify and critically analyze HP programs that are primary, secondary, or tertiary prevention. Quiz: Chapter 14 and supplemental Screening
6. Explain the critical importance of evidence in advancing public health knowledge	PBHL 7100: Introduction to Public Health	Module 9: Lecture: Screening cont'd, using evidence to drive public health recommendations Discussions: Review 3 Case-Studies on Breast, Prostate, Colon Cancer Screening. Critically analyze current PH screening recommendations and discuss your thoughts on the evidence/practice. Assignment: Outline series of studies and events leading up to the Masters Settlement Agreement Midterm: Modules 1-5, 8, 9
7. Explain effects of environmental factors on a population's health	PBHL 7100: Introduction to Public Health	Module 11: Lecture: Chapter 20 Clean Environment, Chapter 22 Clean Water, and Chapter 23 Clean Air Discussion: Case-Studies on Fresh Kills Landfill and Water Recycling Assignment: Research paper on Flint, MI Water Crisis (build a case study) Quizzes: Chapters 20, 21, 22, 23
8. Explain biological and genetic factors that affect a population's health	PBHL 7100: Introduction to Public Health	Module 10: Lecture: Chapter 11 Biomedical Basis of Chronic Diseases Discussion: Critically analyze case-studies on Cystic Fibrosis and Sickle Cell Anemia to provide a full profile of factors that affect population health (burden of disease, risk factors, screening/treatments, etc. Quiz: Chapter 11

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
9. Explain behavioral and psychological factors that affect a population's health	PBHL 7100: Introduction to Public Health	Modules 6 and 7: Lecture: Chapter 14 How Psychosocial Factors Affect Health and Health Behavior Assignment and Discussion: Utilize TTM to develop Health Promotion program that addresses behavioral change. Examples, smoking cessation, STI prevention, weight management program Quiz: Chapter 14
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	PBHL 7100: Introduction to Public Health	Module 14: Lecture: Revisit Chapter 14 Health and Minorities section, Chapter 26 Healthcare Systems, and Chapter 27 Reform Discussion: Public health as a safety net in Healthcare inequities. Discuss Role of Federally funded Public Health Departments, Medicaid, and CHIP in PH. Assignment: Utilizing diseases that disproportionately affect certain populations, examine how economic inequalities may impact population level health. May include any or all regarding access, barriers, and mistrust. Quiz: US Healthcare Systems structure
11. Explain how globalization affects global burdens of disease	PBHL 7100: Introduction to Public Health	Not covered separately in this course. Discussed throughout when discussing Infection Disease, Burden of Disease, and the Public Health infrastructure (WHO, CDC, etc.).
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	PBHL 7100: Introduction to Public Health	Modules 12 and 13: Lecture: Chapter 9 Conquest of Infectious Disease and Chapter 10 Reemergence of Infectious Disease Discussion: Assess and analyze various modes of transmission for infectious disease. Example: Elimination vs. Eradication, the role of disease reservoirs. Assignment: Complete a research paper on one infectious disease that has reemerged due to loss of vaccine.

3) Provide a matrix, in the format of Template D18-2, that lists competencies for each relevant degree and concentration. The matrix indicates at least one assessment activity for each of the listed competencies. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the introductory public health learning objectives defined in this criterion.

Table D18.3.1. Coverage of Competencies for PhD Epidemiology and Biostatistics, All Areas of Emphasis

Competency	Course number(s)	Specific assessment opportunity
1. Improve the quality of public health and biomedical investigations through the use of sound study design and the appropriate application of state-of-the-art modeling, data analysis and biostatistical methods.	BIOS 8010 Regression and Analysis of Variance	Homework 1 and 2 require regression diagnostics and fitting. Homework 3 requires students to produce added variable plot and to use them to evaluate the need for transformations in multiple regression fitting. Homework 3 requires students to evaluate three-dimensional plots to assess violations of linear regression assumptions and to choose appropriate transformations. Homework 4 requires students to calculate both numerator and denominator degrees of freedom for F-tests for analysis of variance designed experiments. Exam 1 requires regression diagnostics interpretation and familiarity with Cook's distances. Exam 2 requires students to solve problems based on multiple regression fitting and diagnostics output and to apply and interpret ANOVA for multiple regression with interactions. The final exam requires demonstration of knowledge of design, analysis and fitting for both ANOVA and regression, including basic ANOVA designs such as balanced block, balanced incomplete block, and factorial designs.
	BIOS 8020 Linear and Generalized Linear Models	The final exam asks students to interpret results of multinomial, proportional odds, and zero-inflated Poisson regression models.
	BIOS 8030 Longitudinal Data Analysis	Homework 1 asks students to explore correlations among repeated measures in a randomized experiment exploring the impact of various insulin mixtures on blood sugar levels. Homework 2 asks students to compare split-plot ANOVA and MANOVA for repeated measures of log CD4 counts in subjects randomly assigned to two drug therapies. Homework 3 asks students to compare various models for correlations among repeated measures of blood lead levels in a chelation experiment aimed at reducing lead levels among children in an inner-city housing project. Homework 4 asks students to explore random slopes models for repeated measures of blood lead levels in the chelation experiment. Homework 5 asks students to explore alternative mixed-effects models for repeated measures of platelet inhibition from a randomized experiment assigning myocardial infarction and angina patients to two drugs inhibiting aggregation of platelets in blood. Homework 6 asks students to explore Poisson regression models for a clinical trial investigating the impact of beta-carotene on repeated observations of annual skin cancer counts.

Competency	Course number(s)	Specific assessment opportunity
1. Improve the quality of public health and biomedical investigations through the use of sound study design and the appropriate application of state-of-the-art modeling, data analysis and biostatistical methods. (continued)	EPID 8010 Regression and Analysis of Variance	Final Project Exam 1 Exam 2 Final Project Exam 1 Exam 2
	EPID 8020 Linear and Generalized Linear Models	In class exercise Homework assignments
2. Train epidemiologists, data scientists and biostatisticians to respond to future challenges in public health, to educate future generations of students in the field, and to provide service to the community.	GRSC 7770 Graduate Teaching Seminar	1. Teaching demonstrations 1 and 2: Students conduct two 10-12-minute mini teaching lessons on an introductory topic in Epidemiology or Biostatistics. They also develop and submit a lesson plan, assignment description, and assessment rubric along with their teaching demonstration. They prepare a one-page self-reflection after each teaching demonstration. Students use critique and feedback after their first teaching demonstration in order to improve their second teaching demonstration. 2. Teaching observations and reflections: Students observe two graduate classes taught by faculty within and outside of the College of Public Health, including the instructor, students, classroom environment, and interactions. They then write a short paper reflecting on their observations in each class, including what they noticed or thought about in relation to their own teaching practices/style and connecting their observations to topics we discussed in class. 3. Teaching statements: Students develop a 1-2 page teaching statement that describes their teaching philosophies (how and why they teach) over the course of the semester. First, they develop 5-10 key points they could include in your teaching statement. Later, they develop a 1-2 page teaching statement based on their list of bulleted key points, observations, presentations, and other content covered in the course. 4. Facilitation of class discussion: Each student leads a 30-35 minute informative and dialogue-generating discussion about a topic relevant to our 7770 course. Discussions can include activities, some lecture, and pre-readings. The main emphasis for the facilitator is on helping the class come to a better understanding of the topic and scholarly evidence related to the topic through class participation and discussion. Each facilitator also develops 3-5 learning objectives for the discussion.

Competency	Course number(s)	Specific assessment opportunity
3. Evaluate and synthesize primary research literature to appraise the state of knowledge in an area of public health.	EPID 8010 Regression and Analysis of Variance	Final Project
	EPID 8050 Integrating Research Designs	1. Evaluate the evidence for mask use to prevent the spread of COVID19 using counterfactual models and analysis. 2. Perform meta-analysis and then apply causal analysis to appraise the quality and level of evidence.
	EPID 8500 Infectious Disease Epidemiology	1. Choose and infectious disease and perform a meta-analysis of the use of vaccines to control the disease. 2. Write an essay to demonstrate why contact tracing fails to control most infectious diseases. 3. Identify a controversial intervention to prevent or treat an infectious disease and assess the quality of information to support or refute the use of the intervention.
	EPID 8020 Linear and Generalized Linear Models	In class exercise; Homework assignments; Group project: develop a research question
4. Demonstrate and practice ethical research as it pertains to all aspects of data collection, management, analysis, and interpretation. This includes ethical and legal principles as they pertain to the collection, maintenance, use, and dissemination of data.	EPID 7800 Fundamentals of Public Health Ethics	Five case studies
5. Communicate effectively with lay audiences, with investigators in public health and other biomedical researchers.	EPID 7800 Fundamentals of Public Health Ethics	Student-led presentations
	EPID/BIOS 9100	Session on 'giving effective talks/presentations'

Table D18.3.2. Coverage of Competencies for PhD Epidemiology and Biostatistics, Biostatistics Concentration

Competency	Course number(s) or other educational requirements	Specific assessment opportunity
1. Evaluate and critique core biostatistical methods including their large- and small-sample inferential properties, computational algorithms, and their strengths and limitations.	BIOS 8040 Advanced Biostatistics	In presentations 1-4, each covering a different research topic, students are asked to explain the theoretical underpinnings of recently developed methods for biostatistical analyses. For software topics 1-4 and the course final project, students are required to construct statistical programs for implementing modern methods and apply them to biomedical and public health data sets.
2. Demonstrate proficiency in the theoretical foundations of biostatistics including probability theory and statistical inference.	BIOS 8310 Advanced Biostatistical Inference	In the final exam, students are asked to prove results regarding modes of convergence of random variables, derive the maximum likelihood estimator for a specific example and prove its consistency and approximate normality, construct likelihood ratio tests, and evaluate the limiting power of a hypothesis test.
	BIOS 8320 Asymptotic Biostatistical Inference	Homework assignments 1-2 require students to use the delta method to prove approximate normality of functions of parameter estimators. In homework assignments 3-5, students are required to construct likelihoods for discrete and continuous distributions, and censored and truncated data. In homework assignments 4-5 students are required to construct marginal likelihoods for observed data in mixed-effects models. In homework assignments 6-9 are required to demonstrate conditions under which maximum likelihood and M-estimators in general are consistent and approximately normally distributed. In Homework 10, students are required to describe large-sample properties of U-statistics including the sample mean, sample variance, cumulative distribution function and Gini difference.

Competency	Course number(s) or other educational requirements	Specific assessment opportunity
3. Work independently as a collaborator with researchers in public health and biomedicine on all aspects of study design including power analysis, on appropriate use and implementation of state-of-the-art biostatistical methods, and publishing results.	BIOS 8200 Biostatistical Consulting I	Students are required to complete a final project involving collaboration with researchers in public health. All students are expected to develop and implement a protocol for appropriate statistical analyses required to address the specific aims of those researchers. Students working at the PhD level should be able to work independently, with minimal input from the instructor. All students are required to demonstrate their communication skills using written and oral reports. First drafts of written reports are due one month before the last day of class. All students are required to edit their reports according to instructor comments and submit a clean draft by the end of the semester. PhD students are also required to complete a grant-writing project including the development of a statistical analysis protocol and power analysis compatible with the grant's aims.
4. Critically review the statistical and biostatistical literature on new and innovative methods with applications in public health and biomedicine.	BIOS 8040 Advanced Biostatistics	Reading assignments 1-4, each covering a different research topic, require students to evaluate various statistical approaches in the literature.

Table D18.3.3. Coverage of Competencies for PhD Epidemiology and Biostatistics, Data Analysis and Modeling Concentration

Competency	Course number(s)	Specific assessment opportunity
1. Analyze epidemiologic data using valid statistical or mathematical methods to draw appropriate inferences from the results.	EPID 7500 Introduction to Coding in R, Data Science and Simulation for Public Health and the Life Sciences	Independent project and class presentation including write a one-page summary of the public health problem, data source and analysis.
	EPID/BIOS 8060 Modern Applied Data Analysis	Data analysis course project, which requires students to come up with and perform a complete analysis and communicate results in the form of a written report/paper.
2. Collect, organize, and manage data to ensure data integrity.	BIOS 8060 Modern Applied Data Analysis	Data analysis exercise, which asks students to work through the set up and use of a reproducible approach to data organization and management.
	BIOS 7400 Research Data Management and Computing	Project: Identify a data set of interest, apply appropriate data management techniques, analyze the data and report the results to answer epidemiological questions.
	BIOS 8200 Biostatistical Consulting I	Students are required to complete a Final Project involving collaboration with researchers in public health. All students are expected to develop and implement a protocol for appropriate statistical analyses required to address the specific aims of those researchers. Students working at the PhD level should be able to work independently, with minimal input from the instructor. All students are required to demonstrate their communication skills using written and oral reports. First drafts of written reports are due one month before the last day of class. All students are required to edit their reports according to instructor comment and submit a clean draft by the end of the semester. PhD students are also required to complete a grant-writing project including the development of a statistical analysis protocol and power analysis compatible with the grant's aims.
3. Define meaningful data analysis questions and assess the feasibility of answering these questions with the available data.	BIOS 8060 Modern Applied Data Analysis	Data analysis course project, which requires students to come up with and perform a complete analysis and communicate results in the form of a written report/paper.
4. Efficiently implement and perform modern data analyses and communicate results to a variety of stakeholders.	BIOS 8060 Modern Applied Data Analysis	Data analysis course project, which requires students to come up with and perform a complete analysis and communicate results in the form of a written report/paper.

Table D18.3.4. Coverage of Competencies for PhD Epidemiology and Biostatistics, Epidemiology Concentration

Competency	Course number(s)	Specific assessment opportunity
1. Choose valid observational or interventional study designs, data sources, and analytic methods to answer epidemiological questions	EPID 8040 Clinical Trial Methods, Implementation, and Analysis	In-class exam Final project 1: Write a proposal for a clinical trial that would answer a public health research question Homework: Analysis of example clinical trial data Final project 2: Describe in a clinical trial proposal what statistical methods would be employed in the development stage (power calculation) and analysis phase.
	EPID 8050 Integrating Research Designs	1. Write an essay that compares and contrasts experimental and observation approaches to answer epidemiologic questions with special emphasis on causal designs. 2. Write the Methods section of a grant to justify the choice of study design. 3. Analyze a dataset using both associational and causal models, and then contrast the findings.
	EPID 8500 Infectious Disease Epidemiology	1. Write a grant application to evaluate a new diagnostic test for an infectious disease. 2. Write a grant to determine the natural history of an infectious disease. 3. Write a grant to determine the efficacy and safety of a new vaccine. 4. Write a grant to assess the effectiveness of a new vaccine.
	EPID 8400 Epidemiology of Chronic Disease	Issue Brief: Pick one or two complications of your favorite chronic disease. Advocate for a program of prevention for those complications.
2. Apply key sources of epidemiologic data to inform programmatic and research activities	EPID 8500 Infectious Disease Epidemiology	1. Identify and review the leading publications/journals in infectious diseases. 2. Propose a life-long strategy for staying up-to-date with developments in infectious diseases. 3. Identify a suite of public databases that may be used to evaluate effectiveness of vaccines to prevent infectious diseases.
3. Lead and manage a research team to conduct an epidemiologic study	EPID 8500 Infectious Disease Epidemiology	1. Design surveillance program for new infectious disease like COVID-19. 2. Design a phase IV, post-licensure study to evaluate the effectiveness of new vaccines such as the array for vaccines available for COVID-19. 3. Design a phase IV, post-licensure study to evaluate the safety of new vaccines such as the array for vaccines available for COVID-19. 4. Design a study to evaluate the effectiveness of wearing masks to control the SARS-CoV-2 pandemic.
	EPID 8400 Epidemiology of Chronic Disease	Student-led presentation and leadership of an assigned topic

Competency	Course number(s)	Specific assessment opportunity
4. Articulate research questions in epidemiology that address critical problems in public health	EPID 8050 Integrating Research Designs	Identify 10 problems in public health where the evidence for current practice is not sufficient.
	EPID 8500 Infectious Disease Epidemiology	Identify 10 problems in infectious disease where the evidence for current practice is not sufficient. State the research questions that are needed to address these gaps in information.

Table D18.3.5. Assessment of Competencies for PhD in Health Promotion and Behavior

Competency	Course number(s) and name(s)	Assessment opportunity
1. Analyze and interpret research results and epidemiological data to identify research questions, knowledge gaps, and methodological shortcomings that if addressed, hold potential for advancing our understanding of public health problems.	HPRB 9630 Critique of Literature in Health Promotion and Behavior	Summarizing articles for systematic review: Each week the student should review approximately six articles related to their topic and summarize and report those articles to the class. Most of the reviewed studies must be a data-based study. The articles will be summarized in a table that the student will build during the semester, as well as a flow chart assignment. The flow chart will be generated by systematically producing a visual representation of the method that you used to determine your final articles for the systematic review. The flow chart will be based off of: 1) database selections; 2) key words; 3) inclusion criteria; and 4) exclusion criteria.
	HPRB 8510 Research Methods in Health Promotion and Behavior I	"Needs Assessments Yield Research Questions" exercise: Students will begin the assignment with a general topic area and will use a large data source to conduct an informal needs assessment with those data. Based on the results of the needs assessment, students will develop a research question that can be answered using public health research methods.

Competency	Course number(s) and name(s)	Assessment opportunity
2. Design research studies based on theories of behavior and social change that address important empirical questions related to health behavior, disease and injury prevention.	HPRB 8420 Theory and Research in Health Behavior	Program plan and intervention training manual: Students are required to develop a complete program plan and intervention training manual for a target population. The program plan assignment includes a needs assessment (background literature and statement of the problem; and development of assessment materials to assess needs of target population); logic model; program mission statement; program goals and objectives; guiding theoretical framework including a conceptual map that outlines in detail concepts, constructs, and variables and how they are operationalized in their program; implementation plan; marketing plan; and a complete evaluation plan (formative, process, impact, and summative; development of evaluation materials;). Each aspect of this assignment must be guided by theory and include appropriate methodology to execute the plan. If students have completed a program plan and intervention training manual previously, they can choose to develop a: 1b. *Research protocol* in the form of a pilot intervention grant (R34). Students who choose this option are required to create a full NIH style R34 grant application based on a previous program plan and intervention manual they have created. The grant assignment includes a full approach section which describes the research design and methods, including details about how the research will be carried out. Students also must choose a theory as their guiding framework for the grant and describe (in detail) how the chosen theory maps onto their intervention by drawing a model that includes concepts, constructs, and variables and how they are operationalized in their program.
	HPRB 8510 Research Methods in Health Promotion and Behavior I	Research Design Exercise, Parts 1 and 2: Students will expand on the "Needs Assessments Yield Research Questions" exercise and design two sets of studies. In Part 1, students will design a study using a formative research methodology (interview, focus group or survey) to empirically test a hypothesis that will facilitate the design of a clinical trial. In Part 2, students will design a pilot clinical trial based on their needs assessment and Part 1 formative trial.
	HPRB 8520 Research Methods in Health Promotion II	Research Design Exercise, Parts 1 and 2: Students will design an implementation study for a hypothetical healthcare system that takes into account the organizational culture and climate of that system.

Competency	Course number(s) and name(s)	Assessment opportunity
3. Utilize appropriate research designs, data collection strategies, and quantitative and qualitative analytic methods to conduct research on health behavior and disease and injury prevention	HPRB 8510 Research Methods in Health Promotion and Behavior I	Research Design Exercise, Parts 1 and 2: Students will expand on the "Needs Assessments Yield Research Questions" exercise and design two sets of studies. In Part 1, students will design a study using a formative research methodology (interview, focus group or survey) to empirically test a hypothesis that will facilitate the design of a clinical trial. In Part 2, students will design a pilot clinical trial based on their needs assessment and Part 1 formative trial.
	HPRB 8520 Research Methods in Health Promotion II	Research Design Exercise, Parts 1 and 2: Students will design an implementation study for a hypothetical healthcare system that takes into account the organizational culture and climate of that system. 3) Power and sample size exercise: Students will learn basics of power analyses, sample size determinations and the relation between alpha and beta, and type I and type II error. Students will conduct a power analysis for a hypothetical data set.
	HPRB 8430 Intervention and Evaluation of Health Promotion and Disease Prevention	Evaluation Plan: Students engage with professionals in university or community programs to identify program needs and develop an evaluation plan to guide program evaluation data collection. Students will then use appropriate formative, quasi-experimental, and experimental methods to collect evaluation data to evaluate an ongoing university or community program. Students are expected to integrate ethical practice and cultural sensitivity while conducting the evaluation. Formative, Process and Summative Evaluation data report: Students collect and analyze evaluation data and compile results into a report in preparation for dissemination activities.
4.Choose appropriate scholarly communication channels to share research results, disseminate evidence-based strategies and approaches, and otherwise share in the critical exchange of ideas and solutions pertinent to health behavior and disease and injury prevention.	HPRB 9630 Critique of Literature in Health Promotion and Behavior	Presentation of material: At the conclusion of the semester, students will present the material collected for their systematic review in three ways: 1) as a scientific presentation for a professional conference; 2) Aa an information session for a community group; and 3) as a persuasion piece for a government group that has influence on health policies

Competency	Course number(s) and name(s)	Assessment opportunity
5. Collaborate with other public health researchers and professionals through team-based project work or through processes of peer review and feedback.	HPRB 8510 Research Methods in Health Promotion and Behavior I; and HPRB 8520 Research Methods in Health Promotion II	Mock Focus Group Exercise (8510): Students will work together to design a focus group, with volunteer faculty members as focus group participants. Participants will work collaboratively to design all focus group tasks, and to execute the session and analyze the data. Survey Development Exercise (Begins in 8510, continues into 8520): Students will design a survey to answer a formative data question. Students will then administer the survey and compute reliability and, if possible, validity on the survey items. Students will also conduct a factor analysis to determine which items would remain on a second iteration of the survey.
	HPRB 8430 Intervention and Evaluation of Health Promotion and Disease Prevention	Evaluation Plan: Students engage with professionals in university or community programs to identify program needs and develop an evaluation plan to guide program evaluation data collection. Students will then use appropriate formative, quasi-experimental, and experimental methods to collect evaluation data to evaluate an ongoing university or community program. Students are expected to integrate ethical practice and cultural sensitivity while conducting the evaluation. Final Evaluation Written Report: Students prepare a written report of program evaluation results and recommendations based on these results for dissemination back to university and/or community stakeholders. Students are expected to integrate ethical practice and cultural sensitivity in preparing the report. Final Evaluation Stakeholder Presentation: Students will prepare and present a formal oral presentation to program stakeholders reviewing evaluation findings and recommendations. Students are expected to integrate ethical practice and cultural sensitivity while presenting the findings.

Competency	Course number(s) and name(s)	Assessment opportunity
6. Integrate principles of good ethical practice and cultural sensitivity in all aspects of research, teaching, and professional practice.	HPRB 8430 Intervention and Evaluation of Health Promotion and Disease Prevention	Evaluation Plan: Students engage with professionals in university or community programs to identify program needs and develop an evaluation plan to guide program evaluation data collection. Students will then use appropriate formative, quasi-experimental, and experimental methods to collect evaluation data to evaluate an ongoing university or community program. Students are expected to integrate ethical practice and cultural sensitivity while conducting the evaluation. Final Evaluation Written Report: Students prepare a written report of program evaluation results and recommendations based on these results for dissemination back to university and/or community stakeholders. Students are expected to integrate ethical practice and cultural sensitivity in preparing the report. Final Evaluation Stakeholder Presentation: Students will prepare and present a formal oral presentation to program stakeholders reviewing evaluation findings and recommendations. Students are expected to integrate ethical practice and cultural sensitivity while presenting the findings.
7. Prepare research proposals that are guided by behavioral theory and include appropriate research methodology.	HPRB 8510 Research Methods in Health Promotion and Behavior I	CITI Training: Students are required to complete CITI training as a part of this class. Needs Assessments Yield Research Questions exercise: Students will be required to demonstrate that their research question is applicable to the culture and population in which they wish to collect data.
	HPRB 8520 Research Methods in Health Promotion II	Research Design Exercise: Students must demonstrate a knowledge of cultural and organizational awareness in the mock system for which they design the intervention.

Competency	Course number(s) and name(s)	Assessment opportunity
7. Prepare research proposals that are guided by behavioral theory and include appropriate research methodology.	HPRB 8420 Theory and Research in Health Behavior	Program plan and intervention training manual: Students are required to develop a complete program plan and intervention training manual for a target population. The program plan assignment includes a needs assessment (background literature and statement of the problem; and development of assessment materials to assess needs of target population); logic model; program mission statement; program goals and objectives; guiding theoretical framework including a conceptual map that outlines in detail concepts, constructs, and variables and how they are operationalized in their program; implementation plan; marketing plan; and a complete evaluation plan (formative, process, impact, and summative; development of evaluation materials;). Each aspect of this assignment must be guided by theory and include appropriate methodology to execute the plan. If students have completed a program plan and intervention training manual previously, they can choose to develop a research protocol in the form of a pilot intervention grant (R34). Students who choose this option are required to create a full NIH style R34 grant application based on a previous program plan and intervention manual they have created. The grant assignment includes a full approach section which describes the research design and methods, including details about how the research will be carried out. Students also must choose a theory as their guiding framework for the grant and describe (in detail) how the chosen theory maps onto their intervention by drawing a model that includes concepts, constructs, and variables and how they are operationalized in their program.
	HPRB 8510 Research Methods in Health Promotion and Behavior I; and HPRB 8520 Research Methods in Health Promotion II	"Needs Assessments Yield Research Questions" exercise: Students will begin the assignment with a general topic area and will use a large data source to conduct an informal needs assessment with those data. Based on the results of the needs assessment, students will develop a research question that can be answered using public health research methods. Research Design Exercise, Parts 1 and 2: Students will design an implementation study for a hypothetical healthcare system that takes into account the organizational culture and climate of that system. 3) Power and sample size exercise: Students will learn basics of power analyses, sample size determinations and the relation between alpha and beta, and type I and type II error. Students will conduct a power analysis for a hypothetical data set.

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

PhD in Epidemiology and Biostatistics

The PhD in Epidemiology and Biostatistics has many courses that are needed to address the variety of public health research methods. The following courses are required by all students in any of the concentrations:

BIOS 8010 3	Regression and ANOVA
BIOS 8020 3	Linear and Generalized Linear Models
BIOS 8030 3	Longitudinal Data Analysis
EPID 8010 3	Cohort Study Design
EPID 8020 3	Case-Control Study Design

PhD in Environmental Health

All students are required to take an *Advanced Topics in Environmental Health (EHSC 8010)* [fall three hours], one semester (at least three hours) of advanced statistics (biostatistics preferred), and a one-hour course in research ethics (*GRSC 8550*). If the student does not have a BS or MS/MPH in a public health discipline, a general public health course (*PBHL 7100*) and an introduction to environmental health (*EHSC 7010*) are also required. All students should register for a minimum of three hours of Doctoral Dissertation (*EHSC 9300*) after admission to candidacy and should register for research hours (*EHSC 9000*) through their degree period.

PhD in Health Promotion and Behavior

All students in the PhD program of Health Promotion and Behavior are required to have Basic Research Competencies before enrolling in the PhD level classes. If a student is admitted without the basic research competencies required, they will need to take the perquisite classes. These classes are below:

Basic Research Competencies: 6 credit hours
BIOS 7010 Biostatistics I
BIOS 7020 Biostatistics II
or
ERSH 8310 Applied Analysis of Variance
ERSH 8320 Applied Correlation and Regression

In addition, the PhD requires the following research centered classes for the Health Behavior Core Requirements:

Health Behavior Core Requirements:
HPRB 8510 Research Methods
HPRB 8520 Research Methods
HPRB 8420 Theory and Research in Health Behavior

HPRB 8430 Intervention and Evaluation of Health Promotion and Disease Prevention
HPRB 9630 Critique of Literature in Health Promotion and Behavior

Further, students must complete 9-12 hours of Advanced Research Methods. Students must successfully complete a plan sequence of 9-12 hours in advanced methods courses. This sequence should be planned in consultation with the Major Professor and approved by the advisory committee and should be of sufficient depth and focus to fully support the planned dissertation work. The 9-12 hours should emphasize quantitative or qualitative methods courses.

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

PhD in Epidemiology and Biostatistics

Around the end of their first year, a student identifies a member of the departmental faculty, who also needs to have appointment as graduate faculty, with whom the student plans on doing their dissertation research work. This will be the student's major professor/advisor. While a student can choose any faculty from the department as their advisor, it is generally expected that the research focus of the advisor will be in the area of the student's chosen area of emphasis. The student's major professor serves to advise and mentor the student throughout the program.

The Doctoral Advisory Committee is at least four members, with at least three members from the Department of Epidemiology and Biostatistics. The advisory committee, in consultation with the student, is charged with planning the student's program of study. It is also charged with approving the program of study, administering the comprehensive exam, approving the dissertation proposal, approving the completed dissertation, and approving the student's defense of his or her research. The committee should advise the student of required research skills and other requirements.

After their first year, students are expected to take a written, in-class exam that covers the core general areas of study. Students failing the exam are allowed to retake it once. Passing the qualifying exam is a prerequisite for being allowed to continue in the program and take the comprehensive exam.

The comprehensive exam is administered by the student's advisory committee and is usually taken at the end of the second year in the program. The qualifying exam consists of a written, take-home portion, followed by a public, oral examination by the student's committee. Questions for the written exam will be posed by the advisory committee and other members of the department faculty. The oral comprehensive examination is open to all members of the faculty and shall be announced by the Graduate School. The student is responsible for initiating an application for admission to candidacy to be filed with the graduate school. This should be done as soon as the student has completed all requirements for admission to candidacy.

In consultation with their advisor and committee, a student will identify an area of research and prepare a written proposal. This proposal will include research goals and aims, background and rationale, literature review, detailed description of methods proposed, and an analytic strategy.

The advisor is responsible for mentoring the student through the steps and procedures of the dissertation. After the student has completed the proposed research project, the student must write and submit the Ph.D. dissertation to their advisor for approval. Students are expected to write a dissertation that represents a significant contribution of new knowledge to the field. When the major professor is satisfied with the completed dissertation, the student should distribute copies of the dissertation to the remaining members of the Dissertation Committee. The committee members must have three weeks to read and evaluate the completed dissertation. The dissertation must be of sufficient scope and depth to meet the expectations of the Dissertation Committee members. With agreement of the committee, the student should schedule the final oral defense of the dissertation. Once the committee deems the student ready to defend, a date and time for the oral defense should be set. The student must give an oral presentation that summarizes the major findings of the research project and respond to questions from the public audience and the committee members. The defense of the dissertation will be chaired by the student's Research Advisor and attended by all members of the Dissertation Committee simultaneously for the entire examination period.

To pass the dissertation defense, the Research Advisor must approve the defense and other committee members must agree to pass the student. One dissenting vote in the committee is allowed, as long as the dissenting vote is not cast by the Research Advisor. The committee will indicate approval in writing with signatures on all appropriate forms provided by the University.

PhD in Environmental Health Science

Students matriculating into the PhD in Environmental Health Science enter the program with a major professor who advises and mentors the student throughout the program. The major professor will assist the student in choosing courses, signing off on official Graduate School documents, and chairing the student's advisory committee. The major professor and the doctoral student decide the composition of the Doctoral Advisory Committee. Although UGA requires a minimum of three members in the doctoral committee, EHS requires a minimum of four members. The Advisory Committee consists of a major professor who is a faculty member in Environmental Health Science, plus at least three other members, with at least one of these a faculty member in EHS. If a student has co-major professors, at least three other members are still required for the committee. In cases when a subject matter expert is needed from outside the University, that person must be approved by the Graduate School and serves as the fifth committee member.

Prior to admission to candidacy, PhD students will develop a complete dissertation research prospectus in consultation with his/her major professor and advisory committee. The prospectus must be approved by the committee before advancing to the qualifying (comprehensive) exams. Additionally, the final program of study must be approved before the comprehensive exams can be scheduled. To be admitted to candidacy, the students must pass a written comprehensive examination, which will take the form of either:

1. a traditional written exam (questions from all committee members)
2. a formal proposal (e.g., NSF, NIH, other)

The selection of the type of written exam must be approved by the committee. Each committee member will individually evaluate the written exam and notify the major professor of their score (at minimum pass or fail) in a timely manner (generally within one week). The final tally should also be reported to the gradate coordinator (or assistant). Students will not progress to the oral exam unless

they have passed the written exam by at least three of the four committee members. The oral exam should be scheduled to occur within 2-3 weeks of the submission of the written exam (although up to three months is allowable, a shorter interval is recommended). Within one month of successful completion of the written preliminary committee, an oral comprehensive examination will be scheduled. The student can apply for doctoral candidacy after passing the oral comprehensive exam. Students who fail either portion of the exams will be allowed to repeat them one time. Students who fail a second attempt will be allowed to enter the MSEH program.

PhD students in their third year are required to present their research to EHS during the weekly seminar series, open to the public. Seminars should be ~40-45 min and should be a formal presentation covering the background and importance of the student's work in addition to results to date. This should be targeted for a broad environmental health audience. Students are encouraged to work closely with their major professor in developing the seminar materials. Faculty, students, and other audience members will provide an evaluation of the presentation.

Students pursuing a PhD in EHS must complete a dissertation on a subject connected with their major field of study. The dissertation must represent originality in research, independent thinking, scholarly ability, and technical mastery of a field of study. When the major professor is satisfied with the completed dissertation, the major professor will distribute copies of the dissertation to the other members of the Advisory Committee and schedule a final oral defense. The major professor will chair the dissertation defense. All members of the Advisory Committee must attend the defense and all except one must approve the dissertation and must certify their approval in writing. The results of the dissertation defense must be reported to the Graduate School at least two weeks prior to graduation.

PhD in Health Promotion and Behavior

The students who enter the PhD in Health Promotion and Behavior enter with a major professor who advises and mentors the student throughout the program. The major professor will assist the student in choosing courses, signing off on official Graduate School documents, and chairing the student's advisory committee. The major professor and the doctoral student decide the composition of the Doctoral Advisory Committee. Although UGA requires a minimum of three members in the doctoral committee, HPB requires a minimum of four members. The Advisory Committee consists of a major professor (generally, this person is also the advisor and the chair of the committee) plus at least three other members.

To be admitted to candidacy, the students must pass a written comprehensive examination. Within one month of successful completion of the written preliminary committee, an oral comprehensive examination will be scheduled. The student can apply for doctoral candidacy after passing the oral comprehensive exam.

Students pursuing a PhD in HPB must complete a dissertation on a subject connected with their major field of study. The dissertation must represent originality in research, independent thinking, scholarly ability, and technical mastery of a field of study.

The student must submit to their Advisory Committee the Dissertation Prospectus. Approval of the prospectus signifies that members of the Advisory Committee believe that it proposes a satisfactory

research study. When the major professor is satisfied with the completed dissertation, they will distribute copies of the dissertation to the other members of the Advisory Committee, and they will schedule a final oral defense. The major professor will chair the dissertation defense. All members of the Advisory Committee except one must approve the dissertation and must certify their approval in writing. The results of the dissertation defense must be reported to the Graduate School at least two weeks prior to graduation.

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

MS and PhD in EH Handbook: https://publichealth.uga.edu/wp-content/uploads/2016/12/UGA_EHS_gradguide_Final_2019-2020.pdf

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

Samples of PhD dissertations are located in ERF D18.7.1.

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

As stated in section D17.2, all incoming graduate students who do not have previous public health credentials are required to take PBHL 7100: Introduction to Public Health, as a part of their prerequisite coursework. The course is offered every spring semester, and the typical student takes it the second semester of their first year in their graduate studies. Students with previous public health background will be expected to already have obtained the foundational skills listed in Table D17.2.1

9) **Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus.**

The Graduate Schools Dissertation Manual that guides all doctoral dissertations at the University is located at ERF D18.9.1 or https://grad.uga.edu/wp-content/uploads/2021/05/theses_and_dissertations-STYLE-GUIDE_.pdf

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

Strengths

- As with the academic public health master's degrees, the academic public health doctoral degrees in the College are in a constant state of assessment. Because of this, the Department of Epidemiology and Biostatistics has created a new curriculum for their PhD programs. The PhD in Environmental Health is a well-established program, but this degree is also being assessed by the Department each year. The doctoral programs in the College are

also evaluated at UGA through the yearly Assessment of Student Learning Outcomes, so the departments can amend their programs as needed.

- The guiding principle of the policy is as follows: "A fundamental principle of the assessment of academic programs is that the process of assessing Student Learning Outcomes (SLOs) must be continuous and provide evidence of changes or improvement of the academic program based on analysis of the results."
- In addition to the yearly assessment at the university level, the College requires departments to have a curriculum review committee to understand the changing needs of curriculum and adjust assignments and courses as needed. Courses are also regularly monitored through the University's Course Approval Process Automation (CAPA). This process is for the creation and revision of courses that are in the College curriculum. This helps ensure that all courses are relevant to the degree program and have the appropriate competencies and their assessments are mapped accordingly.

Weaknesses or Plans for Improvement

- In 2020, the PhD in the Department of Epidemiology and Biostatistics underwent significant curricular and programmatic changes. This included consolidating the previous PhD of Biostatistics and PhD of Epidemiology into a PhD of Biostatistics and Epidemiology with concentrations in Biostatistics, Epidemiology, and Data Analysis and Modeling. The new competencies and assessment maps were submitted for CEPH approval for each of these new tracts in 2020. The program enrolled its first set of students under this new model in the Fall 2020. The College will continue to monitor these new curricula closely as students move through the new program.

D19. All Remaining Degrees

Students enrolled in any of the SPH's degree programs that are not addressed in Criteria D2, D3, D9, D17 or D18 complete coursework that provides instruction in the foundational public health knowledge at a level of complexity appropriate to the level of the student's degree program.

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

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

1) Provide a matrix in the format of Template D19-1 that indicates the required assessment opportunities for each of the defined foundational public health learning objectives (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

All incoming graduate students who do not have previous public health credentials are required to take *PBHL 7100-Fundamentals of Public Health*, as a part of their prerequisite coursework. The course is offered every spring semester, and the typical student takes it the second semester of their first year in their graduate studies. Students with previous public health background will be expected to already have obtained the foundational skills listed below.

Table D19.1.1. Foundational Public Health Content Coverage for the Master of Health Administration (MHA)

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
1. Explain public health history, philosophy and values.	*PBHL 7100: Introduction to Public Health	Modules 1 and 2: Lecture: Introduction to Public Health Chapter 1 and Public Health History and Controversies Chapter 2 Videos: Cholera Outbreak and Semmelweis; Framingham, and Pellagra Prison Experiments Small Group Discussion: What is Public Health? Using Zika as an example, discuss how this issue that have affected our public health at local, regional, national, and global levels. Quizzes: Chapters 1 and 2
2. Identify the core functions of public health and the 10 Essential Services*.	*PBHL 7100: Introduction to Public Health	Module 3: Lecture: Chapter 3 Public Health Workforce/State and Local P.H. Assignment: Local and National impacts of bans (smoking, Soda, vending machines, etc.) Discussion: Select a PH Agency and discuss its functions using the 10 essential services model Quiz: Chapter 3

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.	*PBHL 7100: Introduction to Public Health	Module 5: Lecture: Epidemiology Principles and Methods Discussion: Analysis GA PH Case Studies with computations of morbidity/mortality rates, survival rates Assignment: Review studies, select type, and calculate OR/RR, or define themes
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.	*PBHL 7100: Introduction to Public Health	Module 4: Lecture: Chapter 4 What is Epidemiology and Chapter 5 Epidemiologic Data and Studies Discussion: Visit CDC's National Vital Statistics System to pull National Mortality Trends Assignment: Visit OASIS website and make tables and GIS maps of GA county level data chosen by your group. Quizzes: Chapters 4 and 5
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	*PBHL 7100: Introduction to Public Health	Module 8: Lecture: Chapter 14 Social and Behavioral Sciences in Public Health and supplemental material on screening Discussion: Identify and critically analyze HP programs that are primary, secondary, or tertiary prevention. Quiz: Chapter 14 and supplemental screening
6. Explain the critical importance of evidence in advancing public health knowledge.	*PBHL 7100: Introduction to Public Health	Module 9: Lecture: Screening cont'd, using evidence to drive public health recommendations Discussions: Review 3 Case-Studies on Breast, Prostate, Colon Cancer Screening. Critically analyze current public health screening recommendations and discuss your thoughts on the evidence/practice. Assignment: Outline series of studies and events leading up to the Masters Settlement Agreement Midterm: Modules 1-5, 8, 9
7. Explain effects of environmental factors on a population's health.	*PBHL 7100: Introduction to Public Health	Module 11: Lecture: Chapter 20 Clean Environment, Chapter 22 Clean Water, and Chapter 23 Clean Air Discussion: Case-Studies on Fresh Kills Landfill and Water Recycling Assignment: Research paper on Flint, Michigan Water Crisis (build a case study) Quizzes: Chapters 20, 21, 22, 23

Content	Course number(s) or other educational requirements	Specific component (reading, lecture, discussion)
8. Explain biological and genetic factors that affect a population's health.	*PBHL 7100: Introduction to Public Health	Module 10: Lecture: Chapter 11 Biomedical Basis of Chronic Diseases Discussion: Critically analyze case-studies on Cystic Fibrosis and Sickle Cell Anemia to provide a full profile of factors that affect population health (burden of disease, risk factors, screening/treatments, etc. Quiz: Chapter 11
9. Explain behavioral and psychological factors that affect a population's health.	*PBHL 7100: Introduction to Public Health	Modules 6 and 7: Lecture: Chapter 14 How Psychosocial Factors Affect Health and Health Behavior Assignment and Discussion: Utilize TTM to develop Health Promotion program that addresses behavioral change. Examples, smoking cessation, STI prevention, weight management program. Quiz: Chapter 14
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.	*PBHL 7100: Introduction to Public Health	Module 14: Lecture: Revisit Chapter 14 Health and Minorities section Chapter 26 Healthcare Systems and Chapter 27 Reform. Discussion: PH as a safety net in Healthcare inequities. Discuss Role of Federally funded Public Health Departments, Medicaid, and CHIP in PH. Assignment: Utilizing diseases that disproportionately affect certain populations, examine how economic inequalities may impact population level health. May include any or all regarding access, barriers, and mistrust. Quiz: US Healthcare Systems structure.
11. Explain how globalization affects global burdens of disease.	*PBHL 7100: Introduction to Public Health	Not covered separately in this course. Discussed throughout when discussing Infection Disease, Burden of Disease, and the Public Health infrastructure (WHO, CDC, etc.).
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).	*PBHL 7100: Introduction to Public Health	Modules 12 and 13: Lecture: Chapter 9 Conquest of Infectious Disease and Chapter 10 Reemergence of Infectious Disease Discussion: Assess and analyze various modes of transmission for infectious disease. Example: Elimination vs. Eradication, the role of disease reservoirs. Assignment: Complete a research paper on one infectious Dx that has reemerged due to loss of vaccine.

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

The required coursework for graduate students with non-public health backgrounds is a three-semester credit course. Students take the course for the duration of the spring semester, in their first year.

3) Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus.

The course syllabus for PBHL 7100 is located in ERF D.19.1.1.

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

The 2016 CEPH criteria revisions required all institutions to submit updates to their curricula. Those updates include the tables detailed in this section. CEPH approved these curricula changes during the 2016 interim reporting, thus there are no significant strengths or weaknesses to report.

E1. Faculty Alignment with Degrees Offered

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

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

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

The College of Public Health's primary instructional faculty are listed in Table E1.1.1. All faculty listed are primary faculty, with 1.0 FTE and teaching responsibilities within their respective departments.

Table E1.1.1. Primary Instructional Faculty Alignment with Degrees Offered

Name	Title/Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Discipline in which degrees were earned	Institution(s) from which degree(s) were earned	Current instructional area(s)
Adams, Grace	Associate Professor	Tenured	PhD	Public Administration	University of Georgia	Health Policy/Management, MPH
Allegra, Joseph	Instructor	Non-Tenure Track	PhD	Epidemiology	University of Georgia	Epidemiology
Anderson, Mumbi	Clinical Assistant Professor	Non-Tenure Track	EdD	Higher Education/Higher Education Administration	University of Georgia	General, MPH
Callands, Tamora	Associate Professor	Tenured	PhD	Psychology	Purdue University	Health Promotion, BSHP, MPH, PhD
Chen, Zhuo	Associate Professor	Tenure-Track	PhD	Economics	Iowa State University of Science and Technology	Health Policy/Management, DrPH

Name	Title/Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Discipline in which degrees were earned	Institution(s) from which degree(s) were earned	Current instructional area(s)
Cordero, Jose	Professor	Tenured	MD	Medicine (MD)	University of Puerto Rico Medical Science	Epidemiology, MS, MPH, PhD
Dallas, Cham	Professor	Tenured	PhD	Toxicology	University of Texas Health Science Center at Houston	Health Policy/Management, DrPH
Davis Olwell, Paula	Clinical Associate Professor	Non-Tenure Track	PhD, PhD	Public Health and Anthropology	Johns Hopkins University	Epidemiology, MPH Global Health
Davis, Marsha	Professor	Tenured	PhD	Educational Psychology	University of Minnesota - Twin Cities	Health Promotion
Dobbin, Kevin	Associate Professor	Tenured	PhD	Statistics, General	University of Minnesota - Twin Cities	Biostatistics, MS, MPH, PhD
Easley, Charles	Associate Professor	Tenured	PhD	Biochemistry	Virginia Commonwealth University	Environmental Health, BSEH, MPH, MS, PhD
Ebell, Mark	Professor	Tenured	MD	Medicine (MD)	University Of Michigan Ann Arbor	Epidemiology, MPH, MS, PhD
Emerson, Kerstin	Associate Professor	Non-Tenure Track	PhD	Gerontology	University of Massachusetts at Boston	Health Policy/Management Gerontology, MPH
Gay, Jennifer	Associate Professor	Tenured	PhD	Public Health Education and Promotion	University of South Carolina - Columbia	Health Promotion, MPH, PhD
Glenn, Travis	Professor	Tenured	PhD	Zoology/Animal Biology	University of Maryland at College Park	Environmental Health, MPH, MS, PhD
Haider, Mohammad	Assistant Professor	Tenure-Track	PhD	Health Services Policy and Management	University of South Carolina	Health Policy and Management
Handel, Andreas	Professor	Tenured	PhD	Physics, General	Georgia Institute of Technology	Epidemiology, MPH, MS, PhD

Name	Title/Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Discipline in which degrees were earned	Institution(s) from which degree(s) were earned	Current instructional area(s)
Hansen, Nathan	Associate Professor	Tenured	PhD	Clinical Psychology	Brigham Young University	Health Promotion, BSHP, MPH, PhD
Harris, Curtis	Associate Professor	Tenured	PhD	Toxicology	University of Georgia	Health Policy/Management Disaster Management, MPH
Heckman, Timothy	Professor	Tenured	PhD	Experimental Psychology	University of Vermont and State Agricultural College	Health Promotion, PhD
Hein, Katie	Clinical Assistant Professor	Non-Tenure Track	PhD	Public Health Education and Promotion	University of Georgia	Health Promotion, BSHP
Huang, Hanwen	Associate Professor	Tenured	PhD	Statistics, General	University of North Carolina - Chapel Hill	Biostatistics, MS, MPH, PhD
Ingels, Justin	Clinical Assistant Professor	Non-Tenure Track	PhD	Epidemiology	University of Georgia	Health Policy/Management, DrPH
Jung, Daniel	Assistant Professor	Tenure-Track	PhD	Health Services Research	University of Wisconsin-Madison	Health Policy/Management
Khan, M Mahmud	Professor	Tenured	PhD	Food Science	Stanford University	Health Policy/Management, MHA, DrPH
Knight, Jessica	Assistant Professor	Tenure-Track	PhD	Epidemiology	Emory University	Epidemiology, MPH, MS, PhD
Lambert, Danielle	Assistant Professor	Tenure-Track	PhD	Health Promotion and Behavior	University of Georgia	Epidemiology
Leach, Franklin	Assistant Professor	Tenure-Track	PhD	Chemistry, General	University of Georgia	Environmental Health, BSEH, MPH, MS, PhD
Li, Wentao	Assistant Professor	Tenure-Track	PhD	Veterinary Biomedical and Clinical Sciences	Louisiana State University and	Environmental Health, MS, PhD

Name	Title/Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Discipline in which degrees were earned	Institution(s) from which degree(s) were earned	Current instructional area(s)
					Agricultural and Mechanical College	
Lipp, Erin	Professor	Tenured	PhD	Marine Biology and Biological Oceanography	University of South Florida	Environmental Health, BSEH, MPH, MS, PhD
Martin, Michael	Clinical Assistant Professor	Non-Tenure Track	MPA	Public Administration	University of Georgia	Health Policy/Management, MHA
McCarthy, Kelli	Assistant Professor	Non-Tenure Track	MPS	Signal/Geospatial Intelligence	University of Maryland at College Park	Health Policy/Management Disaster Management, MPH, MHA
McCracken, John	Professor	Tenure-Track	DSc	Environmental Health	Harvard University	Epidemiology, MPH, MS, PhD
Miles, Toni	Professor	Tenured	MD, PhD	Medicine (MD), Anatomy	Howard University	Epidemiology, MPH, MS, PhD
Muilenburg, Jessica	Professor	Tenured	PhD	Public Health Education and Promotion	University of Alabama at Birmingham	Health Promotion, MPH, PhD
Naeher, Luke	Professor	Tenured	PhD	Epidemiology	Yale University	Environmental Health, MPH, MS, PhD
Orpinas, Pamela	Professor	Tenured	PhD	Behavioral Sciences	University of Texas Health Science Center at Houston	Health Promotion, MPH, PhD
Ostir, Glenn	Professor	Tenured	PhD	Community Health and Preventive Medicine	University of Texas Medical Branch at Galveston	Health Promotion, BSHP
Padilla, Heather	Assistant Professor	Tenure-Track	PhD	Public Health Education and Promotion	University of Georgia	Health Promotion, BSHP, MPH, PhD

Name	Title/Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Discipline in which degrees were earned	Institution(s) from which degree(s) were earned	Current instructional area(s)
Proctor, Christina	Clinical Assistant Professor	Non-Tenure Track	PhD	Public Health Education and Promotion	University of Georgia	Health Promotion, BSHP
Rajbhandari Thapa, Janani	Associate Professor	Tenured	PhD	Agricultural Economics	Texas Tech University	Health Policy/Management, MHA, MPH, DrPH
Rathbun, Stephen	Professor	Tenured	PhD	Statistics, General	Iowa State University of Science and Technology	Biostatistics, MS, MPH, PhD
Renzi-Hammond, Lisa	Associate Professor	Tenure-Track	PhD	Psychology, General	University of Georgia	Health Promotion, PhD Gerontology, MPH
Ritchie, Michelle	Assistant Professor	Tenure-Track	MA	Geography	State University of New York - Binghamton	Health Policy/Management Disaster Management, MPH
Saint-Hamilton, Sarah	Clinical Assistant Professor	Non-Tenure Track	PhD	Developmental Psychology	University of Georgia	Health Promotion Gerontology, MPH
Sekandi, Juliet	Assistant Professor	Tenure-Track	DrPH	Public Health, General.	University of Georgia	Epidemiology, MPH Global Health
Shen, Ye	Associate Professor	Tenured	PhD	Epidemiology	Yale University	Biostatistics, MS, MPH, PhD
Song, Xiao	Professor	Tenured	PhD	Statistics, General	North Carolina State University	Biostatistics, MS, MPH, PhD
Swartzendruber, Andrea	Associate Professor	Tenured	PhD	Public Health, Other	Johns Hopkins University	Epidemiology, MS, MPH, PhD
Tang, Lili	Associate Professor	Tenure-Track	PhD	Biomedical Sciences, General	Fudan University, China	Environmental Health, BSEH, MPH, MS, PhD
Tate, Allen	Assistant Professor	Tenure-Track	PhD	Epidemiology	University of Minnesota - Twin Cities	Epidemiology, MS, MPH, PhD

Name	Title/Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Discipline in which degrees were earned	Institution(s) from which degree(s) were earned	Current instructional area(s)
Turner, Kyle	Lecturer	Non-Tenure Track	PhD	Educational Psychology	University of Georgia	Biostatistics
Wang, Jia-Sheng	Professor	Tenured	MD, PhD	Medicine (MD), Experimental Pathology	Shanghai First Medical College	Environmental Health, MPH, MS, PhD
Whalen, Christopher	Professor	Tenured	MD	Medicine (MD)	Case Western Reserve University	Epidemiology, MPH Global Health
Winter, Amy	Assistant Professor	Tenure-Track	PhD	Demography	Princeton University	Epidemiology
Zhang, Donglan	Assistant Professor	Tenure-Track	PhD	Public Health, General.	University of California, Los Angeles	Health Policy/Management, MPH, DrPH
Zhang, Ming	Associate Professor	Tenured	PhD	Bioinformatics	Georg - August Universitat Gottingen	Epidemiology, MS, MPH, PhD
Zimeri, Anne Marie	Associate Professor	Tenured	PhD	Genetics, General	University of Georgia	Environmental Health, BSEH

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

Table E1.2.1. Non-Primary Instructional Faculty Regularly Involved in Instruction

Name	Academic Rank	Title and Current Employment	FTE or % Time Allocated	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Current instructional area(s)+
Bahl, Justin	Associate Professor	Joint Appointment, University of Georgia	0.40	PhD	University of Hong King, SAR China	Molecular Systematics and Evolution	Epidemiology, MS, MPH, PhD
Beer, Jenay	Associate Professor	Joint Appointment, University of Georgia	0.70	PhD	Psychology	Georgia Institute of Technology	Health Promotion Gerontology, MPH
Dcruz, Jina	Assistant Professor	Health Scientist, Centers for Disease Control and Prevention	0.25	PhD	University of Texas Health Science Center at Houston	Behavioral Sciences	Health Policy and Management, DrPH
Gell Redman, Micah	Assistant Professor	Joint Appointment, University of Georgia	0.49	PhD	University of California, San Diego	Political Science	Health Policy and Management, MPH
Hallow, Melissa	Associate Professor	Joint Appointment, University of Georgia	0.49	PhD	Georgia Institute of Technology	Mechanical Engineering	Epidemiology, MS, MPH, PhD
Khalil, George	Lecturer	Executive Director, Non-profit	0.5	DrPH	University of Georgia	Public Health, General.	Health Policy and Management, DrPH

Name	Academic Rank	Title and Current Employment	FTE or % Time Allocated	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Current instructional area(s)+
Lloyd, Donald	PT Associate Professor	Instructional Faculty, University of Georgia	0.25	PhD	Political Science and Government, General	University of Georgia	Health Policy/Management, MPH
McClellan-Dumolga, Marcie	PT Instructor	Project Manager, FHI 360	0.5	PhD	University of Georgia	Public Health Education and Promotion	Health Promotion and Behavior, MPH
O'Connor, Jean	PT Associate Professor	Associate Director-Public Health Sector, Guidehouse	0.5	JD, DrPH	University of North Carolina - Chapel Hill	Law, Public Health General	Health Policy and Management, DrPH
Scott, Shana	PT Assistant Professor	Director of Compliance, Barnes Healthcare Services	0.25	JD	Loyola University Chicago	Health Policy/Management	Health Policy and Management, MHA, DrPH
Wells, Rebecca	Assistant Professor	Joint Appointment, University of Georgia	0.49	PhD	Georgia State University	Health Services and Policy Research	Health Promotion and Behavior, MPH
Williams, Janice	PT Instructor	Retired	0.25	PhD	University of Maryland at College Park	Psychology	Epidemiology

3) Include CVs for all individuals listed in the template above

The CVs for all faculty listed in the table above can be found in ERF E1.3.1.

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

Primary Instructional Faculty are defined as faculty who have 100% funding coverage from the College. All faculty listed in Table E1.1.1 are primary faculty at the College, and the assignments are based on a combination of teaching, service activities to the College, and research or administration, depending on the tenure status of the individual. The College has clinical faculty who have more teaching responsibilities than the tenure-track faculty, and thus, the matrix for research dedication may differ significantly for those faculty. Primary instructional faculty are also required to advise, mentor, and lead MPH/DrPH students' applied practice and integrative learning experiences. Many, typically tenure-track, are also required to serve on thesis and dissertation committees.

Departments and programs evaluate the alignment of their PIF with the education needs of the concentration on an annual basis. Qualification for instruction is determined through review of faculty prior training, teaching experience, practice experience, research, and field experience. Departments review their faculty for their scholarship and academic impact trajectory.
Each department and program within the College is responsible for identifying the need for additional qualified instructional faculty that have expertise in alignment with the substantive or methodological area, and with students learning needs. Priority areas are identified at regular updates of the department and are re-evaluated annually. College-wide priorities are identified in part from department or program priorities in a series of discussions between department chairs and the Dean.

There are also faculty who have joint appointments in the College and another academic department. Tenure track faculty at the University of Georgia can hold joint appointments in two or more academic rank units (i.e., promotion and tenure units). Faculty holding this type of joint academic appointment can have an equal budgetary Effective Fulltime (EFT) split between the academic rank units or a smaller fraction of budgetary EFT (minimum of .25 for academic contract, or .33 for fiscal contract) in an academic rank unit.

Non-primary instructional faculty have less than 1.0 FTE and are qualified to provide instruction and advisement or mentoring, based on their professional and/or teaching qualifications. The College does not identify non-primary instructional faculty as adjunct, instead using the University classification codes of their academic ranking, along with their part-time status. As an example, the DrPH utilizes practicing public health professionals for instruction and mentoring, and appoints assistant, associate or full professors on a part-time basis (less than .50 EFT) for those purposes.

The University and the College also have Courtesy Faculty Appointments. These are current UGA faculty who can contribute to the mission of an academic unit other than their appointment home; they may be designated as "courtesy faculty" in the second unit. The majority of the eligible voting faculty in the unit must vote anonymously in favor of this affiliation. If the unit extends the privilege, courtesy faculty may serve as graduate advisors and graduate committee members. These

privileges shall be awarded in accordance with the unit's guidelines for graduate program faculty. Outside of graduate advisory committees, courtesy faculty do not have voting privileges. They do not have assigned work or receive salary support from the courtesy unit. Courtesy affiliations end when the faculty member is no longer employed by UGA.

Table E1.4.1. Courtesy Faculty Appointments

Name	Title	Home Department/Institute	Courtesy Appointment Department
Adams, Grace Bagwell	Associate Professor	Health Policy and Management	Epidemiology and Biostatistics
Anderson, Alex Kojo	Professor	Foods and Nutrition	Epidemiology and Biostatistics
Berghaus, Roy D	Professor	Population Health	Epidemiology and Biostatistics
Gou, Tai	Professor	Veterinary Biosciences and Diagnostic Imaging	Environmental Health Science
Harris, Curtis A	Associate Professor	Health Policy and Management	Epidemiology and Biostatistics
Matthew, Rebecca Ann	Associate Professor	School of Social Work	Health Promotion and Behavior
Miles, Toni	Professor	Epidemiology and Biostatistics	Health Policy and Management
Morris, Libby V	Professor	Institute of Higher Education	Health Policy and Management
Rajbhandari Thapa, Janani	Associate Professor	Health Policy and Management	Epidemiology and Biostatistics
Schmidt, Michael D	Associate Professor	Kinesiology	Global Health Institute

All CPH faculty are invited and encouraged to attend departmental meetings, as well as College or University events, conferences and other activities.

Primary instructional faculty are evaluated based on their annual contracts, and non-primary faculty are reviewed based on annual agreements. The annual review process allows the faculty and reviewer an opportunity to reflect on the activities from the previous year, set goals for the upcoming year, and negotiate responsibilities (percent time in research, teaching, service, and/or administration) for the upcoming annual contract or agreement.

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

Strengths:

- CPH has a faculty with expertise and scholarship in their area. Collectively, the areas of scholarship represented cover a broad array of topics of high importance to public health.
- The part-time faculty are largely public health practitioners who expose students to real world public health experiences and the rewards and challenges that their work entails.
- The departments have all established departmental curriculum committees that monitor instructional faculty resources to ensure faculty are available to support course offerings and provide substantive faculty-student interactions in their areas of expertise. Curricular changes and new program options are carefully weighed considering the resources available

and the educational needs of the College. These committees also ensure that the departmental teaching and practice efforts are in line with the College's Strategic Plan.

Weaknesses or Plans for Improvement:

- While recent faculty retirements have created capacity to hire, the College has been working to implement a strategic process for defining hiring priorities rather than automatically hiring in the areas that were vacated. Hiring priorities have traditionally been identified by departments and then proposed to the Dean for review. Now, they are being examined holistically across the College in a more collaborative process.
- Consistent with our commitment to preparing students for the ever-changing field of public health, the College is looking forward to new hiring opportunities in emerging areas. As an example, in Fall 2021, CPH began faculty searches to contribute to university cluster hires in data science, artificial intelligence, and infectious diseases and precision medicine.
- The deepening connections with practice partners are evolving and are expected to bring opportunities for new faculty appointments.

E2. Integration of Faculty with Practice Experience

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

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

1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if applicable. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

The College has a number of faculty with medical degrees who integrate their medical training into their research, teaching and service. There are also a number of clinical faculty who incorporate administrative and clinical expertise into their work in the College. The Office of Outreach, Engagement, and Equity is tasked with coordinating the College's activities in the field for both faculty and students. Criterion F expounds on many of the initiatives that are being done in the community.

Example 1: Rebecca Wells, faculty in Health Promotion and Behavior, is jointly appointed to the College's HPB department and the School of Social Work. As the coordinator of the MSW-MPH dual degree program, she actively engages with MSW-MPH students and their APE sites to foster community connections. Additionally, she regularly engages with community partners by supervising MPH student integrative learning experience and by incorporating service-learning into her courses. These partners include Mercy Health Center in Athens, Georgia, which serves patients from six counties; Georgia Options, a developmental disability service provider that supports individuals living in Athens and nine surrounding counties; and UGA's Archway Partnership, which supports seven rural counties across the state. Wells also partnered with a colleague at Georgia State University to deliver a series of two-day "Introduction to Public Health Policy" training to employees at the Centers for Disease Control and Prevention (CDC) as part of their *CDC University*.

Example 2: Mark Ebell, faculty in Epidemiology and Biostatistics, serves on the Athens in Motion Commission and the Prince Avenue Corridor Committee to help assure that Athens supports pedestrians and cyclists. For 18 years, Ebell and his wife have led Lukas' Fund, which has raised almost $500,000 to support infants and families in newborn neonatal care units.

More recently, Ebell has served as on the COVID-19 advisory committee to the Athens-Clarke County Mayor and Commission, in addition to maintaining a detailed site that tracks the pandemic locally (https://bit.ly/2y2QHdm). Ebell has written 58 research summaries for the American Academy of Family Physicians (https://www.aafp.org/journals/afp/content/covid-briefs.html). He has written, and regularly updated, a chapter on COVID-19 for Essential Evidence Plus (https://www.essentialevidenceplus.com/content/eee/904). He has published multiple studies on COVID-19 including studies of local impact of preventive measures, risk factors for severe disease, and risk scores for mortality.

Example 3: Grace Bagwell Adams, faculty in Health Policy and Management and Assistant Dean for Outreach, Engagement, and Equity, leads the Athens Wellbeing Project (AWP). Begun in 2015, the AWP is a collaboration among several Athens-Clarke County (ACC) area Institutional Partners, including the Athens Area Community Foundation, ACC Unified Government, ACC Department of Housing and Community Development, ACC Police Department, Clarke County School District, Piedmont Athens Regional Medical Center, St. Mary's Health Care System, the Athens Housing Authority, and UGA.

For the past five years she has served as the lead evaluator for the Georgia Education and Training Voucher (ETV) program, which serves former foster youth pursuing a postsecondary degree. In addition to annual state reports, her team works to build, distribute, and analyze multiple student surveys throughout the year to determine what acute and long-term barriers to support these students may be experiencing.

Adams, along with doctoral students, created two reports modeling local COVID-19 disease for both the Athens-Clarke County hospital service area and the Southwest Georgia Public Health District. Recognizing an immediate community need, she developed and taught a contact tracing course and worked directly with the Department of Public Health, training and mentoring contact tracing and case investigation interns from the College. In Fall 2021, she is working with students who are contact tracers for the Clarke-County School District. She also serves on the advisory committee to the Athens-Clarke County Mayor and Commission on matters related to the COVID-19 pandemic and its direct and indirect impacts on the community.

Other Efforts

CPH faculty have also been active in outreach, education and service efforts:

Outreach Efforts

- Toni Miles worked with Athens Area Grief Group and Athens area hospitals regarding the physiology of aging and the public health impact of loss.
- Pamela Orpinas provided training to Lazos Hispanos on stress management, communication skills, and nutrition.
- Kerstin Emerson worked with the Athens Community Council on Aging around older adults and chronic disease.
- Lisa Renzi-Hammond worked with the Alzheimer's Association on Alzheimer's disease and related dementias.
- Heather Padilla worked with Family and Consumer Sciences and Epsilon Sigma Phi on worker health and burnout.

- Travis Glenn provided new teaching plans to the Scientific Research and Education Network.

Education Efforts

- Toni Miles provided 25 training sessions in quality of bereavement care to organizations including the Georgia Health Care Association, Culture Change Network of Georgia, and Georgia Medical Directors Association.
- Jennifer Gay provided education on physical activity at work and health benefits of non-exercise activity to a local hospital and the Georgia Clinical and Translational Research Unit.
- Kerstin Emerson provided education on older adults on COVID-19 and its connection to loneliness to the Georgia Gerontology Society.
- Lisa Renzi-Hammond provided health communications on Alzheimer's disease and related dementias to the AU/UGA Medical Partnership, Osher Lifelong Learning Institute, Alzheimer's Association, and local hospitals.
- Kelli McCarthy provided Ebola Emergency Preparedness Exercises to the Georgia Department of Public Health, district and local health departments, healthcare facilities, local law enforcement, and EMS audiences.
- Andrea Swartzendruber supported reproductive health education with Spark Reproductive Justice NOW, Amplify-GA, Feminist Women's Health Center, National Asian Pacific American Women's Forum, Georgia OB/GYN Society, SisterLove, ACLU, and Scholars Strategy Network.
- JS Wang was a co-organizer of a two-week training from the Pudong CDC.
- Jenay Beer provided technology and dementia educational opportunities to local older adult groups.
- Heather Padilla provided workplace health and nutrition intervention sessions through the Association of County Commissioners of Georgia, Cooperative Extension, and DPH SNAP-Ed.
- Lili Tang provided continuing education courses to the Society of Toxicology.
- Travis Glenn provided educational programs to local schools on animal diversity.
- Justin Ingels provided training to local policymakers on economic evaluation and policy.

Service Efforts

- Toni Miles served on the Georgia Lt. Governor's Task Force on Health Care Access.
- Christina Proctor developed surveys for the local school district.
- Kerstin Emerson served on the Athens Community Council on Aging's advisory council.
- Lisa Renzi-Hammond provided communication and fundraising support to the University of Georgia Childcare Center and the Alzheimer's Association.
- Mumbi Anderson serves on the Clarke County School District Board of Education and on taskforces to the local school district.
- Andrea Swartzendruber provided service to all of the state's major reproductive health and justice organizations around reproductive health policies and crisis pregnancy centers.
- Erin Lipp provided water quality service to the Upper Oconee Watershed Network.

Classroom Efforts

- Epidemiology and Biostatistics seminar is required of all MPH students with this concentration. Recent examples of public health practitioners presenting in the seminar include:
    - Sherri Livingstone, Karna LLC, presented on program monitoring and evaluation.
    - Chad Helling and Scott Lee presented on data science and artificial intelligence at the CDC.
    - Adam Gobin, Assistant Vice President of Wellstar Medical Group, presented on how healthcare administration and epidemiologists have worked together during the Covid-19 pandemic.
    - Kim Metcalf, founder of Riverbend Environmental Inc., spoke on entrepreneurial aspects of science.
    - Jessica Haupt and Bernadette Aylward provided information on fellowship opportunities at the Council of State and Territorial Epidemiologists.
- Students from the College were involved in leading the 2nd Biennial Minority Health Conference in February of 2018. The conference included Monica Simpson, the Executive Director of SisterSong Women of Color Reproductive Justice Collective.

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

Strengths:

- Engagement of faculty in public health practice has been identified as a priority of the College.
- The College is committed to balancing the education and training of practice-informed researchers with that of research-informed practitioners. It is expected that this will lead to even broader engagement of faculty and students with the public health practice community.
- Most CPH faculty have service as a dedicated portion of their work effort.
- The College's Promotion and Tenure guidelines provide explicit guidance on the role of service for promotion and tenure.

Weaknesses or Plans for Improvement:

- As part of the 2020-2025 Strategic Plan, the College is increasing classes that focus directly on service-learning and practice experience. This will help the College develop more opportunities for practice and community engagement for students and will lead to practice experiences that are in line with student needs.
- The Strategic Plan is also targeting work with community partnerships, particularly in areas of research, scholarship, and training. The goal is to strengthen the College's role in improving the state's health education, with a strong emphasis on underserved communities. These relationships will help increase the number of students participating in state, national, and internationally focused service-learning, travel, and study abroad programs.

E3. Faculty Instructional Effectiveness

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

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

The school supports professional development and advancement in instructional effectiveness.

1) Describe the means through which the school ensures that faculty are informed and maintain currency in their areas of instructional responsibility. The description must address both primary instructional and non-primary instructional faculty and should provide examples as relevant.

The Annual Review provides both faculty and their respective department heads the opportunity to reflect on the previous year's activities, discuss the ways in which goals that were set in the previous review progressed, and plan the coming year's modified or added goals. This review process is initiated by the department head and is completed by all primary and non-primary faculty within the first two months of each calendar year. In addition to service and research, the discussion includes the goals for teaching as it aligns to the faculty member's contract or agreement. Faculty are asked to provide assessments of their teaching, which could include, but are not limited to, credit-hour generation, end-of-course evaluations, mid-term evaluations, peer-led or observation evaluations, and awards or recognitions for instruction that were given the previous year. These tools are used to enrich the discussion and provide the department head with an objective assessment of the faculty instructional performance. At this meeting, plans for remediation, modification to instructional time, mode or course are outlined in detail for the faculty to use as a roadmap for the coming year.

To monitor the relevance and integrity of courses offered for all programs, the College's Curriculum and Academic Programs Committee (CAPC) oversees the approval process for new and revised courses. Faculty who wish to amend or introduce new courses must first enter the details for the course in the University's Course Approval Process Automation (CAPA) system, which then initiates the routing of the proposal to the CAPC. The committee reviews the description of course, learning objectives, topical outline, and mode of delivery, as well as the course's relevance to the degree, major, or certificate program. Faculty are invited to discuss their course when it's brought to the committee, and any issues that cannot be addressed at the meeting may be resolved and returned to the committee for a final vote. Approved courses are added to the College's bulletin and may then be offered by faculty of record. Existing courses are reviewed by department heads, faculty, and their curriculum committees during the year to ensure that they are continuing to meet the needs of the programs in which they are offered, and that they are appropriately mapped to relevant competencies and skills within each program as well. Courses that are not taught regularly or as a part of any of the core curricula within the departments are audited periodically to assess if they should be purged from the College's bulletin.

The core courses for all degree programs are reviewed regularly to assure that they continue to meet the competencies that they are mapped to, and that student evaluations and any other relevant feedback obtained throughout the year are received by the faculty who teach those

courses. Most are taught by primary instructional faculty, but many, particularly in the MPH and DrPH programs, are also taught by non-primary faculty.

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

Every course that is taught at the College is evaluated by students at the end of the instructional term. The Office of Academic Affairs is responsible for the dissemination of all surveys, and this occurs three weeks prior to the end of the term. Because evaluations cannot be conducted after grades are released, per University policy, the timeline for students to complete their course evaluations is two weeks. Students are sent an initial email and a reminder email the week prior to the scheduled closing date. Evaluations are anonymous and include both quantitative and open-ended questions. At the end of the term, when grades are posted, each faculty receives their own course(s) evaluations. The department heads also receive copies for the courses they are responsible for offering.

A copy of the student course evaluation is located in ERF E3.2.1.

3) **Describe available university and programmatic support for continuous improvement in faculty's instructional roles. Provide three to five examples of school involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.**

Example 1: As the instructional landscape becomes increasingly complex in the formats, modes, and tools for instructional delivery, the College's faculty must be active learners in the best practices for instruction within its disciplines. The College must balance in-person courses with popular online or e-courses for both undergraduate and graduate programs. It must maintain rigor, continuously update its content, and introduce technologies that will aid, not hinder or distract from, the learning process. All of this requires CPH faculty, both PIF and non-PIF, to have access to courses on instructional development, which are available through the University's Center for Teaching and Learning (https://ctl.uga.edu/faculty/workshops-and-events/). CTL provides services to faculty, which include courses and modules for learning technologies, effective pedagogies, and best practices. There are also various grant and fellowship programs that faculty have been awarded throughout the years, which have focused on various topics, including writing fellows, online fellows, and fellows for innovative teaching, among others. The College's most recent awardees are listed in Table E3.1.1. The Center also provides services for course evaluations, peer led evaluations, and teaching observations by request. Many faculty have also taken advantage of these opportunities. During the annual review, faculty may discuss how these opportunities may help enrich their own teaching experiences, and they are encouraged to participate in any of the workshops, courses, and modules that CTL offers.

Example 2: Additional services for online instructors are available through the College's Office of Online Learning. The director can assist with launching or improving online courses via video recording and editing, as well as building an effective online course with the existing technologies that are supported by the University (eLC, Kaltura, the Learning Glass, etc.). In

March 2020, the College's Director for Online Learning launched additional support services, including individualized sessions and weekly Virtual Learning Community (VLC), to support faculty who needed to shift abruptly to online or hybrid modes of course instruction. The VLC will continue as a programmatic offering for faculty moving forward.

Example 3: The University of Georgia Provost has provided resources to faculty to improve instructional quality. For example, the Provost's Affordable Course Materials Grant program is intended to provide one-time funding to support the adoption of open and/or affordable course materials. A total of $50,000 awards were made. These funds were eligible for use as salary and as operating expenses and must be expended by the end of the fiscal year. Jennifer Gay received funds under this program in 2021 and Melissa Hallow in 2019.

Table E3.1.1. Faculty Grants and Fellowship awardees, 2018-20

Name	Title	Department	Award or Fellowship
Rebecca Wells	Clinical Assistant Professor	Health Promotion and Behavior	CPH Teaching Award, 2021
Donglan Stacy Zhang	Assistant Professor	Health Policy and Management	CPH Research Award, 2021
Pamela Orpinas	Professor	Health Promotion and Behavior	CPH Service Award, 2021
Rebecca Wells	Clinical Assistant Professor	Health Promotion and Behavior	Service-Learning Fellow, 2020 - 2021
Sarah Saint	Clinical Assistant Professor	Health Promotion and Behavior	Service-Learning Fellow, 2020 - 2021
Christina Proctor	Clinical Assistant Professor	Health Promotion and Behavior	CPH Teaching Award, 2020
Jose Cordero	Professor	Epidemiology and Biostatistics	CPH Research Award, 2020
Kerstin Gerst Emerson	Clinical Associate Professor	Health Policy and Management	CPH Service Award, 2020
Brittani Harmon	Clinical Assistant Professor	Health Policy and Management	Writing Fellow, 2019 - 2020
Christina Proctor	Clinical Assistant Professor	Health Promotion and Behavior	Writing Fellow, 2019 - 2020
Mumbi Anderson	Clinical Assistant Professor	Health Policy and Management	Writing Fellow, 2019 – 2020
Juliet Sekandi	Assistant Professor	Epidemiology and Biostatistics	Lilly Teaching Fellow, 2018 - 2020
Grace Bagwell Adams	Associate Professor	Health Policy and Management	CPH Teaching Award, 2019
Kerstin Gerst Emerson	Clinical Associate Professor	Health Policy and Management	CPH Teaching Award, 2018
Grace Bagwell Adams	Associate Professor	Health Policy and Management	CPH Service Award, 2018
Paula Davis-Olwell	Clinical Assistant Professor	Epidemiology and Biostatistics	Service-Learning Fellow, 2017 - 2018

During UGA's Honors Week, the College recognizes faculty for internal and external awards during the past year for teaching.

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

The process for faculty advancement is coordinated by the Senior Associate Dean for Research and Faculty Affairs and is outlined in the College's Promotion and Tenure Handbook (see ERF E3.4.1). In all matters related to promotion and tenure guidelines, including those pertaining to instructional effectiveness, the College adheres to the University's Guidelines for Appointment, Promotion and Tenure. These promotion and tenure guidelines are intended to clarify expectations on appointment and promotion decisions and are used by faculty, department heads, and members of the Promotion and Tenure Committee, which convenes annually to aid in the coordination and decision-making for the College. There are specific criteria regarding instruction, research, and service for appointment and promotion to each academic rank, for both tenure-track and clinical faculty. Instructional responsibilities are a primary consideration in promotion decisions for faculty on the clinical, lecturer, and instructor tracks. Tenure track and tenured faculty are encouraged to engage in instructional activities and are evaluated on their teaching using the same criteria. (https://provost.uga.edu/faculty-affairs/UGA_Guidelines_for_APT_approved_2_2020.pdf).

The promotion and tenure guidelines for tenure-track and tenured faculty broadly define teaching contributions that are considered in promotion decisions, and in addition to generating credit hours, being instructor or co-instructor of record on courses each year (the number of credit hours are outlined on the annual contract or agreement), include:

Classroom Instruction
Principle: Faculty need to demonstrate effective and innovative teaching commensurate with assigned teaching load.
Documentation: Effective instruction will be demonstrated through course evaluations, teaching awards, service-learning opportunities for students and other measurable impact.

Doctoral Education
Principle: Where applicable to the candidate's department, faculty need to show the effective direction of graduate study.
Documentation: Chair one or more doctoral committees. Serve as a member of two or more doctoral committees.

Masters Education
Principle: Faculty need to show the effective direction of graduate study commensurate with their departmental graduate programs.
Documentation: Advise masters students commensurate with departmental workloads by the time of promotion review. Serve as primary advisor to MPH capstone projects; and/or serve as chair or committee member of MS thesis committee.

The College also has guidelines for promotion of clinical faculty that encompass instructional effectiveness. Use of the term "effective" and "effectiveness" refers to the need to provide data that have been systemically collected and analyzed to support claims about teaching quality and teaching improvement. The term "systematic" means that evidence of contributions to teaching has been gathered, reviewed, and presented in an organized and methodical way that aims to

reduce potential bias, allow for coherent evaluation, and promote continuous teaching improvement. Evidence of teaching effectiveness must be evaluated with respect to the individual's budgeted time. Effectiveness in teaching is reflected by student learning and development and in improvements in the learning environment and curriculum. The guidelines for documenting teaching effectiveness can be found in the Guidelines for Clinical Faculty Promotion Process of the College of Public Health can be found in ERF A1.2.1.

5) **Select at least three indicators, with one from each of the listed categories that are meaningful to the school and relate to instructional quality. Describe the school's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists in the criteria, the school may add indicators that are significant to its own mission and context.**

Faculty Currency

Approach:

The Annual Review of faculty aligns with initiatives within the College's. During the annual review, department heads meet with faculty members to review work to date and then prospectively create a plan for the coming year. The faculty member's previous year's activities should be housed in the UGA Elements database, which allows institutions to collect, contextualize, report on, and profile publicly the research, scholarship, and professional activities of faculty, staff, and students.

The review is designed to provide the basis for a productive annual meeting between each faculty member and their department head. The review focuses on faculty activities in two sections:

- Part 1 -- Looking back: A reflection on the past year as highlighted through UGA Elements
- Part 2 -- Looking forward: A plan for the year ahead which will serve as the basis for the annual letter

The overall assessment by the department head is based upon each faculty member's particular mix of activities and expectations, which were agreed upon at the previous year's meeting (see ERF E3.5.1 The Annual Review).

The College expects the majority of faculty to receive an overall rating of *Meets Expectations* with *Exceptional* reserved for faculty who should be recognized for extraordinary performance and *Below Expectations* reserved for faculty who are underperforming. The following sections are assessed:

Teaching: Considers the quantity and quality of course teaching, curriculum development, advising, practicum, and directed study supervision, thesis work, and awards.

Research and Scholarship: Considers the quantity and quality of grant writing, grant awards, salary coverage, publications, presentations, reports, and awards.

Service: Considers the quantity and quality of community service, professional association service, government committees, providing continuing education or workforce development.

Administration and Citizenship: Considers the quantity and quality of department, college, and university committees, volunteering for departmental tasks and activities, formal and informal mentoring of faculty, administration, and leadership.

Overall Rating: Considers teaching, research and scholarship, service, and citizenship with major emphasis on teaching, research and scholarship.

Progress:

Using the documentation submitted by the faculty and data extracted from UGA Elements, the department chair reviews the report and meets individually with faculty to provide assessment and mentorship of faculty productivity and performance. Department chairs then submit the individual faculty assessments and an annual report of departmental level aggregate data of faculty productivity to the Dean, Senior Associate Dean for Research and Academic Affairs, and the Associate Dean for Academic Affairs. This information is used to monitor the performance of the department head and the faculty. This information is also used in reporting to the University annually to monitor the College's productivity. This review is designed to incorporate the basis for a productive annual review between each faculty member and their department head, and if applicable, their institute director. A number of key principles underlie the Annual Review process:

- Formal efforts to enhance faculty development are important for recruiting and retaining outstanding faculty. Faculty may need mentoring and specific skill development to navigate the academic environment and enhance their productivity. The review can help identify those areas where support would be helpful.
- Periodic review is a critical aspect of faculty development that provides valuable feedback to faculty and the administration. Every faculty member wants to know what is expected of them, and all faculty deserve to know how they are performing relative to expectations.
- The department head/institute director plays a central role in both the annual review and plan for professional development. A formal face-to-face meeting with the unit head is a central component of the review process because it provides the opportunity to discuss activities, accomplishments, expectations, and development plans.
- The College supports the UGA mandate for all schools and colleges to conduct annual evaluations and link those evaluations to merit raises. Thus, the Annual Review is used to inform decisions regarding annual merit.

Faculty instructional technique: Student satisfaction with instructional quality

Approach:

The College's Office of Strategic Initiatives and Assessment administers course evaluations at the end of every term. Responses are shared with the faculty instructors and department chairs after grades are posted. The evaluation feedback obtained by faculty highlights the student experience and provides a snapshot of that semester -- what went well, what may need to be improved in subsequent terms, and the overall student experience using quantitative scores and open-ended responses. Faculty are encouraged to include summaries of their course evaluations for the period of review in the Annual Review and the Promotion and Tenure process.

CPH students provided feedback on their satisfaction with instructional quality in a 2020 survey for strategic planning purposes. According to the survey, 63% and 34% of all respondents indicated that they were very satisfied or somewhat satisfied, respectively, with the quality of instruction from faculty, as detailed on Table E3.5.1.

Table E3.5.1. 2020 Student Climate Survey Response, Quality of Instruction

	Very Satisfied	Somewhat Satisfied	Not satisfied at all
BS	77% (103)	56% (38)	83% (5)
MPH	16% (21)	34% (23)	17% (1)
DrPH	7% (10)	10% (7)	0
PhD	10% (13)	19% (13)	50% (3)
Total	**n=134**	**n=68**	**n=6**

Table E3.5.2 also represents the percentage of students from the 2021 alumni survey who were either "Very Satisfied" or "Satisfied" with prompts regarding their perception of (a) the overall quality of instruction; (b) class sizes; (c) responsiveness of instructors; and (d) accessibility and availability of faculty advisors. Previous years' student feedback opportunities included Dean meetings with undergraduate, masters, and doctoral students in separate events titled, *Dialogue with the Dean* (ERF E3.5.2). In 2018 and 2019, students expressed satisfaction with instruction with the exception of a few isolated courses, primarily MPH core courses and some undergraduate courses where students expressed that the rigor of the courses was not meeting their expectations.

Table E3.5.2. Selective Quantitative Data from the Alumni Survey, 2021

	Bachelor's	Master's	Doctoral
Overall quality of instruction	98%	88%	80%
Class size	96%	98%	90%
Responsiveness of instructors	94%	100%	80%
Faculty advisor accessibility and availability	76%	93%	78%
Satisfaction with mentoring	100%	96%	100%

The 2021 *Dialogue with the Dean* sessions revealed a greater need for student community. Because of this, Dean Davis will now teach a class for graduate students, where all public health graduate students will be able to convene together. In addition, the Department of Health

Promotion and Behavior will host a weekly one-hour lunch session for all doctoral students in the College to network and socialize. Post-pandemic, the College will resume hosting larger social events for all students, including Welcome Back events, Field Day, and End of Semester celebrations.

The *Dialogue with the Dean* sessions have evolved into informal opportunities for the Dean to better understand the student experience, while the Student Climate Survey is now used to collect these data in an effort to streamline the assessment and evaluation efforts and collect more robust data.

Progress:

In prior years, many of the College's evaluations were disseminated centrally by the Office of Academic Affairs, but the responses were compiled manually and shared with department heads, who then shared specific evaluations with appropriate stakeholders. Course evaluations were no different, which resulted in delays in course evaluations reaching the departments and at times, inconsistent sharing of evaluations with instructors.

In 2020, the College implemented an automated system to provide direct access to faculty members and to allow departments the ability to compile data for central reporting. This is the first step in the development of a dashboard that can be viewed by level of access (i.e., instructors will have access to their respective course evaluations, department heads to all departmental courses, and Dean's office and administrators to all college courses). This will facilitate improved analysis and access. To this end, the Office of Academic Affairs began updating the course evaluation system for the College. This is an iterative process with the goal of increasing student participation, increasing timeliness of faculty access to evaluations, increasing accessibility of evaluations to administrators, implementing mid-semester formative assessments, and developing a regular peer-review and evaluation process.

In Spring 2021, the College will be piloting a mid-term formative assessment to allow instructors to gain feedback on in-progress courses. The College will begin developing guidelines and protocols for an effective peer-evaluation system that will contribute to Promotion and Tenure as well as Post-Tenue Reviews. To increase student participation, the College is also awaiting a new centralized system currently under development for the entire University.

School Level Outcomes: Courses that integrate service-learning

Approach:

The University defines service-learning as the application of academic skills and knowledge to address a community need, issue, or problem and to enhance student learning (https://servicelearning.uga.edu/about-osl/service-learning).

In 2005, the University created the Office of Service-Learning to support and help sustain faculty endeavors to build courses that incorporated educational experiences where students would participate in an organized service activity that met identified community needs. In recent years the College has incorporated service-learning coursework into the curricula for CPH

undergraduate and professional degree programs. The intentions of these efforts are to increase both the exposure that students have in communities and the participation of community level public health programs, agencies, and organizations.

As a part of the 2020 Strategic Goals, the College prioritized service and experiential learning in two aspects (see section 3.3. and 3.4 of Strategic Goals). The first is an effort to broaden opportunities for students to engage with the diversity of communities in the state, nation, and the world by increasing experiential activities, such as study abroad and community-based research, as well as courses that are formally defined as Service-Learning. The second goal was to become a global academic, community, and policy leader which we operationalized as increasing transcript-eligible international experiential learning opportunities for students. In both of these goals, the College has made progress by working with departments to identify all courses and activities that could be categorized as service and experiential learning in 2020, which will be followed by an auditing of this inventory of courses in 2021. The next steps are to better promote these opportunities and courses, increase the college's portfolio of opportunities, and to financially support students for their work in the communities.

Table E3.5.2. Experiential and Service-Learning Strategic Goals

3.3: Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on high-priority public health issues.
Goal Statement: Streamline existing opportunities for connection between students and faculty and create new opportunities for collaboration with community partners.
1. Number of students participating in study abroad, community-based research, and community based experiential learning.
2. Number of scholarships awarded to support student participation in service-learning opportunities.
3.4: Develop high-impact global partnerships that engage and support UGA areas of research and service excellence.
Goal Statement: Become an influential academic, community, and policy leader on issues affecting global public health.
1. Sponsored award funding for global collaboration projects.
2. Transcript-eligible international experiential learning opportunities completed by students.

Progress:

Ensuring that students are engaged in experiential and hands-on learning is a critical part of the College's mission. Efforts to align the curriculum with this goal include increasing the range and quality of opportunities for students to engage in service-learning across a spectrum of projects and communities (local to international). Additionally, the College is focused on increasing options for research-based learning in each of the disciplines. These efforts not only expand educational offerings but also lend themselves to engagement with a growing number of partnership opportunities.

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

Strengths:

- The College regularly assesses faculty instructional effectiveness, evaluates trends, monitors improvements, and implements additional supports or rotation of faculty responsibility.
- Many of the core faculty have participated in faculty development programs, adopting evidence-based teaching methods in their classroom.

Weaknesses or Plans for Improvement:

- Student evaluation participation remains low (30% to 40% each semester; 2019-2020), which is an issue across the University. The Office of the Vice President for Instruction is developing a centralized tool that they expect to help with response rates. Given the known biases associated with student evaluations, the College is working toward including a formal peer review and evaluation system to support instructor development. This effort will be led by an ad hoc committee, to assess best practices in teaching, and the College expects a proposal to be presented to the faculty by December 2021 and implemented by July 2022. Meaningful teaching evaluations will ensure the College is meeting the needs of students in planful, academically challenging, and relevant ways.

E4. Faculty Scholarship

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

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

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

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

Members of the faculty are scholars in their respective disciplines in public health and are expected to seek external funding for their work publish their work in peer reviewed journals. Innovative and interdisciplinary efforts in research, and engaged scholarship are highly encouraged.

The College collects data on a number of research- and scholarly-related metrics and is responsive to the University's various research reporting requests. In conjunction with the University's Sponsored Projects Administration, the College's Research Office collects data on a variety of variables including number of external grants submitted/funded, amount of funding, source of funding, role in the project, and project expenditures.

The College places a high value placed on conducting and disseminating peer-reviewed research and receiving extramural funding. CPH faculty members conduct research in maternal and child health, infectious disease, community-based obesity prevention, health policy, telehealth, HIV/AIDS, substance use, social technologies, and gerontology. In the College, there are several occasions during which time a faculty member receives feedback on the extent to which he or she is conducting adequate programmatic research and engaging in meaningful scholarly activities. Each of these occurrences is described below:

I. Annual Review

University regulations require an annual performance review of each faculty member. The review is conducted by the faculty member's department head. This evaluation provides constructive feedback regarding the faculty member's scholarly achievements over the past calendar year as well as the faculty member's trajectory for tenure and/or readiness for promotion. Each faculty member's performance is assessed in the context of his/her letter of offer and current Effective Full Time (EFT).

II. Third-Year Review for Assistant Professors

The Third-Year Review is a formative process for tenure-track assistant professors, and occurs at the end of the third year of appointment. The third-year review is separate from the Annual Review. The faculty member's department head appoints a three-person committee that

conducts the review. The candidate's mentor serves as a member of this committee, and one member is from a College department other than the faculty member's home department. All committee members must be tenured and hold the rank of associate professor or professor.

In preparation for this review, the faculty member prepares a formal dossier, including an updated vita, major achievements, and evidence of accomplishments in research. The committee evaluates the applicant's progress toward tenure and/or promotion. The committee chair then prepares a written summary of comments and recommendations pertinent to the faculty member's current progress toward promotion and/or tenure.

Along with the candidate receiving this report, the committee chair submits copies to the Dean, department head, and eligible faculty of the home department. The University defines this composition of final voting members as the Promotion and Tenure Unit (PTU), and an eligible faculty member must serve as the PTU head. The PTU-eligible faculty, will then vote to recommend whether progress toward promotion and tenure is sufficient. The PTU Head will report its recommendations, along with the faculty vote, to the Dean and department head. Lastly, the department head, in consultation with the Dean, provides the faculty member under review with a final written report regarding his/her progress toward promotion and/or tenure.

III. Research Expectations for Junior Faculty

With regard to research and scholarly expectations for faculty at the Assistant Professor level, faculty members must demonstrate continued productivity and clear and convincing evidence of emerging national stature in their research activities. In reviewing a candidate proposed for promotion, the senior faculty and SPH Faculty Council look for evidence of quality, productivity and impact. Expectations of faculty research and scholarly activity for assistant to associate and from associate to full professor are described below:

External Funding: Faculty members at the Assistant Professor level should establish an independent research program by the time they apply for tenure and promotion. The faculty member is expected to demonstrate an independent line of programmatic research through one or more funded grants as:

1. PI, or project PI on center grant;
2. PI on UGA subcontract and one funded grant or contract as PI, Co-PI or Co-I by time of review for Associate Professor; or
3. Co-PI and/or Co-I on multiple grants, contracts, or other awards as warranted by discipline.

Faculty members at the Assistant Professor level are expected to obtain external funding through one or more:

1. federal government grants or contracts;
2. foundation grants;
3. industry grants or contracts; or
4. state or local contracts or grants.

Faculty members at the Assistant Professor level should obtain funding commensurate with their rank that is sufficient to support the research mission of their unit and, over time, generate annual levels of external funding from all sources that are equivalent to, or greater than, their academic year salary.

Peer-Reviewed Publications: Faculty members at the Assistant Professor level are expected to establish one or more programmatic areas of research demonstrated through a coherent set of publications in high-quality, peer-reviewed journals. For promotion to Associate Professor, faculty members are expected to publish, on average, 2-3 first or last/senior authored papers per year, and additional collaborative papers.

Presentations: Assistant professors are expected to make 12-15 (or more) local, regional, national, or international presentations by the time of review for Associate Professor.

IV. Research Expectations for Senior Faculty

In terms of research and scholarly expectations for faculty members at the Associate Professor and Professor levels, faculty members are expected to demonstrate continued productivity and clear and convincing evidence of emerging international stature in their research activities.

External Funding: Faculty members at the Associate Professor level should maintain and expand their independent research program(s) by the time they apply for promotion to Professor. Associate professors are expected to oversee a programmatic line of research that is supported by one or more:

1. Funded grants or contracts as PI, or site/project PI on multi-center grant; or
2. PI on UGA subcontract.

One or more of these external grants must be an RO1 or an RO1-equivalent, and the faculty member must have one or more funded grants or contracts as PI, Co-PI or Co-I since promotion to Associate Professor. Faculty members at the Associate Professor level are expected to obtain external funding through one or more:

1. Federal government grants or contracts;
2. Foundation grants;
3. Industry grants or contracts; or
4. State or local contracts or grants.

Faculty members at the Associate Professor level should obtain funding commensurate with their rank and sufficient to support the research and educational mission of their unit. From the time the faculty member was promoted to Associate Professor to the time that he or she is petitioning for promotion to Professor, the faculty member is expected to have generated annual levels of funding from all sources greater than their annual salaries to support all research faculty (at designated effort level to grant), staff, students, or other personnel engaged in the research program.

Peer-Reviewed Publications. Faculty members at the Associate Professor level are expected to have established one or more thematic areas of research that can be demonstrated by a

set of publications in high quality journals. One or more manuscripts should be published each year in high-quality journals with high impact as judged by discipline standards.

Presentations. Faculty members should seek to engage in public and scientific discourse in their respective field through presentations and lectures, including two to three regional, national, or international presentations. Ten percent of these presentations should be at the international level.

Clinical faculty typically do not have research allocation in their FTE. However, for those that do, evidence of scholarship is documented in the following ways (ERF A1.2.1):

1. Research Scholarship:
    a. Engaging in research studies that create new theories, explanations and understandings about human development, education, educational institutions, educational policy, or areas related to the candidate's subject of expertise.
    b. Analysis and synthesis of research for research audiences.
    c. Disseminating own research results to research audiences (mostly through articles in peer-reviewed research journals and books in research series).
    d. Disseminating the results of own studies of innovative policies and practices to peers as well as practitioner and policy-making audiences (through the appropriate outlets, which may include articles in peer-reviewed practitioner journals, books, reports, presentations, videos or other multi-media materials).
    e. Disseminating results of existing research to practitioner and policy-making audiences (through the appropriate outlets, which may include articles in peer-reviewed practitioner journals, books, reports, presentations, videos, or other multi-media materials).
    f. Contributing to the identification of questions and issues worth researching because of their potential impact on policies and practices.
2. Grant awards: Can include funding amount, scope of work, role or project, and other relevant data.
3. Participation in fellows or scholar's programs.
4. Participation in certification programs

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

Administrative support for research and scholarly activities is provided both at the University level via the Office of Research and at the College level from the Office of the Dean. The Senior Associate Dean for Research and Faculty Affairs oversees the Office of Research and serves as the School's primary representative to the UGA Office of Research and to ASPPH on research-related matters.

The College's Office of Research and Faculty Affairs is the nexus of resources and services to support faculty excellence in research. The office's main mission is to support faculty research efforts within the College. The Office assists researchers seeking external funding, from proposal development through financial administration of funded projects and award closeout. The office provides pre-award and post-award administrative services for a sponsored project and serves as a liaison with

UGA's Sponsored Projects Administration (SPA). Each Grants Coordinator has Decentralized Limited Signature Authority. Through this designation, each Coordinator is able to submit external grant applications directly to specific sponsors on behalf of the College and University.

The Office of Research and Faculty Affairs provides support to the faculty during proposal preparation by reviewing funder guidelines, checking for eligibility and limited submission restrictions, and discussing the agency submission process. The Pre-Award Coordinators assist with budget development and with the compilation and review of required proposal components. They also complete application forms in the sponsor's submission systems and upload documents in the internal eResearch Portal, UGA's electronic research administration system. The pre-award team routinely reaches out to sponsors on the faculty's behalf to address a variety of topics, including but not limited to clarification of sponsor guidance and the status of proposal submission. The pre-award team also acts as an authorized organizational official and liaison between faculty and grants contacts at the sponsoring agency.

Once a project is awarded, the Post Award Coordinator ensures the sponsored projects office has current budget and compliance information. The Coordinator double checks the information entered in all the different UGA financial systems to make sure there are no errors. During the life of the project, the Post Award Coordinator assists the CPH Business Office staff by answering questions about allowability of charges according to sponsor and UGA regulations. When needed, the Post Award Coordinators submit a prior approval request to the sponsored projects office when approval is needed to make any changes in the project. The Post Award Coordinator also monitors and assists with effort monitoring and reviews research/teaching buyouts.

The CPH Business Office staff oversee the day-to-day financial operations related to the research projects. They process payroll, assist with purchases, and ensure the expenditures charged to the grants adhere as close as possible to the budget approved by the sponsor. They help the principal investigators with the review of invoices submitted by subcontractors and assist with procurement requirements related with the payment of contracts for services and consultants. They also keep research accounts balanced and submit monthly account status reports to principal investigators.

Pilot Projects

In the past three years CPH faculty have been awarded $107,736 in seed funding. These awards help collect preliminary data that is necessary to apply for federal funding and increase the number of faculty with research funding from external sources.

Year	Grant Program	Faculty Member	Unit	Project Title
2018	Faculty Research Grants in the Sciences	Tamora Callands	Health Promotion and Behavior	Exploring the Use of Social Technology to Promote Mental Health among Postpartum Migrant Farmers
2018	Global Research Collaboration Grants	Juliet Sekandi	Global Health Institute	Proposal Title: Mobile Phone-based Treatment Monitoring for Tuberculosis Patients in Africa

Year	Grant Program	Faculty Member	Unit	Project Title
2018	Global Research Collaboration Grants	Donglan Zhang	Health Policy and Management	Advancing Parenting Skills: A Feasibility Study for an Early Childhood Intervention Using Text Messaging in Rural China
2019	Junior Faculty Seed Grants in STEM	Changwei Li	Epidemiology and Biostatistics	Multi-Omics Study of Common Food Additives; Impact on Arterial Stiffness
2019	Junior Faculty Seed Grants in STEM	Juliet Sekandi	Global Health Institute	Mobile Phone Video Observed Therapy: A Novel Approach to Treatment Adherence Monitoring for Tuberculosis Patients in Africa
2019	Global Research Collaboration Grants	Zhou Chen	Health Policy and Management	Personalized mHealth Intervention to Aid Non-communicable Disease Management among an Elderly Population in Rural China
2019	Global Research Collaboration Grants	Juliet Sekandi	Global Health Institute	Examining Mobile Technology Use and Sexual Risk Behavioral Patterns Among College Students in Uganda: Opportunities for Health Interventions
2020	Global Research Collaboration Grants	Juliet Sekandi	Global Health Institute	Integration of Epidemiology, Geospatial, Data Science and mHealth Methodologies to Improve Infectious Disease Research in Africa
2021	Faculty Seed Grants in the Sciences	Andrea Swartzendruber	Epidemiology and Biostatistics	Examining unmet menstrual health needs and academic, psychosocial, and health outcomes among middle and high school students in Georgia

The College had a team of faculty members that were involved in the President's Interdisciplinary Seed Grant Program. This is an extremely competitive program, with more than 70 faculty teams across UGA submitting research proposals. The funding project, *Impact of the School and Surrounding Environment on Implementation of Georgia's Statewide Childhood Obesity Policy*, includes faculty members, Janani Thapa, Donglan Zhang, Jennifer Gay, Justin Ingles, and Marsha Davis.

Research Working Groups

In 2020, the College formed 12 Research Working Groups, each having representation from every College department and institute. The purpose of these working groups is to develop new and strengthen existing inter-, multi-, and trans-disciplinary research collaborations within the College and across UGA. The focus areas of the 12 research working groups are: aging and gerontology; behavioral and mental health; climate change; data sciences; disaster preparedness and

management; global health; health disparities; infectious disease; preventing hate crimes and domestic terrorism; program and economic evaluation; sexual, reproductive, and parent and child health; and telehealth. These working groups will enable CPH faculty to write interdisciplinary grant applications, collaborate on manuscripts and conference abstracts, and become better acquainted with their colleagues' research programs. The Research Working Groups are also discussed in section F1.3.C.

The CPH Mentoring Program

The College views mentoring as a highly personalized, one-on-one approach to faculty development. Mentoring represents a trust-based arrangement during which a senior faculty member provides beneficial advice to a less-experienced faculty member. The College believes that mentoring can be formal and informal and occur on a daily basis. The College acknowledges that effective and contextualized mentoring requires considerable time and energy but that these investments are worthwhile if they enable less-experienced faculty to develop positive career trajectories.

The College's Mentorship Program contains several elements, which include; establishing a viable structure; identifying critical mentorship activities; establishing a process for matching and maintaining mentorships; and developing a method to evaluate the effectiveness of the program. The following are more detailed illustrations of these elements.

All new faulty members, both tenure-track faculty and non-tenure track, are strongly encouraged to identify a formal mentor soon after joining the College's faculty. While a Primary Mentor is required, the College encourages junior faculty to identify as many mentors as necessary. One of the mentors might be described as a "proximal" mentor and the other as a "meta-mentor." The proximal mentor ideally shares a common scholarly interest with the mentee and provides advice to (and collaborates with) a mentee on matters pertaining to scholarship, research, and teaching. For example, the proximal mentor might provide feedback on grant proposals, review manuscripts, help prepare lectures, and other such activities. The proximal mentor and mentee are expected to meet on a regular basis.

Because a relationship with a proximal mentor has the potential for professional conflicts of interest, a meta-mentor is also included in the College's mentorship structure. Ideally, this meta-mentor is someone who does not collaborate closely with the mentee or Primary Mentor. As such, the meta-mentor provides opinions on any number of issues to the mentee, including workload expectations, department performance criteria, College service responsibilities, and more general advice about well-being, work-life balance, or workplace harassment. The meta-mentor meets with the mentee on a less regular basis than the proximal mentor. A meta-mentor also helps overcome problems that might occur if a proximal mentor is not sufficiently engaged with the mentee and could advocate for the mentee should the need arise. The period of mentorship should last throughout the probationary period for tenure-track faculty, and through the contractual period for clinical and research track faculty.

Mentors are expected to assist mentees in developing their academic careers by providing support in the area of teaching, research, and service. The following are some examples of discrete mentoring activities that one or both mentors may provide:

Tenure and Promotion

Mentors play an important role in the mentee's tenure and promotion by discussing with the mentee the department's tenure/promotion requirements; periodically evaluating the mentee's progress towards achieving these requirements and working with the mentee to identify gaps or areas that require further development; and helping to prepare annual review and promotion materials;

Scholarship

Mentors play an important role in a mentee's scholarship by enhancing the mentee's progress in several areas including research, grant writing, publishing, and professional networking and visibility. Examples of mentoring activities under scholarship include:

1. Grant writing and funding
    - Providing the mentee opportunities to serve as a Co-Investigator;
    - Identifying grant-funding opportunities;
    - Referring the mentee to grant skill development workshops and resources as needed; and
    - Reviewing the mentee's grant applications.

2. Publications
    - Offering opportunities for co-authorship;
    - Developing ideas for papers on which the mentee can serve as a lead author;
    - Identifying journals for manuscript submission; and
    - Reviewing manuscript drafts.

3. Professional development
    - Assisting with identifying professional associations and conferences;
    - Recommending the mentee to editors to serve as a reviewer or on editorial board;
    - Recommending the mentee to serve on grant review panels; and
    - Nominating the mentee for awards that are appropriate for their fields, work, and career level.

Teaching

Mentors can enhance their mentee's teaching skills by:

1. Reviewing course syllabi and lecture materials;
2. Discussing ways to enhance teaching skills and performance;
3. Identifying opportunities, resources, and workshops for skill development; and
4. Providing feedback on students' class evaluations and other presentations

Service

Mentors are expected to advise their mentee on the appropriate level of service to their department, the College, and University as well as to national organizations by:

1. Underscoring the role of service relative to scholarship and teaching;
2. Monitoring number of committees appointed to and workload expectations;
3. Identifying service opportunities in local, state, or national organizations; and
4. Providing feedback on mentees actual service activity.

Project and Personnel Management

1. Inform their mentee of University resources and processes available to resolve problems at work including personnel and project management; and
2. Provide advice on successful strategies for personnel and project management.

Balancing work and life

1. Inform their mentee of University resources available to promote individual health; and
2. Invite/encourage them to join in outside, non-professional activities.

The Senior Associate Dean for Research and Faculty Affairs facilitates the initial pairing between mentees and potential mentors, a process likely to occur during the first semester of employment. Mentors should generally be of a higher rank than mentees. Although the mentor may provide advice in many areas, it is the responsibility of the mentee to develop and achieve goals to meet the standards for productivity and promotion. Individual mentor-mentee relationships will be evaluated and possibly revised annually. From the department and College perspective, several metrics might be considered for evaluating the success of a mentoring relationship and the CPH Mentorship Program. These may include the level of engagement (how many times did mentee-mentor meet, what tasks were addressed), levels of satisfaction of mentees and mentors with their relationship, and continuation or dissolution of relationships.

A significant number of additional resources are available to facilitate the research and scholarly efforts of faculty. Several of these supports are described below:

Support Services

The Georgia Advanced Computing Resource Center (GACRC) provides high-performance computing hardware and network infrastructure, as well as consulting and training services in support of world-class research computing and communications resources for UGA researchers. GACRC provides shared human and technological resources to the UGA community to enable and accelerate research requiring large-scale computing. Located in UGA's Boyd Data Center, the GACRC has a fulltime staff of ten, specializing in Linux/UNIX system administration, storage administration, scientific computing, virtualization, and database administration.

Library Services for the University are composed of five major on-campus libraries -- the Main Library, the Science Library, the Miller Learning Center (MLC), the Richard B. Russell Library, the Carnegie Library, and the Law Library (administered by the School of Law). Several small collections include the Curriculum Materials Library (Education), the Veterinary Medicine reading room, and various lab collections. The UGA library system also includes libraries at the experiment stations in Griffin and Tifton and the marine stations at Sapelo and Skidaway. This system is the largest library in the State of Georgia and serves as the Regional Depository for federal government publications. It is a member of the Association of Research Libraries (ARL) -- consisting of the largest research libraries in North America -- and ranks in the top third of these libraries. The libraries contain more than 3.9 million books, serials, and documents, plus many other items, including manuscripts, photographs, drawings, music scores, audio/video materials, and newspapers. Collections support the University's instructional, research, and public service activities and are available to users on campus and across the state.

Particularly relevant to public health, the University libraries offer a huge number of electronic databases. The GALILEO system provides access to more than 300 databases, including indexes, abstracts, full-text journals, electronic books, government publications, reference sources, and links to additional Internet-based resources. GIL, the library's catalog, can be accessed in the library and remotely through a web connection. Thus, faculty members and students can access thousands of journal articles from their office or home. Statistical and government databases are available through the Data Services unit.

Enterprise Information Technology Services (EITS) is the central information technology organization at the University of Georgia. The organization supports faculty, students, and staff at the University of Georgia. The goal of EITS is to help the UGA community utilize technology as a tool to enhance teaching and learning, research, and public service at the University. EITS offers this support through collaborations with colleges, departments, and individual clients. In 2001, EITS was formed from the union of several information technology units on campus. Today, EITS is an organization of approximately 240 full-time staff and 60 student workers. The organization has personnel in several buildings across campus including the Computer Services Annex, Boyd Graduate Studies, Miller Learning Center, Stegeman Coliseum, Business Services, Electronics Shop, and Franklin House.

The Georgia Biobusiness Center (GBBC) works with indigenous and recruited start-up bioscience companies with research and technology ties to UGA. Conveniently located on UGA's Athens campus, the GBBC enables start-ups to accelerate their early growth through access to space, state-of-the-science equipment, and support services. GBBC programs encourage the commercialization of UGA faculty, staff, and student discoveries in the fields of medicine, agriculture, bioinformatics, and environmental science. The academic competitiveness of the University is enhanced by an increase in Industry/University collaboration and student research and employment opportunities. The GBBC provides an economic stimulus to the Northeast Georgia region as companies provide jobs and solve unmet community needs by translating University research into products and services.

Additional Research Supports include those that have been in place at the College over the past several years to facilitate CPH faculty's scholarly efforts, all of which will be maintained as the College's research infrastructure grows. These supports include:

1. Grant Pre-Review Program, which provides faculty with external and anonymous reviews of grant applications prior to submission;
2. Grant Writing Training Workshops, which send CPH faculty (primarily junior faculty) to on- and off-campus grant-writing workshops;
3. Disseminating Funding Opportunities, which distributes on a daily basis relevant Program Announcements (PAs) and Requests for Applications (RFAs); and
4. Specific Aims Committee, a group of senior CPH faculty that provides faculty with timely, constructive, and interdisciplinary feedback on the Specific Aims page of their grant application.

The College also helps to establish interdisciplinary research partnerships with faculty at other prestigious institutions. CPH faculty are currently collaborating on NIH-funded projects with investigators at Emory University, Yale University, Georgia Tech, the University of North Carolina-Chapel Hill, Oregon Health and Science University, and Boston College.

3) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students.

Example 1: Erin Lipp, faculty in Environmental Health Science and the Associate Dean for Academic Affairs, offers opportunities for research and exploration in water quality (water, sanitation, and health themes) in her microbiology courses. In *Environmental Microbiology* (*EHSC 4310 + 4310L*), undergraduate students compare fecal indicators of water quality among Athens surface waters. Students evaluate potential sources of contamination and examine underlying environmental conditions that may help to explain differences in water quality. Her graduate course, *Advanced Topics in Aquatic Microbiology and Health* (*EHSC 8310*), is run entirely as a research project-based course. Each semester, students propose a research topic and hypothesis related to a local water quality issue and develop and implement a project. Students are expected to integrate field protocols, culture-based and molecular-based microbiology, and statistical analyses in addition to project-specific methods (e.g., hydrology, animal behavior, etc.).

Example 2: Andreas Handel, faculty in Epidemiology and Biostatistics, has students in his *Dynamical Systems Approach to Infectious Disease Epidemiology (EPID 8510)* course work through software that he wrote (https://ahgroup.github.io/DSAIDE/). One of the apps/simulation models they work through to learn about infectious disease control is based on a paper written by him. Additionally, students in his *Modern Applied Data Analysis (EPID/BIOS 8060E)* course complete a semester-long project that closely aligns to Dr. Handel's own research. A former student in this class completed a project that has since been published, http://handelgroup.uga.edu.

Example 3: Christina Proctor, faculty in Health Promotion and Behavior, specializes in school-based research. In Fall 2017, she began a collaboration with Local School Governance Teams (LSGTs) at the Clarke County School District (CCSD) to provide guidance on addressing local issues, such as food security and housing, impacting the school system. Dr. Proctor worked with CCSD to structure criteria for students taking her class, *Research Design and Methods in Health Promotion* (*HPRB 5010*), to use community needs assessment data to develop literature reviews that could be used by LSGT groups and CCSD to provide evidence-based information to guide decisions about future programs and initiatives. Since 2017, Proctor has continued to collaborate with the school district and HPRB 5010 students to provide relevant literature reviews as needed. Examples include the impact of the built environment on Hispanic/Latinx adolescent physical activity, school-based and community interventions to target pediatric hypertension, and the effect of housing on student mental health.

Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities.

Example 1: Erin Lipp, faculty in Environmental Health Science and the Associate Dean for Academic Affairs, hosts one to two undergraduate students each year to assist and train in her lab. In response to the COVID-19 pandemic, she, along with graduate and undergraduate students from EHS, initiated a wastewater surveillance study to monitor trends in SARS-CoV-2 infection trends in the local community. Weekly reports are shared on a public dashboard and have provided an important tool to track infection trends in the whole community in a way that

does not rely on individual, clinical testing. This effort has been ongoing since May 2020 and has developed into a strong partnership between the College, the Athens-Clarke County local government, and the Northeast Georgia Health District.

Lipp has worked with the Upper Oconee Watershed Network (UOWN; uown.org) for more than 10 years to support their mission to monitor and protect the streams in and around the Athens community. Her lab has provided *E. coli* testing to assess risks for swimming and human exposure as well as targeted analysis of antibiotic resistance patterns in the streams. Lipp's graduate students have also been engaged in the leadership of UOWN (an all volunteer organization). Martinique Edwards (MSEH 2019), Megan Robertson (MPH 2017, current PhD), and Amanda Glatter (BSEH 2020) have all served on the science and policy board or the board of directors.

Example 2: Pamela Orpinas, faculty in Health Promotion and Behavior, has students in her National Institute of Justice funded study develop a virtual case simulation for religious leaders working with Korean immigrant communities to prevent intimate partner violence. Several students have participated in this study: one now has a postdoctoral fellowship at Arizona State University, and another is an assistant professor at Augusta University. They are currently running a randomized control trial to evaluate the effectiveness of the training. One of the College's MPH-MSW students approached Dr. Orpinas to be her major professor for her capstone project. Because the student is also an ordained pastor with a Master of Divinity, it was recommended that she conduct a needs assessment of current pastors to assess their self-efficacy to prevent intimate partner violence, their experience handling this problem, and their perceived need for more training. She based her self-efficacy and experience scales on this study. She collected more than 200 responses, and she is currently analyzing the data. Her capstone will be publishable as it is an area in which research is scarce. For her, this project is a perfect combination of her three degrees (MPH, MSW, MDiv), and it will launch her in a much-needed career path.

Example 3: Charles Easley, faculty in EHS, incorporates student learning into his lab by encouraging students to prepare scientific presentations. Many of Easley's students from his undergraduate course have applied for graduate programs here at UGA and elsewhere because of the opportunity to learn about EHS-related research by presenting scientific articles. Not only does this active learning technique help reinforce knowledge related to topic areas, but it also enables students to get an in-depth look at how scientific research plays a critical role in understanding how environmental toxicants impact human health.

He also lectures on his lab's research during the *Reproductive Physiology* and *Novel Model Systems* lectures. Additionally, he recruits undergraduates from this course to work in his lab the following semesters after completing the course. Similarly, in his graduate courses, he incorporates novel and unpublished data to teach project developments related to reproductive and developmental toxicology. For students who have taken the course, it helped them see various stages of projects and facilitated their understanding of responsibly conducting rigorous and reproducible science.

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

The expected research, instructional, service-related, and clinical activities of all faculty are carefully detailed in each faculty member's annual contract. The Annual Review affords both administration and faculty the opportunity to ensure that they satisfy all contracts or agreements, make necessary modifications, and/or address deficiencies in a manner through which deficiencies can be promptly remedied. Faculty members annually update their scholarly accomplishments in the University's Elements Portal. Additionally, an updated version of each faculty member's CV with an accompanying cover letter outlines the prior year's activities and is submitted to the department chair. Because annual reviews are based on feedback from previous years, research and scholarly expectations are discussed and the faculty member should be evaluated on these expectations.

The general research and scholarly activity expectations for junior and senior faculty members are detailed in E4.1. Each tenure track faculty member creates a dossier at the time of their Third Year Review and when they petition for promotion and/or tenure. The sections of the dossier include the candidate's vita, Major Accomplishments, and Achievements. The Major Accomplishments section is expected to be persuasive and an interpretive piece of writing, not one that simply lists achievements already presented in the vita. Dossiers should clearly demonstrate the impacts that the faculty member's work has had on the community and field. The dossier serves as the candidate's opportunity to demonstrate that their dossier includes clear and convincing evidence that the University and PTU criteria for the desired rank and/or tenure have been met or exceeded. This section should include major accomplishments related to research funding and scholarly work (e.g., peer-reviewed manuscripts and conference presentations). Specific expectations regarding research and scholarly activity include the following.

Requirements for Promotion from Assistant Professor to Associate Professor (tenure track)

> Peer-Reviewed Publications: For promotion to Associate Professor, faculty members are expected to publish, on average, 2-3 first or last/senior authored papers per year, and additional collaborative papers. By the time a faculty member formally petitions for promotion to Associate Professor, he or she is expected to have published 8 to 24 papers (preferably more). Of these, the faculty member should have a set of 5-8 publications that comprise a thematic and important contribution to the field.
>
> Presentations: Faculty members seeking tenure and promotion to Associate Professor should seek to engage in public and scientific discourse in their respective field through presentations and lectures.

Requirements for Promotion from Associate Professor to Professor (tenure track)

> Peer-Reviewed Publications. For promotion to Professor, the faculty member should publish, on average, 2-3 first or last/senior authored papers per year, as well as additional collaborative papers. The faculty member should publish at least 1 paper per year with student authorship. By the time a faculty member petitions for promotion to Professor, he or she needs to publish 45 to 50 papers or more, at least 20 of which needs to occur after promotion to Associate Professor. This should include a set of 15 publications that comprise a thematic and important contribution to the field. One or more manuscripts should be

published each year in high-quality journals with high impact as judged by discipline standards.

Presentations. Faculty members should seek to engage in public and scientific discourse in their respective field through presentations and lectures, including two to three regional, national, or international presentations annually by the time of review for Professor and three to four invited presentations before review for Full Professor. Ten percent of these presentations should be at the international level.

The Achievements section of the dossier includes a section entitled Contributions to Research, Scholarship and Other Creative Activities. This section includes documentation of evidence of the faculty member's efforts to impact their field of study. The expectation is that faculty should conduct programmatic research or engage in other creative activities appropriate to their disciplines and to the missions of their appointment units. Faculty are also expected to disseminate the results of their work through scholarly outlets and media appropriate to their disciplines. Examples of evidence of research is as follows:

- Research and/or scholarly publications (indicate if peer-reviewed);
- Creative products;
- Membership on editorial boards reviewing publications, juries judging art works or juries auditioning performing artists;
- Scholarly reviews of the candidate's publications;
- Funded projects, grants, commissions and contracts (include source, dates, title and total amount awarded, and amount awarded to candidate, if different) completed or in progress;
- Presentation of research papers before technical and professional meetings;
- Other evidence of research or creative accomplishments as appropriate (e.g., patents, new product development, new art forms, citation index analysis);
- Record of participation in and description of seminars and workshops (including short descriptions of activity, with titles, dates and sponsor); indication of role in seminar or workshop (e. g. leader, participant);
- Description of outreach or other activities in which there was significant use of candidate's expertise (e.g., consultant, journal editor, reviewer for refereed journal, peer reviewer of grants, speaker, service to government agencies, professional and industrial associations, educational institutions);
- Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated;
- Description of new computer software, video or multimedia programs developed;
- List of honors or awards for scholarship;
- Lists of grants and contracts for improvement of instruction, with an indication of the candidate's role in preparing and administering grants and contracts;
- Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or educational institutions;
- Technology transferred or adapted in the field;
- Technical assistance provided;
- Other evidence of impact on society of research scholarship and creative accomplishment;

- Evidence of graduate and post-doctoral students' scholarly achievements (e.g., publications, awards, grants); and
- Election to offices, committee activities and important service to professional associations and learned societies, including editorial work and peer review as related to research and other creative activities.

The faculty member's material is assessed by multiple internal and external evaluators, depending on the stage of the promotion process. This includes external reviewers, departmental faculty, CPH Tenure and the Promotion Committee, letters of support from the department head and Dean of the College, the UGA Tenure and Promotion Committee, the Provost, the President, and the state's Board of Regents.

5) **Select at least three of the measures that are meaningful to the school and demonstrate its success in research and scholarly activities. Provide a target for each measure and data from the last three years in the format of Template E4-1. In addition to at least three from the list in the criteria, the school may add measures that are significant to its own mission and context.**

Table E4.6.1. Outcome Measures for Faculty Research and Scholarly Activities

Outcome Measure	Target	FY2019	FY2020	FY2021
Percent of faculty submitting external grants as PI	90%	76.6%	80.9%	80.9%
Amount of external funding	$22.0 M	$13.9 M	$18.4 M	$16.3 M
	Target	2018	2019	2020
Number of publications in journals with above average 1 potential[1]	175	124	138	143
Number of publications in journals with top tier citation potential[1]	50	39	36	36

[1]Above average citation potential based on a journal with a SCImago Journal Rank (SJR) indicator value greater than 1.0. Top-tier citation potential based on an SJR value greater than 2.0.

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

Strengths:

- Faculty have a history of successful funding of their research. As noted in Criterion A1.2, CPH ranks fourth amongst UGA schools and colleges in annual grant expenditure measures.
- The integration of research with student education is evidenced by the number of doctoral programs offered by CPH, as well as by the examples included in this section of student opportunities of participation in faculty research, and of integration of research in formal course instruction.
- The College recognizes the need to support its junior faculty as each member works to build their research portfolio. A series of programs have been implemented that not only support junior faculty in a greater capacity, but also bolster the collaborative spirit of public health research. The formation of the Research Working Groups is a way for the College to support all faculty in their research, promote interdisciplinary research, and increase external funding.

Weaknesses or Plans for Improvement:

- Appreciating the diverse ways faculty can support their research and scholarly activities and contribute to the field of public health, the College will continue to evaluate the best outcome measures and targets.

E5. Faculty Extramural Service

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

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

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

The College's definition and expectations regarding faculty extramural service stem from the mission, vision, and values statements -- service is pervasive in all that the College does and is embedded in the expectations of its faculty and central to its mission.

At the University and the College, faculty are expected to engage in extramural service activities above and beyond research and instruction. This is evidenced by the 5% of Full Time Equivalent (FTE) for tenure track and tenured faculty that is allocated to service efforts. These service efforts are explicitly distinguished from internal service efforts to the College and University, such as committee service or professional service to the field. The College's extramural service activities include such activities as serving as Subject Matter Experts (SMEs) before local, state, and national legislative and judicial bodies; serving on community advisory boards and as SMEs for community organizations and nonprofits; serving as members of community organizations and on nonprofit boards; reviewing grant applications; providing technical assistance to community organizations and government agencies; and direct service provision through clinical and public health practice.

Service activities are a part of the evaluation of faculty members in their progression toward tenure and promotion. The College's expectations align with the University's expectations on service -- UGA is a state land-grant institution and thus has a mission and responsibility to give back to the State of Georgia by serving its citizens through the tripartite mission of teaching, research, and service.

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

University and College support for extramural service activities are available from a variety of sources and programs to provide faculty with the resources needed to meet extramural service expectations.

At the University level, Faculty Service-Learning Support Grants are available for faculty from the Office of Service-Learning. These grants are available for faculty to apply to their service-learning instruction projects implemented in their instruction activities. College faculty have received a total of six Service-Learning Support Grants in the last four years.

The Office of Service-Learning also provides the Faculty Service-Learning Fellows program, which has been in place since 2006. The Service-Learning Fellows Program is a year-long faculty development program that provides an opportunity for selected faculty members to learn best practices in service-learning and community engagement, and to integrate service-learning into their teaching, research, and public service work while becoming recognized campus leaders in service-learning pedagogy and community engagement. The 2020-2021 cohort of eight faculty members includes two CPH faculty.

Additionally, University support for extramural service is also available from the Office of the Provost and the Office of Governmental Relations in the form of National Service and Engagement Faculty Travel Grants. This funding supports professional travel for extramural service opportunities when faculty are invited to serve as SMEs for elected officials and governmental agencies at the national level.

The College's Community Advisory Committee for Outreach, Engagement, and Equity provides an annual grant opportunity to fund community collaborative projects between teams of CPH graduate students and community-based organizations to tackle a public health project. Student teams are paired with a faculty mentor for the planning and implementation of their projects. Annual awards range from $500 to $1,000.

The Health Equity Fellows Program pairs student with a city in the State of Georgia to address health disparities. Fellows work directly with a faculty member and communities to create a plan for addressing a public health issue, specific health disparity, or other health equity project. Fellows are provided a $1,000 stipend.

3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.

Example 1: Kerstin Emerson, faculty in Health Policy and Management, and UGA's Institute of Gerontology, is a tireless advocate for older adults. Dr. Emerson serves on the UGA Osher Lifelong Learning Institute (OLLI) Special Interest Group. In 2019, she served on the Georgia Gerontology Society Board and helped plan the organization's state-wide conference. Dr. Emerson incorporates service into her teaching and works to educate both her students and the community about the dangers of ageism and the importance of social connectedness in older persons. In her course, *Foundations of Aging (GRNT 7100)*, students create a Public Service Announcement that can be shared with community members. The PSA topics vary each semester, but include public awareness campaigns covering public health topics in gerontology, such as fall prevention or loneliness.

Example 2: Jessica Muilenburg, faculty in Health Promotion and Behavior, and Assistant Dean for Strategic Initiatives and Assessment, serves the Georgia District 10 Department of Public Health by providing expertise on health communications and development of pandemic and vaccine-related materials for the general public. Throughout 2020 and 2021, she has served as a liaison between the Department of Public Health and the College of Public Health focusing on producing specific materials on COVID-19 testing, contact tracing, and isolation. She has integrated undergraduate and graduate students in her efforts to develop communication

materials and resources for the Department of Public Health through service and experiential learning projects.

Example 3: Paula Davis-Olwell, faculty in Epidemiology and Biostatistics, and the Global Health Institute, is the faculty advisor for the University's American Mock World Health Organization (AMWHO-UGA). She has coordinated an annual conference since 2017 that is hosted on the College's campus and is attended by area high school students from Clarke and surrounding counties. The conference provides a simulation for the high school and college students of a World Health Organization Meeting. Dr. Davis-Olwell is also the faculty advisor for Global Health Union, a student organization that serves as an umbrella organization for all UGA student clubs/organizations addressing global health. They hold networking events (among other student organizations at UGA), co-host global health events on campus, and hold events in collaboration with local nonprofits and community-based organizations.

Example 4: Pamela Orpinas, faculty in Health Promotion and Behavior, serves as Co-Principal Investigator of the *Lazos Hispanos* (Hispanic Links) program, founded in 2017. Launched as a pilot program to facilitate healthcare and social service use among native Spanish speakers in Athens-Clarke County, the program has now received additional funding for service provision from the Georgia Department of Public Health. The Lazos Hispanos program serves as a bridge between health and social service providers and the local Latinx community. Since completing training in October 2017, nine Spanish-speaking health workers, or promotoras, have made referrals to hundreds of individuals in the community. Orpinas integrates both MPH and MSW students into program implementation and evaluation of Lazos Hispanos.

Example 5: José Cordero, faculty and Department Head in Epidemiology and Biostatistics, has committed to a career of public health service and practice. In September 2017, Puerto Rico was devastated by two massive hurricanes that led to immense devastation and human suffering. Puerto Ricans lost more than 90% of the power grid, wireless communication, access to potable water, and many homes. Cordero's research programs, which include Puerto Rico Testsite for Exploring Contamination Threats (PROTECT), Center for Research on Early Childhood Exposure and Development in Puerto Rico (CRECE), Zika in Infants and Pregnancy (ZIP), and Environmental Influences on Child Health Outcomes (ECHO), paused operations for two weeks to begin hurricane recovery and to become a source of assistance for all study participants. As a result, 95% of study participants were retained. More importantly, community collaborations were formed across nonprofits and other service organizations and community members to ensure the safety and wellbeing of all individuals involved. That same year, Cordero received the Sedgwick Memorial Medal, APHA's award for distinguished service and advancement of public health knowledge and practice. Cordero also integrates students in all of his maternal and child health projects and in his lab at UGA.

4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.

Example 1: The Athens Wellbeing Project White Paper Symposia is an annual white paper series in *Policy Analysis in Public Health (HPAM 7400)* course. Grace Bagwell Adams works directly with local government agencies and nonprofit partners to pair graduate student teams with an agency to answer a research question using data from the Athens Wellbeing Project. Organizations work directly with Dr. Adams and student teams to define the area of interest, research question, and data analysis needs, and the students produce a white paper for the organization. Organizations are invited to be clients of the course for no charge. At the end of the semester, community forums are held at the College where the teams present their research to a cross-section of community partners ranging from local government managers and employees to nonprofit executive directors to health service providers. Beginning in 2017, these sessions occur every fall and spring, and have drawn more than 650 participants, to date.

Example 2: Faculty at UGA's Institute for Disaster Management were instrumental in the development of the Infectious Disease Network (IDN), led by Curt Harris, the Institute for Disaster Management director. IDN is a collection of emergency medical services personnel in the State of Georgia who are specially trained in managing cases of highly infectious disease. A facet of IDN, the Infectious Disease Transport Network (IDTN), provides further training to EMS personnel via both basic and advanced courses across the state. Nearly 75 graduate students at the IDM have helped to deliver these courses and assist in training events over the past several years. In 2019, through this program, IDM conducted a full-scale Ebola patient transfer exercise, including participation from five graduate students.

Example 3: Under the direction of Chris Whalen, the Global Health Institute has launched a new program titled, *Uganda Global Health.* As part of this new initiative, faculty in the Institute will travel to Uganda, leading students in a new study abroad program *HIV and AIDS: Pandemic, Politics, and Culture* (*GLOB 3600S)*. In this program, students will work with organizations in Uganda that address HIV and AIDS to provide support for these community-based organizations.

Example 4: Mark Ebell, faculty in Epidemiology and Biostatistics, is a medical doctor and serves as a volunteer at the Mercy Clinic, a nonprofit healthcare provider in Athens-Clarke County. In this volunteer role, Dr. Ebell see patients as a primary care provider. Mercy Clinic has been providing free medical, dental, pharmacy and health education to low-income and uninsured patients from Clarke, Barrow, Jackson, Madison, Oglethorpe, and Oconee counties for more than 17 years. Mercy currently serves more than 3,000 patients in their primary care patient pool. He and other CPH faculty volunteers work with student volunteers to provide administrative support for Mercy Clinic patients and other clinicians at the facility.

Example 5: Katie Darby Hein, faculty in Health Promotion and Behavior, has been involved with the Cottage, a sexual assault and children's advocacy center for many years, and currently serves as the president of the board. She has helped bring a focus on prevention within the organization and regularly places health promotion students in service-based practicums and internships there. Such service-learning field placements have focused on LGBTQ advocacy, as well as first response with adult sexual assault survivors. Additionally, Dr. Hein teaches *Issues in*

Women's Health (HPRB 3150) and includes her students in health communication service-learning projects that benefit local health organizations serving women including the Cottage.

5) Select at least three of the indicators that are meaningful to the school and relate to service. Describe the school's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list in the criteria, the school may add indicators that are significant to its own mission and context.

The College's Strategic Plan, which aligns closely with the University's Strategic Plan, has goals that focus exclusively on service and aim to increase community partnerships and service activities among faculty and students across the state and the world.

The College recognizes the importance of service, particularly service that is external to UGA, and benefits different communities and stakeholders that we work with every day. The three indicators of service that are most meaningful to the College are as follows: (1) extracurricular practice and advocacy groups; (2) educational outreach; and (3) content matter expert.

- Examples of extracurricular practice and advocacy groups: (1) member of Task Force on Global Health that promotes collaboration within Georgia to support global health activities; (2) advisory committee member for the development of a drug-induced renal injury platform for DILIsym®; (3) board member of the Athens Community Health Center; and (4) member of the Taskforce on Healthcare Access and Cost for Georgia.

- Examples of educational outreach: (1) training journalists about health issues; (2) multiple educational efforts in the community concerning health issues; and (3) training on evaluation tools that can help with cost effectiveness.

- Examples of content matter expert: (1) broadcast interviews; (2) print interviews; (3) marketing and public relations; and (4) podcasts.

Table E5.5.1 shows the amount of service in these categories that have been reported in the past 3 years.

Service Type.	2018	2019	2020
External practice and advocacy group	85	131	133
Educational outreach	82	93	97
Content matter experts	29	51	74

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

The role of service in decisions about tenure track faculty advancement is an integral part of the three-fold criteria evaluated by the College and the University for all promotion and tenure decisions. The following statement from CPH's Promotion and Tenure Handbook clearly outlines that service is one of the three areas that must be an area of demonstrated competence. The handbook then goes on to define the principles of service expected at the University, Professional, and Community levels:

> *Candidates for promotion and/or tenure must have demonstrated competence in all areas of assignment and a high quality of scholarship and performance in the following areas, depending upon the assigned responsibilities of the faculty member: (1) teaching, (2) research, (3) service. The relative importance of the three areas for assessment will be proportionate to the candidate's appointment letter and adjusted for workload assignments for the period under review.*
>
> — *CPH Promotion and Tenure Handbook*

Service Expectations for Junior Faculty

University Service

Principle: Faculty members should be an active participant in service to the University.
Documentation: Faculty should serve on at least three committees at the departmental level.

Professional Service

Principle: Faculty members should provide service to their professional organizations.
Documentation: Faculty should demonstrate this by means that are relevant to their discipline. Examples include serving as a manuscript reviewer for professional journals, abstract reviewer for professional conferences, grant panel reviewer, and/or committee membership for a professional organization.

Community Service

Principle: Faculty members should provide service to local, state, national, or international health-related organizations.
Documentation: Faculty should demonstrate this by means that are relevant to their discipline. Examples include serving on a community organization related to health, participation in a community project, invited presentations at the community or state level, contributing to evaluation of existing practices or programs, making contributions for public policy, creation and teaching of service-learning courses, and/or implementing public health programs/policy in community."

Service Expectations for Senior Faculty

University Service

Principle: Faculty members should be an active participant in service to the University.
Documentation: Faculty should serve on at least 4-6 committees at the departmental, college, or university level.

Professional Service

Principle: Faculty members should provide service to their professional organizations.
Documentation: Faculty should demonstrate this by means that are relevant to their discipline. Examples include serving as a manuscript reviewer for professional journals, abstract reviewer for professional conferences, grant panel reviewer, leadership position for a professional organization, editor, associate editor or editorial board member of a journal, chair of a study section, and/or membership on committees serving national organizations.

Community Service

Principle: Faculty members should provide service to local, state, national, or international health-related organizations.
Documentation: Faculty should demonstrate this by means that are relevant to their discipline. Examples include serving in a leadership position for a community health organization, participation in a community project, invited presentations at community or state level, contributing to the evaluation of existing practices or programs, making contributions for public policy, creation and teaching of service-learning courses, and/or implementing public health programs/policy in community.

Clinical faculty are also evaluated on contributions to service. Examples of service to the University includes, but is not limited to: participating in departmental, school/college and/or University committee work and/or governance; serving as a college representative on a major University committee or task force. Service to the profession includes, but is not limited to: offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional association and learned societies publications; and review of grants applications. Specific clinical faculty documentation can be found in ERF A1.2.1.

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

Strengths:

- Service is one of the three pillars of the College's core purpose. The expectation of faculty to engage in service activities, especially community-related service to improve the health of all, is explicitly stated in the mission, vision, and values.
- The College provides 5% salary coverage to have protected time for service, reflecting our collective responsibility for engaging in service activities.
- Service is explicitly outlined in the criteria for promotion and tenure as a necessary aspect of what faculty members must do to be successful in professional advancement.

Weaknesses or Plans for Improvement:

- It is difficult to capture the full range of community-based service activities of CPH faculty, students, and staff. Going forward, based on the Strategic Plan, the College will be assessing on a regular basis: number of community partnerships involving faculty across the state -- with a special focus on rural areas; number of student/faculty service-related mentorships; number of public/private and cross-sector partnerships; existing undergraduate and graduate courses that include substantial service-learning components; programming,

projects, and work produced through participation in service-learning activities; and public health students participating in state, national and internationally focused service-learning, travel, and study abroad programs across the University.

- A priority for the Office of Outreach, Engagement, and Equity is to seek external funding (through grants and donors) in order to expand and financially support student and faculty extramural service.

F1. Community Involvement in School Evaluation and Assessment

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

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

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

The College is committed to graduating students who are equipped to address pressing public health issues and meet the needs of the ever-changing field of public health. The College engages advisory boards and community partners who meet regularly to discuss their work and provide information to inform the education, research, and service missions of the College. The feedback shared is reported to the relevant audiences such as degree program directors, graduate coordinators, and the CPH Administrative Council.

<u>Dean's Advisory Board</u>

- Includes senior executives from hospitals, public health agencies and organizations, and educational systems.
- The CPH Dean's Advisory Board is an external board of public health leaders whose primary focus is on advising the Dean on matters related to strategic planning and advancement.
- The members of the Dean's Advisory Board and their affiliations are:
    - Susan Waltman, Chair, Executive Vice President for Legal, Regulatory, and Professional Affairs; General Counsel at the Greater New York Hospital Association
    - Vincent LaFronza, President and CEO of the National Network of Public Health Institutes
    - Valerie Hepburn, Senior Health Policy Advisor, University System of Georgia
    - Yvette Daniels, University Liaison, Georgia Department of Public Health
    - Pamela Stahl, President, Anthem Blue Cross and Blue Shield in Georgia
    - Gary Nelson, President, Healthcare Georgia Foundation

<u>College of Public Health Alumni Board</u>

- Includes alumni of the College currently working in public health settings.
- The College of Public Health Alumni Board's mission is to support the Office of Development and Alumni Relations by fostering meaningful, lasting connections among the CPH alumni family.
- The members of the Alumni Working Group and their affiliations are:

- Lori Elmore, BSED '00 -- Health Promotion, Budget Policy Team Lead, Office of Appropriations at the Centers for Disease Control Prevention
- Kim Metcalf, BSEH '93, MS '96 -- Environmental Health Science, Founder and President of the environmental consulting firm Riverbend Environmental
- Erica Parks, MPH '11 -- Health Policy and Management, A "vetprenuer" and the CEO and founder of Camouflage Me Not
- Raegan Tuff, Ph.D. '09 -- Health Promotion, Applies informatics strategies and information systems to the public health practice at the Centers for Disease Control Prevention
- Meridith Keller Woodman, BSED '96 -- Health Promotion, Senior portfolio and program manager at AmeriHealth Caritas, currently leading a COVID-19 enterprise program; Worked previously at the National Center for HIV, STD and TB Prevention (NCHSTP) at the Centers for Disease Control Prevention

<u>Practice Advisory Council</u>

- The College invites more than 50 community site preceptors for a Practice Advisory Council meeting hosted by the Office of Academic Affairs once each fall and spring semester.
- Memberships rotate annually and are largely dependent on agencies who have hosted students in the current year.
- Meetings focus on the critical skills necessary for graduates and serve to inform how the College can better integrate those skills into its academic programming and training opportunities.

<u>Community Outreach, Engagement, and Equity Advisory Board</u>

- The members of the Community Outreach, Engagement, and Equity Advisory Board are members of local and state government agencies, and educational settings.
- This group assists the Assistant Dean for Outreach, Engagement, and Equity in understanding the pressing community needs in the State of Georgia, how the College can be involved in working with the citizens of the state, and plans the annual State of the Public's Health Conference.
- The members of the Community Outreach, Engagement, and Equity Advisory Board and their affiliations are:
  - Becky Taylor, Director of Federal Relations and Research, Georgia Municipal Association
  - Michelle Elliot, Director of Archway Partnerships, UGA
  - Rob Gordon, Director of Carl Vinson Institute of Government, UGA
  - Maritza Soto-Keen, Associate Director, J.W. Fanning Institute for Leadership, UGA
  - Laura Perry Johnson, Associate Dean for Cooperative Extension, UGA
  - Melissa (Moose) Alperin, Research Assistant Professor, Rollins School of Public Health at Emory University
  - Sarah Brinson, Dean of the Darton College of Health Professions, Albany State

At the department, institute, and program levels, various strategies are employed for stakeholder engagement, including external advisory boards and assessments of alumni and preceptors.

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

The College is dedicated to providing innovative, relevant, and rigorous curricula across all existing degree programs. To do this effectively, it is essential to systematically engage the stakeholders described above and use their feedback in adopting and evolving curricula for all degrees. The following provide examples of ways in which the College engages its stakeholders.

Practice Advisory Council

The College has processes in place for systematic feedback through surveys of students upon graduating, internship preceptors, alumni, and employers. For example, midpoint and final student evaluations are distributed to each site preceptor and used to enhance the experience for both the site and the student for subsequent placements. In addition, the Practice Advisory Council provides qualitative feedback on their experiences with students that year. Feedback from the responses is provided to the Associate Dean for Academic Affairs for review.

As an example of this feedback loop, the MPH program has been redesigned to include an Integrative Learning and Applied Practice Experience. Due to site preceptors' responses, areas of student improvement involve enhancing professionalism and preparation for the workforce. The program now includes a professional development seminar as well as structured faculty instructional time for additional career services support.

The College of Public Health Alumni Board supports the Office of Development and Alumni Relations to foster meaningful and lasting connections among the College alumni. With a mission to unite a network of dedicated alumni, this group creates programming and engagement opportunities for the community of alumni, students, and faculty to connect and show their commitment to the College. The College intends to utilize this group to measure the extent to which the competencies of its degree programs align with public health practice.

Dean's Advisory Board

The SPH Advisory Board contributes to the overall mission, vision, values, and goals of the School. The Board is comprised of community leaders who are champions of public health. Board members foster closer ties between the College, the philanthropic community, the corporate sector, and the greater regional and national community. The Board offers strategic advice to the Dean with a focus on raising awareness, building affinity with external audiences, and attracting resources to the School.

Community Outreach, Engagement, and Equity Advisory Board

Formed in May 2021, the Community Outreach, Engagement, and Equity Advisory Board exists to inform the work of the College's Office of Outreach, Engagement, and Equity. The Board consists of external stakeholders who are knowledgeable of and have the experience to inform the College of community needs throughout the state. The mission of the board will be to use the members' expertise and knowledge on community engagement, as well as the ever-changing political and social landscape, to inform the office's activities. Specific tasks for this board include promoting the College as a hub for technical assistance and selecting students for the Health Equity Fellows and the Student Diversity, Equity, and Inclusion Grant programs. Each member of the board has a

professional network and state-wide reach that will improve the College's capacity of increasing the number, duration, and impact of its partnerships across Georgia, as stated in the Strategic Plan. With regard to connecting the College to more opportunities to provide technical assistance, each member of the board directs agencies or institutes that are consistently sought after to provide assistance in various domains, especially in rural Georgia. Thus, board members are poised to connect communities to public health-specific technical assistance and subject matter experts within the College.

The advisory board also helps plan the agenda for the meeting each year of the State of the Public's Health Conference (SOPH). This conference convenes influential leaders from across Georgia's public health communities. Programs feature nationally renowned speakers from multiple sectors, as well as public health community leaders, on a range of topics that are central to constituents of the state. The day-long gathering is focused on meaningful, constructive dialogue and practical solutions for Georgia's public health challenges. The conference brings together the public health workforce, elected officials, policymakers, academia, community-based health organizations, the business community, and others passionate about improving the health of all Georgians. Its goal is to craft a practical, pragmatic plan of action for Georgia's leaders that is realistic about the myriad of opportunities and challenges confronting the public's health in Georgia. To accomplish this, the conference focuses on discussion and idea-sharing through interactive, solution-driven workshops, poster sessions, and presentations. The event serves as educational programming, training, and a platform to advance the public health conversation on health. Essential information gleaned presents the College with the opportunity to explore new research and service endeavors.

3) Describe how the school's external partners contribute to the ongoing operations of the school. At a minimum, this discussion should include community engagement in the following:

a) Development of the vision, mission, values, goals and evaluation measures

Beginning in July 2019, the College engaged in an effort focused on reevaluating its mission, values, goals, and objectives. In-depth interviews were conducted with key external partners to help guide the development of a brand identity and strategic directions of the College for the next five to 10 years. These partners included state and national public health thought leaders representing non-profit organizations, foundations, governmental agencies, and institutes, including APHA, ASPPH, the CDC Foundation, Trust for America's Health, Georgia Department of Public Health, Georgia's East Central Health District, and Resilient Georgia. In addition, the College surveyed and interviewed fellow public health deans representing private and public colleges and universities in the Southeast, Midwest, and Northeast. These leaders provided insight into future directions for public health curriculum and what would be needed to train a public health workforce equipped to take on increasingly complex and entangled public health issues. Overlapping with this effort, the College began strategic planning for 2020-2025. As part of this process, the College surveyed current students, faculty, and alumni to collect their insights for improving operations. The new mission, vision, and values in turn helped to shape strategic goals, tactics, and metrics for evaluating its goals.

b) Development of the self-study document

The College's Self-Study Committee convened in Fall of 2019 to establish a workflow process for the development of the self-study. The membership consists of a representative from each department and institute, the communication office, practice coordinator, Director of Graduate Education, and student representatives. The committee was tasked with acting as conduit for sections of the document that required unit input. The committee was also instrumental in the development of the templates, competencies, the mission statement, and strategic planning. Throughout various milestones of the development of the self-study, this committee was pivotal in providing feedback on its process.

The preliminary self-study document was distributed to the Dean's Advisory Board, the Practice Advisory Board, the College of Public Health Alumni Board, and the Community Advisory Board. Faculty and staff were also given access to the document to offer comments and suggestions. The preliminary self-study document was loaded into a web portal that allowed for feedback. Feedback was actively solicited through faculty meetings and promoted in *Trending*, a bi-monthly newsletter. All responses were integrated into the final self-study. The goal was to obtain as much feedback as possible from the various constituencies to ensure accurate and comprehensive reporting. We received no substantial feedback.

c) Assessment of changing practice and research needs

As described in F1 and F2, the College has formal structures in place for the engagement of external constituents. Through these various committees and processes, the College is able to modify in a timely manner its curricula in response to changes in research and practice.

Faculty, along with their students, engage in community-based research that provides valuable insight into future research and training needs for faculty, students, and the public health workforce. Additionally, as described in criterion F3, the College conducts regular needs assessments of public health practitioners to identify their needs. The Dean is working with departments to identify specific areas of research that will help bolster the College's profile as subject matter experts in these practice and research needs areas. Some of these areas include rural health; community-based participatory research; aging; disaster management; health technologies; health disparities; infectious disease; and sexual, reproductive, and child health. More details on these areas can be found at https://publichealth.uga.edu/research/.

The College launched an interactive Community Engagement Map Interactive Community Engagement Map on the College's website in the summer of 2021. The map serves as a central location where the various community engagement and service projects being conducted by faculty and students in Georgia communities are collected and shared. The map is intended to help build awareness of ongoing projects among prospective and current CPH faculty, staff, and students; potential collaborators within the University; and potential community partners or funders, and to provide information on how these stakeholders can get involved with current or future engagement initiatives.

The Community Outreach, Engagement, and Equity Advisory Group is also an integral part of the ongoing assessment of changing practice and research needs. Each member of the group is uniquely positioned to offer insight on public health and changing political and social landscapes in communities across the state. This group's input is a valuable component of the College's ability to appropriately serve the state in public health practice and research efforts, particularly in the projects that are community-based participatory research.

Finally, the College has 12 research working groups that bring together faculty with similar areas of research interest and expertise. Among these 12 groups are two, in particular, that engage in ongoing evaluation and needs assessment work throughout the state -- the Health Disparities working group and the Program and Economic Evaluation working group. The chairs of each of these groups work with counties to conduct needs assessments to continually monitor the complex and dynamic needs of the public and public health in Georgia. The Outreach and Engagement Interactive Map; the Community Outreach, Engagement, and Equity Advisory Group; and the working groups are critical strategic pieces for accomplishing College goals in the areas of research and practice. More details on the research working groups can be found at https://publichealth.uga.edu/research/research-working-groups/.

CPH faculty are involved in community efforts through membership on community boards, task forces, and commissions. Through these relationships they observe directly and solicit input from community members to inform teaching and research, and apply both to practice. Most recently, these commissions have focused on COVID-19, the opioid crisis, and health communication and literacy.

Specific examples of the community partnerships CPH engages with to inform practice and research include:

- The Assistant Dean of Outreach, Engagement, and Equity's engagement with the Athens Area Community Foundation, along with a position on the foundation's Strategic Philanthropy Committee, allows the College to be closely connected to the unique needs of Athens-Clarke County and the Northeast Georgia Region—in particular to the nonprofit community and the service providers that deliver critical services to vulnerable populations in the area.

- Another critical partnership has been with the Georgia Municipal Association (GMA). GMA is the professional organization dedicated to promoting the unique policy interests of local governments in the state; all 530 cities in the state belong to the organization. In Spring 2021, the College's Health Equity Fellows program was launched in partnership with the GMA Equity and Inclusion Task Force. This task force is composed of 22 cities throughout the State of Georgia that are committed to addressing issues of diversity, equity, and inclusion in their communities. The College partnership with GMA led to five of the task force's cities serving as that initial partner cities for CPH students' Health Equity Fellows projects. The partnership will continue in the future through additional iterations of the Health Equity Fellows program.

- UGA's Archway Partnership connects Georgia communities with University of Georgia and other higher education resources to address critical locally-identified needs and opportunities. To date, dozens of Georgia's counties have been selected, each receiving a multi-year term of support from the University of Georgia to focus on leveraging University resources into their communities. The College partners closely with Archway and has worked to provide research and practice expertise in many of their communities. For example, Pulaski County had full access to the university's vast resources. Two doctoral students from the College of Public Health, working with faculty in Health Policy and Management, took on the Taylor Regional Hospital's required community needs assessment, conducting focus groups and administering a survey to members of the community to gauge their use of their rural hospital. Not only did the CHNA show the hospital was needed, it also showed the community would benefit from an outpatient clinic to treat injuries and illnesses that would otherwise turn up in the emergency room, preventing the hospital from closing. This work resulted in UGA receiving a national Award of Excellence from the University Economic Development Association. Colquitt County received technical assistance and support in Spring 2020 when the pandemic hit Southwest Georgia particularly hard. A team of epidemiologists and policy experts partnered with their local hospital to produce localized estimates of the projected disease burden for their hospital and community. Throughout the pandemic, the College has continued to learn from and support the Colquitt community through the Archway partnership. The Institute of Gerontology also collaborated with Archway on a recent NIH R01 submission on access to healthcare for aging populations in the area of dementia and Alzheimer's, to inform the proposal development phase on the challenges of older adults in rural Georgia. If awarded, the College will partner with Archway to pilot a new model of care and community engagement on these topics.

Many connections between CPH faculty and students have been directly facilitated by the relationships described above, including, but not limited to, service-learning partnerships, internships, capstone projects, community-engaged research, and the application of that research to practice.

d) Assessment of school graduates' ability to perform competencies in an employment setting

The CPH Alumni Survey asks alumni to rate their own competencies in performing their jobs. Similar to national survey data, the College's evaluations have indicated that graduates may be lacking in soft skills, leadership, political savviness, communication, and cultural competency. This feedback has led to the addition of coursework and application of these skills in the Fall 2021 curriculum. The Alumni Survey results were presented in Tables B4.1.1 through B4.1.7 with details regarding the survey in ERF B4.2.1. In general, greater than 80% of the College graduates report that the curriculum was effective in meeting competencies in their employment setting for undergraduates and within the MPH competencies. The core MPH competencies had slightly lower reports of effectiveness with most domains between 70 and 80 percent. DrPH graduates reported the lowest effectiveness with all domains below 55 percent.

Example: In 2019, as a part of a brand development exercise, the College worked with a research firm to interview external public health stakeholders who could provide insights into the

skillsets and competencies they most valued in public health students entering the workforce. This group of stakeholders represented federal and state public health agencies, non-profit organizations, foundations, and health care facilities. Many, though not all, were based in Georgia and had hired UGA College of Public Health students. Specifically, these individuals provided feedback on the reputation UGACPH grads have in the field – ways they are prepared for the field, ways they should be better prepared for the field, and how engaged they are in service or the community, and in what ways. A copy of the survey instrument and interview guide used by the firm are located in ERF F1.3.1.

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

Minutes and committee reports for items in this criterion are located in ERF F1.4.1

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

Strengths

- As Georgia's land-grant university, UGA and the College have a presence in all 159 counties. Faculty in the College partner with many of the Public Service and Outreach units at UGA (Archway Partnership, Extension, Carl Vinson Institute of Government, J.W. Fanning Institute for Leadership Development) to work directly with and get feedback from community members.
- Through these valued collaborations, changes in curriculum and practice are ongoing and evaluated.

Weaknesses or Plans for Improvement

- The College is just beginning the formal work of the College of Public Health Alumni Board. Through new programming and engagement opportunities, this group will enhance and strengthen the network of CPH alumni to inform the College of their mastery of competencies and ability to apply skills in the field.
- Much of the feedback received from the community is informal, and the College is working to systematically document and incorporate the feedback from the various committees (Dean's Advisory, Practice, Community Outreach) into the curriculum, research, and outreach activities of both faculty and students. This is vital in CPH's decision-making and commitment to innovate its work to meet the needs of the students and the field of public health.

F2. Student Involvement in Community and Professional Service

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

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

At all times the College is called to provide leadership and guidance that is grounded in scientific evidence. This is at the heart of its research and service mission, and extends to the training of its students. The College has meaningful opportunities for students to engage in service and community engagement for all programs of study and degree levels.

Orientation

All incoming undergraduate and graduate students receive comprehensive orientation to introduce them to all aspects of academic life in the College. The role of service is emphasized as a critical part of the College experience from the beginning of their time at the University. Specifically, students are encouraged to enroll in service-learning courses, get involved in student organizations such as the Public Health Association, and engage with faculty in community service projects both inside and outside of the classroom. Faculty from departments and institutes share snapshots of their work and service projects and discuss how students can engage with this work as soon as they begin their program of study.

Diversity Grants for Students

Each year the College awards grants for student-led outreach projects addressing health disparities in the Athens-Clarke County community. The program, which began in Fall 2018, allows students to make an impact in the local community while gaining experience in the grant proposal writing and project implementation. Applicants are asked to propose a community research project that addresses a public health problem confronted by underrepresented or otherwise marginalized or underserved members of the Athens-Clarke County community. Project budgets can be up to $1,000.

Students are encouraged to work collaboratively across the College and University by forming a group of three to five students from interdisciplinary fields. The groups must contain at least one public health student member, but are strongly encouraged to have a group as diverse in representation of fields as possible. Each group must identify a faculty mentor to support the student-led research and engagement on public health and social/environmental justice or health inequities. The purpose of the grant is to facilitate the conduct of a research project or a community service venture that addresses a public health problem that underrepresented or otherwise marginalized/underserved members of local communities confront. Each group, at the end of spring semester, must present their work and are encouraged to include their partner

agency or organization in their work and presentations. The program has supported seven student led projects to date. Some of the topics addressed have included homelessness in Athens, hand hygiene reinforcement, stress in postpartum African American women, health centers and community schools, paternal support and breast-feeding practices, lead contamination in public schools, and utilization of Medicaid in communities of need.

Athens Wellbeing Project

Launched in 2016, the Athens Wellbeing Project (AWP) was initiated and is led by the Assistant Dean of Outreach, Engagement, and Equity. The purpose of the Athens Wellbeing Project is to provide comprehensive data from a representative sample of households to identify needs and assets in Athens- Clarke County. The AWP is championed by the Athens Area Community Foundation. Two rounds of survey data collection have been completed -- version 1.0 in Fall 2016 and version 2.0 in Fall 2018 -- with the intent of building a longitudinal dataset across time. The third iteration of survey data collection is planned for Fall 2021. AWP data provide information across all domains of life in the local community. These include: Education, Health, Housing, Civic Vitality, and Community Safety. The AWP is pioneering an unprecedented collaboration of community leaders, using a data collection approach that is representative of the local community. The research design and community participation incorporate vulnerable populations providing unique opportunities to understand wellbeing across all groups in Athens-Clarke County.

Community partners include key institutions in Athens-Clarke County: both hospital systems, the school district, the local government, the housing authority, United Way of Northeast Georgia, and the Athens Area Community Foundation. Students have many of opportunities to engage with the project. For example, AWP hosts at least three College interns from the MPH program each year at the Athens Area Community Foundation. Students also comprise the door-to-door data collection teams that are led by community members. These data collection teams volunteer and serve for three months in the field collecting survey data in the Fall. Students also have the opportunity to take classes in Health Promotion and Behavior (*HPRP 5010, Research Design and Methods in Health Promotion*) and Health Policy and Management (*HPAM 7400, Policy Analysis in Public Health*) that use AWP data for students to pose research questions and analyze the data for community partners. Our students showcase their service-learning projects twice a year, to nonprofit and partner institutions of AWP, on the College's campus. This is also an opportunity to commend the research partnerships that stem from these service learning projects. AWP represents the interconnections of teaching, research, and practice that is possible in the College and community.

Conference Participation Support

College financial support for registration and a competitive funding pool for national and international conference travel are available to students presenting at such conferences.
In addition, many faculty provide direct financial support for students to attend professional meetings and conferences for the purposes of sharing their work though poster and panel sessions, networking at the conferences, interviewing for jobs, and general professional development. Faculty encourage these activities by assisting students with the process of abstract submission for peer review and conference registration.

Within the College, students are invited to attend the annual State of the Public's Health Conference and to network with public health professionals across the state. The conference occurs annually in the fall. On the eve of SOPH, the College hosts a gathering of students and conference attendees have the opportunity to network.

Health Equity Hub

Begun in Spring 2021, the CPH Health Equity Hub serves as a dedicated working group for service, research, and faculty-student mentorship in the College. As part of this initiative, and in partnership with the Georgia Municipal Association, the College supports Health Equity Fellows to work directly with local government officials in Georgia communities of need and carry out projects to address health disparities. The Fellows program is a natural extension of UGA's longstanding relationship with GMA through the Carl Vinson Institute of Government, which together provide educational training for local government leaders and strategic planning for rural economic development.

Fellowship applications are solicited across the College and are open to both graduate and undergraduate students. Applicants are asked to propose a research project in which service-learning is the cornerstone of the work. Students work with a community, public, nonprofit organization, or agency to develop products that will benefit the community stakeholders. The Health Equity Fellows receive a $1,000 stipend from the College to support them in the development of their work. Each Fellow works with a College faculty adviser, while also working alongside leaders and members of the community to deliver on their proposed projects. Health Equity Fellows present their work in a virtual forum at the end of each academic year that is attended by their mentor and the community/organization stakeholders served.

Public Health Association

The Public Health Association (PHA) is a student organization that encourages the exploration of public health issues through discussions, service activities, and meaningful interactions among students within the College. PHA also fosters the relationship between the College and the Athens community. In Fall 2020, PHA launched a fundraiser to focus on health equity within public health. PHA's first fundraising effort was donated to the National Medical Association (NMA), which works to support Black healthcare workers and reduce health disparities within public health. NMA aligns with PHA's commitment to address medical racism and health inequities.

Additionally, PHA identifies an "Organization of the Month" to highlight local organizations, including: Athens Community Fridge, Project Safe, Athens Anti-Discrimination Movement, Athens Immigrant Rights Coalition, and Campus Kitchen. The association also directs students to resources to register to vote, request an absentee ballot, and vote on campus. The PHA also organizes guest speakers and career panels for networking and professional guidance. Currently, it has 57 members that regularly attend events and general body meetings.

Public Health Student Ambassadors

The College has an undergraduate and graduate ambassador program, with 10 to 15 students serving one-year terms. Public Health Student Ambassadors help create and foster a welcoming, informative, and inclusive environment at the College. Through these ambassadors, current and prospective students can obtain information, assistance, and mentorship. Ambassadors are

selected based on their demonstration of professionalism and commitment to public health, and most applicants have a strong background in service and research. They are an important part of the Office of Academic Affairs and student services team at the College, and they provide input about students' experiences within the College, allowing for continuous programmatic improvements. Ambassadors directly support College events and mentor prospective and current students.

Service-Learning in Disaster Management

The Institute for Disaster Management (IDM) provides students opportunities to participate in state-level disaster responses in the State Operations Center at the Georgia Emergency Management Agency. These provide students with hands-on training that allows them to develop critical thinking skills and professional relationships that lead to internship and job placements upon graduation. Disaster management students also participate in the Medical Reserve Program, Community Emergency Response Teams, and the Regional Trauma Advisory Committee. These are professional organizations that prepare, train, and respond in tandem in the aftermath of disasters. This reinforces classroom instruction and allows students to build resumes and develop professional contacts. Lastly, students also participate in a service-learning class in IDM, Public Health Crises and Disaster Management (DMAN 7400). This course brings in community practitioners from the field to introduce unresolved community-level needs. Students spend the entire semester working with the practitioner and the community to address the need. Past projects have included evacuation information for medically and non-medically homebound populations, health screenings, and disaster related information sessions for vulnerable populations.

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

Example 1: In March 2020, the College hosted a 48-hour virtual hackathon focused on COVID-19. Led by a team of ten faculty mentors, students were asked to put their training in public health theory and practice to use in developing messages for specific audiences on COVID-19 information. More than 90 public health students crafted infographics, data visualizations, policy briefs, and even Tik Toks to support communities with useful, evidence-based information on COVID-19. In the first few weeks of the pandemic, this was a way for public health students to engage in the College's ongoing efforts to serve Georgia communities. Examples of projects included how to talk to kids about the coronavirus; how to tell the difference between allergies and COVID-19 symptoms; and the possible impact of shelter-in-place policies on homelessness and domestic violence. Some students created COVID-19 lesson plans for middle schoolers; some tackled data visualization projects to help the general public make sense of the changing case numbers. Nonprofits, local governments, faith organizations, and philanthropic organizations made use of the materials produced.

Example 2: The College offers a course, *Global Health and Food and the Links Among Food, Culture, and Disease (GLOB 3200),* in which students are required to complete ten volunteer hours with Athens area community organizations addressing food insecurity. Some of the agencies include Northeast Georgia Food Bank, the Athens Farmers Market, UGA Campus Kitchen, and UGArden. Students in this class contribute more than 400 volunteer hours every

year. For many students, this assignment brings them face-to-face with hunger and food system problems. A formal service-learning component was added to the course (GLOB 3200S). In this course, the students work with the International Rescue Committee (IRC) to aid in their programs in food security and nutrition education for refugee youth in Clarkston, Georgia. These students also volunteer in the IRC-sponsored school garden at Clarkston High School and after-school tutoring – both programs designed for refugee youth.

Due to COVID-19, students in this course are currently collaborating with an Athens-based community organization that addresses food justice. Service projects during Spring 2021 allowed undergraduate students to be involved in planning and fundraising to begin a farm-to-neighborhood mobile farmers market, and to support Culinary Kitchen of Athens, a culinary incubator that will assist new food entrepreneurs. Course readings emphasize food justice concerns, such as food deserts, access to fresh foods, presence of fast-food outlets, and access to land for gardens, and their public health outcomes. Lastly, the course reviews global health efforts to address food justice and health outcomes, such as the EAT-Lancet Commission, and efforts to manage the commercial determinants of health through dialogue with global food business leaders. Additionally, students receiving a Global Health Certificate or minor have completed internships with IRC and found employment in the organization after graduation.

Example 3: In response to the COVID-19 pandemic, faculty and students in the Environmental Health Science department initiated a wastewater surveillance study to monitor trends in SARS-CoV-2 infection in the local community. Weekly reports are shared on a public dashboard and have provided an important tool to track community infection without reliance on clinical testing. This effort has been ongoing since May 2020 and has developed into a strong partnership between the College, the Athens-Clarke County Unified Government, and the Northeast Georgia Health District.

Example 4: In 2017 and 2019, students from the College participated in the data collection process for the Athens Wellbeing Project, a local collaboration led by CPH faculty in partnership with the Athens Area Community Foundation. More than 75 students in 14 teams led by a local community leader in their door-to-door data collection efforts for a survey on household level social determinants of health. All students participated in training before going into the field for data collection and reflection activities when the data collection process was complete. Many students who participated have gone on to engage further with the Athens Wellbeing Project and Athens community partners.

Example 5: In Spring 2020, researchers from the College prepared a series of reports as part of the Healthcare System Forecasting of Local COVID-19 Cases at the request of physicians from Athens area hospitals. These reports and models estimated the range of total cases that local healthcare systems in Northeast and Southwest Georgia would see in the first wave of the pandemic. For both reports, students played an integral role in data collection, model estimation, report writing, and presentation of results to the healthcare systems and community stakeholders in each region. Graduate students participating in this service activity are co-authors on the reports, which have received media coverage.

Course syllabus and projects discussed can be found in ERF F2.2.1

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

Strengths

- There College is deeply committed to engaging students with experiential learning opportunities.
- There are many opportunities for student service, especially in the areas of service-learning courses and faculty mentorship. Service is clearly articulated to public health students to be a priority of the College from the beginning of their educational experience.
- Faculty often engage with students in conducting community service and service-related scholarship.
- There are also many opportunities to receive financial support, including endowment funds, grants, and College-based support.

Weaknesses or Plans for Improvement

- While there are numerous opportunities for students to engage in service opportunities, these opportunities could be more effectively communicated to students. The Communications Office has specific goals in the Strategic Plan that are being implemented to accomplish the expansion of communication for service opportunities for CPH students.
- The College has recently developed a match-making system for students and faculty who are conducting community service and service-related scholarship. These strategies will be implemented in Fall of 2021.
- Many of the programs that are being currently implemented are in their infancy. These programs will continue to expand to include more students and serve more communities. With regard to students and research engagement, the development of the research working groups has created a new conduit for student engagement. Working group leaders are communicating new opportunities to students as they arise.
- Through the office of the new Assistant Dean for Strategic Initiatives and Assessment, we will have a mechanism to systematically track data such as numbers of students who receive project grants, present at local and national conferences, or to obtain information on student involvement in community and professional service.
- As the 2020-25 Strategic Plan, the College will expand tracking and evaluation of opportunities provided to students and the impact of these contributions to their personal and professional development.

F3. Assessment of the Community's Professional Development Needs

The school periodically assesses the professional development needs of individuals currently serving public health functions in its self-defined priority community or communities.

1) Define the school's professional community or communities of interest and the rationale for this choice.

The College's professional community includes public health professionals across the State of Georgia – many of whom are employed by the state, district, and local Georgia Department of Public Health. The College's professional community also includes clinicians, ranging from primary care physicians to pharmacists to behavioral health specialists to leaders of non-profit community health agencies.

One of the cornerstone professional development programs in the College is the Public Health Leadership Academy (PHLA), which launched in 2015 in conjunction with the University's J.W. Fanning Institute for Leadership. The PHLA's mission is to increase the capacity of leaders to transcend boundaries, work collaboratively, and transform their communities to create a culture of health and improve the health of all Georgians. Participants include business, non-profit, and public leaders; professionals from multiple sectors including health, social work, psychology, ministry, and education; and other community-based entities that have an impact on factors that affect public health. The College further collaborates with the Emory University Rollins School of Public Health's Region IV Public Health Training Center, funded by the Human Resources and Services Administration. Through this collaboration, the College gauges the training needs of the public health workforce in this area to deliver a skill-based and interactive Leadership Institute.

The College's professional community expands to elected officials and policy makers. Thus, it works closely with the University's Carl Vinson Institute of Government to assist in training newly elected officials on issues of public health concern.

The College's annual State of the Public's Health Conference holds a series of workshops each year dedicated to training the public health workforce. Examples of workshops include Prioritizing Community Health Needs: Determining What is Important When it All Seems Urgent; Public Health Law: Exploring Possible Partnerships and Barriers; The Culture of Death and Dying: Grief's Threat to Public Health in Georgia; Approaches to Address Health Insurance Coverage in Georgia: Rural and Urban Perspectives; and Promoting Health Through Design. Many of these workshops are led not only by College faculty, but also in collaboration with students, practitioners, clinicians, and community leaders.

As described in F1, Archway communities are a critical partner of the College. There is a longstanding partnership between the College and Public Service and Outreach that has been a highly valued and productive resource for both entities. The Archway Partnership creates a trusted

conduit to deliver public health expertise to communities in the state. The current Archway communities include Colquitt, Grady, Hart, Pulaski, Spalding, McDuffie, and Washington counties.

2) Describe how the school periodically assesses the professional development needs of its priority community or communities, and provide summary results of these assessments. Describe how often assessment occurs.

The College surveys the participants of the annual State of the Public's Health Conference (n~350), specifically asking about their professional development needs. Participants represent a broad cross-section of the College's professional communities and include public health professionals from county health departments, Georgia Department of Public Health, and representatives from many other state-level government agencies such as the Division for Aging Services, the Department of Family and Children's Services, and the Department of Early Care and Learning, as well as members of the State's nonprofit and philanthropic communities. Annual surveys are conducted after the conference is held to capture professional development needs. The Collage has also begun a series of listening sessions with conference participants to gather qualitative data on their professional development needs.

Workforce needs assessment data from professionals living and working in Archway communities are collected using individual interviews or focus groups of the Archway Executive Committees or health related sub-committees. These committees are composed of local health departments, hospital administrators, school superintendents, county commissioners, and leaders of nonprofit organizations.

Finally, the College surveys the College's Public Health Leadership Academy (PHLA) participants who represent local, district, and state public health professionals and leaders of nonprofit community health organizations. The survey includes data collection on professional development needs and opportunities among participants. This assessment occurs annually with each cohort that participates in the PHLA.

The findings from the assessments of each of these audiences coalesce in these main areas:

- Accessing and using data to influence program and policy development
- Understanding the relationships between policies and public health challenges
- Assessing factors that influence specific public health issues
- Skills to engage community partners in addressing social determinants of health

These data are not collected on a regular basis and were last collected May 2020. In a partnership with Emory Region 4 Public Health Training Center, located at Emory University, we have access to their workforce needs assessment data.

Data collection tools, results, reports, agendas, and minutes are available as ERF F3.2.1.

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

Strengths

- The College has outstanding access to communities across the State of Georgia because of the University's status as the state's land-grant institution. There is a statewide infrastructure through Extension and the Public Service and Outreach units that further connects the College to communities throughout the state.
- The State has a large number of public and private institutions of higher education, giving the College an ability to collaborate in research and practice areas.
- Within the University, longstanding relationships with Archway, the Fanning Institute, and Carl Vinson Institute of Government have created bridges between the College's faculty and students and the communities in rural and urban areas alike. Each of these incredible partnerships and opportunities create real ways for students to be exposed and engaged to public health practice across the state.
- The strengths of the assessment of professional development needs include the frequent engagement of students, faculty, and staff with public health stakeholders external to the College. Partners at the state and local level provide regular information on their professional development needs to the College.

Weaknesses or Areas for Improvement

- In the coming year, one of the specific strategic plan goals is to broaden these opportunities in both geographic scope and frequency, reach more rural communities, and engage new stakeholders who have not traditionally worked in public health.
- Because of the College's involvement with many agencies, organizations and individuals doing public health work, information regarding needs for workforce development is often gathered in an informal way. The College is working toward a systematic assessment effort to more formally identify community needs.
- One of the ways the College is expanding its outreach to the workforce is by offering more virtual opportunities to engage with the College, as well as in continuing education. Like the rest of the world, it has migrated many activities to a virtual platform, which has led to the benefit of expanding its reach. For example, after moving the State of the Public's Health conference to a virtual offering in January of 2020, the event doubled its attendance and registration (in person was at 300 individuals, while the virtual attendance was nearly 600 individuals).
- The College also recorded the virtual conference and made it available online to statewide partners in local health departments. The plans are to continue this virtual offering in October 2021 and expand such opportunities to achieve the goal of continuing education and a focus on rural partners. Such plans include webinars on special topics (e.g., COVID-19 and how to address vaccine hesitancy) that will be widely and safely offered to anyone who wants to attend. These are the kinds of plans for improvement that will expand access to the College's resources and subject matter experts.

F4. Delivery of Professional Development Opportunities for the Workforce

The school advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

1) **Describe the school's process for developing and implementing professional development activities for the workforce and ensuring that these activities align with needs identified in Criterion F3.**

Each year, evaluation results from the State of the Public's Health Conference and the Public Health Leadership Academy guide the development of the subsequent year's conference activities and the trajectory of the PHLA. The College also leverages these findings into the other activities to offer professional development throughout the communities it serves.

Over the last five years, CPH faculty have conducted Community Health Needs Assessments (CHNA) in more than 20 counties in Georgia. The federal government requires CHNAs to be conducted every three years by nonprofit hospital systems in order for the hospital to maintain its nonprofit status. In addition to the CHNA, the hospital must also develop an implementation plan to detail how the system plans to address the identified needs as laid out in the CHNA. CHNAs are an intensive and collaborative process with the hospital system, and also with areas served by each system. Faculty members that conduct CHNAs have engaged private and public sector partners in each of the counties to collect both qualitative and quantitative data, analyze the data, and interpret the findings. This data has been used to understand the most pressing health needs in each of the hospital systems for which a CHNA has been conducted. The process for conducting the CHNA is months long and requires engagement with local health departments, nonprofit partners, Federally Qualified Health Clinics, free clinics, and many other partners outside of direct health services provision.

Through a partnership with the Region IV Public Health Training Center, the College holds an annual leadership training for all Tier 2 public health workers in the Southeast region. The Leadership Institute provides instruction using both distance-based and in-person modalities, and the curriculum focuses on adaptive leadership.

The Interprofessional Management of Programs and Collaborative Trainings Health Team conducts research related to management of programs in healthcare disciplines. Research and training are related to the areas of health administration, health informatics, project management, and workforce development in healthcare. This work is supported by interprofessional collaborations and partnerships with local, state, regional, and national agencies. The Institute for Disaster Management also provides ongoing technical assistance to state and federal partners in disaster response and preparation for natural and man-made disasters. Faculty in Environmental Health Science provide

technical assistance for local government and other public partners in the measurement of COVID-19 viral load in the community and also in using infrared technology for sanitizing public spaces.

Finally, the Community Advisory Board for Outreach, Engagement, and Equity creates opportunities for a constant feedback loop between the College administration, faculty, and the communities it serves. Each of the Advisory Board members are positioned to inform the College on the professional development needs of the public health workforce.

2) **Provide two to three examples of education/training activities offered by the school in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the school).**

Example 1: The College of Public Health's Athens Wellbeing Project and the Athens Area Community Foundation partnered to deliver *Trauma 101 Training* in August 2020. This work was funded by Resilient Georgia and was open to residents of Athens-Clarke County and the five contiguous counties. The training was aimed at health and social services providers, clinicians, and any other persons interested in being trained on the issues of trauma and resilience. The training was attended by 463 participants and more than half participated in the follow-up evaluation activities after the training.

Example 2: Hosted by Piedmont Athens Regional Medical Center, faculty conduct and facilitate the *Annual Primary Care Conference: Hot Topics in Primary Care* in January of each year. The sessions are for primary care providers who attend from across the state, and their participation merits 5.75 hours of Continuing Education credits from the American Medical Association. Each year, more than 150 physicians participate in the conference.

Example 3: Faculty in the Institute of Gerontology complete a minimum of three presentations annually for CE and/or CME credit for healthcare providers in Georgia and across the world. In three years, they have delivered 15 Committee on Publishing Ethics (COPE) approved presentations for 9,375 healthcare providers in the areas of lifespan neurological development and neurological disease prevention and treatment.

Example 4: Since 2018, the Institute of Gerontology and the Augusta University/UGA Medical Partnership have provided training for the St. Mary's Geriatrics Residency Program. The faculty deliver training on a monthly basis related to neuropsychological assessment, dementia screening in primary care and acute care settings, and strategies for effective communication with persons with low health literacy due to neurological injury. Faculty have trained 24 residents since the partnership began. In addition to resident training, the Institute of Gerontology has hosted five fully funded medical scholars in the AU-UGA Medical Scholars Program.

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

Strengths

- UGA, as the land-grant institution for the state, is highly regarded as a place for resources and technical assistance. The College is no exception and has long been a respected partner of public health entities in the state.
- The College is positioned to offer unique training opportunities. Many of its faculty members also are passionate about providing technical assistance and professional development to communities across the state. The PHLA and the CHNAs conducted by the College are multi-sector initiatives that reach across public and private sectors, in addition to engaging nonprofit partners, which allow for inclusive professional development.

Weaknesses or Plans for Improvement

- The College is working to support faculty to deliver continuing education within their area of expertise. This aligns with the Strategic Plan and will be better facilitated moving forward now that College has established research working groups that pool the expertise and resources of faculty through a trans-disciplinary approach.
- The Strategic Plan outlines the expansion of continuing education and professional development as an explicit responsibility of the new Assistant Dean for Outreach, Engagement and Equity. Through external funding, partnerships with such entities as the Georgia Department of Public Health and the National Network of Public Health Institutes, and development funds, we expect to develop and disseminate more no- and low-cost quality training.

G1. Diversity and Cultural Competence

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this criterion's context, refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the school's dominant culture. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the competencies for recognizing and adapting to cultural differences and being conscious of these differences in the school's scholarship and/or community engagement.

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

The values of diversity and cultural competence are woven through the core responsibilities of instruction, research, outreach, and service. Georgia is one of the most diverse states in the nation. Thus, serving an increasingly diverse population of students both in and out of the classroom is essential the College. Further, a diverse faculty is important in engaging and retaining students and colleagues, creating a richer academic experience, and building stronger relationships with community partners. Diversity in populations we serve includes: Ability/Disability, Age, Citizenship, Cognitive Ability, Culture, Education Level, Ethnicity, Experiences, Gender, Gender Expression, Gender Identity, Geographic Area, Immigration status, Language, Learning Styles, Marital Status, Mental Health, Military Experience, Nationality, Parental/Caregiver Roles, Political Affiliation/World Views, Race, Religion, Sexual Orientation, Socioeconomic Status/Class and Student Enrollment Status.

The College makes a concerted effort to increase the pool of applicants from under-served populations in both student and faculty recruitment. It focuses these efforts specifically for students who identify as Black or African American, Hispanic/Latino, residents of rural areas, first generation, and older and nontraditional, for the following reasons:

1. The Black or African American population in the State of Georgia is 33%. The disparities among this population are higher in the Southeast Region than other parts of the United States. Additionally, educational attainment, particularly post-secondary education, in this population has historically trended lower than whites.
2. The Hispanic/Latino population is the fastest growing population in Georgia, as well as the United States. In 2019, Georgia was 9th in the country for the population of Hispanics/Latinos. Similar to Black and African American students in the State, Hispanic/Latino students also trend lower in regard to educational attainment. Moreover,

this population is severely medically underserved in the state, having the highest uninsured rates of any racial or ethnic group within the United States.

3. According to the Census Bureau, American Community Survey, in half of Georgia's counties, less than one in five individuals has obtained a Bachelor's Degree or higher. The majority of these counties identified are rural counties.
4. A priority of the College is to provide opportunities for higher education for existing public health professionals. A study by Sellers, Leider, Harper et al.[4] reports that only 14% of the public health workforce has received formal public health education.

The College wants to recruit faculty that can best reflect the populations of students and communities that we serve; however, recruiting and retaining faculty from underserved populations has been a challenge. Table G1.1.1 shows the percentage of faculty who are from underrepresented populations. Based on this table, it is clear there is a disproportionately low percentage of non-white faculty in both tenure and non-tenure track positions.

Table G1.1.1: Percentage of faculty who are from underrepresented populations (2021)

	Tenure or Tenure Track (n=44)	Non-Tenure Track (n=37)	Total (n=81)
Hispanic/Latino	4.5% (2)	2.7% (1)	3.7% (3)
Black or African American	4.5% (2)	16.2% (6)	9.9% (8)
Native American or Alaska Native	0% (0)	0% (0)	0% (0)
Hawaiian or Pacific Islander	0% (0)	0% (0)	0% (0)

2) List the school's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

The College has multiple goals that address increasing recruitment, retention, and support for underrepresented students, faculty, and staff.

Strategic Goal 1.4: Promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for under-represented, rural, first-generation, older and non-traditional and other underserved students.

Unit Goal: Increase enrollment and diversity of the student body and facilitate employment opportunities for graduating students.

Key Performance Indicator: Number of underrepresented students in undergraduate, MPH, MHA, MS, and doctoral programs.

Annual Target: Increase number of underrepresented students across all degrees in CPH by 5% each year for the next five years.

Key Performance Indicator: Create a culture of inclusion and equity in the college.

Annual Target: Increase college climate satisfaction by 5% each year.

[4]Sellers K, Leider JP, Harper E et al. The Public Health Workforce Interests and Needs Survey: the first national survey of state health agency employees. J Public Health Manag Pract. 2015;21(suppl 6):S13–S27.

Strategic Goal 3.2: Strengthen UGA's role in improving health across the state, with a particular emphasis on underserved communities.

Unit Goal: Strengthen the College's role in improving the state's health education, with a particular emphasis on underserved communities.
Key Performance Indicator: Number of communities, particularly rural and low-access communities, served by the College's educational initiatives.
Annual Targets: Increase faculty and student participation in in research, education and service events on health disparities, rural health and minority health, particularly in rural and low-access areas by 5% per year. Increase educational events across the state by 5% per year, particularly in underserved areas.

Strategic Goal 3.3: Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on high-priority public health issues.

Unit Goal: Streamline existing opportunities for connection between students and faculty and create new opportunities for collaboration with community partners
Key Performance Indicator: Number of students participating in study abroad, community-based research, and community based experiential learning.
Annual Target: Increase the number of students in participating in these programs by 5% from the previous year.

Strategic Goal 3.4: Develop high-impact global partnerships that engage and support UGA areas of research and service excellence.

Unit Goal: Become an influential academic, community, and policy leader on issues affecting global public health
Key Performance Indicator: Sponsored award funding for global collaboration projects.
Annual Target: Increase numbers for global collaboration by 5% from the previous year
Key Performance Indicator: Transcript-eligible international experiential learning opportunities completed by students.
Annual Target: Increase the number of experiential learning opportunities completed by students by 5% from the previous year

Strategic Goal 4.2: Nurture a supportive, diverse, inclusive, and collegial environment.

Unit Goal: Create a culture that enhances resilience while instilling the importance of continued training and development as an indication of progress, transparency, and commitment to a positive environment.
Key Performance Indicator: Require college-wide participation in training related to diversity and inclusion.
Annual Targets: 1. 100% Faculty and staff will complete one training and professional development event per year; 2. 100% of administrators will have completed the Certificate in Diversity and Inclusion; 3. 80% of faculty and staff will have completed the Certificate in Diversity and Inclusion

The University of Georgia's Planning Committee on Diversity and Inclusive Excellence has completed its work, establishing a five-year roadmap to advance diversity and inclusion at UGA, UGA Diversity and Inclusive Excellence Plan. The overarching goals of the plan are:

1. Building an inclusive living/learning environment that supports access and success for diverse students
2. Recruiting and retaining a diverse workforce to advance our mission in the 21st century
3. Expanding partnerships and outreach to strengthen diverse communities

The plan includes 11 university-level goals ranging from increasing the enrollment of underrepresented students to increasing the number of underrepresented faculty and staff, as well as increasing institutional visibility in the educational pipeline of underserved communities. Each of the 11 goals in the plan includes key performance indicators to measure progress over time as well as institutional actions to be implemented immediately. These include developing pipeline programs with targeted high schools, providing training for search committees and hiring authorities, and establishing scholarships for experiential learning in rural Georgia, among other actions.

During 2021-2022, the College will be developing its own 2021-2026 Diversity and Inclusion Excellence Plan that will build upon the University's plan as well as expand the DEI goals of our Strategic Plan. This planning process will be led by the College's Director of Diversity, Equity, and Inclusion and the DEI Committee.

3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of school-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

Organizational Structure

The Diversity, Equity, and Inclusion Committee includes departmental representatives and other CPH staff, faculty, and students who want to improve the equity, diversity, and inclusion practices in the College. The charge to the Committee is to develop and advocate for policies and initiatives that would improve the diversity of the SPH community. Priorities are set each year for curricula; faculty, staff, and student recruitment and retention; and climate and strategies to address the priorities were nominated and refined through discussion and consensus in the full Committee or in one of its working groups.

In addition, all CPH departments established their own DEI committees and developed their own plans to further the work of creating programming around diversity, equity, and inclusion. In Spring 2021, each department chair submitted an initial DEI plan for their department that was developed in collaboration with their faculty and staff. These departmental DEI plans each complement college-level initiatives and include: department-specific committees on diversity and inclusion; collaborative curriculum and course revisions to improve upon the College's delivery of this content; and improved departmental websites and recruiting materials. All of these efforts will clearly promote and articulate the College and department commitment to fostering a supportive multicultural environment. Department chairs are expected to evaluate their department's activities and include

those evaluations in their annual reviews with college administration and the dean to benchmark progress.

Training and Professional Development: Certificate in Diversity and Inclusion (CDI)

Training faculty on building inclusion, facilitating difficult conversations, and integrating diverse content in the classroom are all high priorities for the School. The most comprehensive training in DEI is offered through the Office of Institutional Diversity at UGA. The Certificate in Diversity and Inclusion requires active engagement in six, three-hour seminar sessions for a total of 18 professional development hours. All College administrators, department heads, institute directors, faculty, and staff are strongly encouraged to earn their Certificate in Diversity and Inclusion.

To best facilitate accomplishing this goal, the College is working directly with the Office of Institutional Diversity at UGA to take advantage of their new program Pathways, which provides units with a pathway to have their employees go through the CDI curriculum. Through Pathways, the College is hosting four of the six required sessions of the CDI curriculum (Diversity Beyond the Numbers, Unconscious Bias, Deepening Dialogues in Diversity, Organizational Excellence through Diversity). The remaining two sessions must be completed through the Office of Institutional Diversity.

In addition, the Committee on Diversity, Equity, and Inclusion, supported by the Dean's office, is hosting a speaker series. In Fall 2021, Dean Perry Halkitis from Rutgers University School of Public Health spoke on our journey to becoming anti-racist academic institutions of public health.

Recruitment of Students and Faculty

The College is enhancing recruitment opportunities, including working with partners at Historically Black Colleges and Universities (HBCUs) and UGA feeder schools to promote interest in public health degrees. It is developing and refining social media advertising to enhance program awareness in key demographics (determined using prior campaign data analysis). The College has also shifted to virtual information sessions and open houses, which has reached a broader audience than the traditional open house events that were hosted prior to the pandemic. Finally, it is shifting toward a more holistic application review process to better evaluate applicants with the elimination of the GRE requirement for many of its degree programs.

The University's Graduate School has an office dedicated to recruitment and diversity, the Office of Recruitment and Diversity Initiatives. The College works very closely with this office to create seamless transitions to graduate school and create an inclusive and welcoming experience for all students. The Office of Recruitment and Diversity Initiatives includes various programs, workshops, and funding programs to increase recruitment and retention efforts.

The College recognizes the importance of expanding the number of faculty numbers from underserved populations, particularly when compared to other institutions. In order to successfully recruit a more diverse faculty, the College is requiring all faculty serving on search committees to participate in Faculty Search Committee Training through the Office of Faculty Affairs. Additionally, it is making a more strident effort to intentionally identify strong candidates from diverse backgrounds. The College is hopeful the addition of this training, and the expectation of intentional recruitment efforts, will result in an increase number of underrepresented faculty. According to the training description for faculty hiring committees:

Attendees will learn about best practices and policies in faculty recruitment that align with UGA's mission. This session will offer an overview of standardized faculty search procedures and helpful resources for the process. It will provide strategies for attracting highly-qualified candidates to enrich UGA's diverse and inclusive work environment. This workshop is open to faculty who are chairing or serving on a faculty search committee this year. Others who work on faculty hiring processes or serve on faculty search committees are also welcome.

For faculty recruitment, the College is committed to the policies and procedures laid forth by the Equal Opportunity Office at UGA. This includes goals of recruiting diverse applicants, with no prohibited considerations of race, color, ethnicity, religion, national origin, gender, gender identity, sexual orientation, age, disability or veteran status. Further, each search committee should be charged to seek and encourage qualified persons to consider and apply for available positions with appropriate emphasis on women and candidates from underrepresented populations. The search committee should also reflect the diversity of the UGA community. According to Article IV, Section 4 of the College bylaws, all aspects of recruitment must conform to the University Affirmative Action/Equal Employment Opportunity (AA/EEO) guidelines, and with guidelines issued by the University's Office of Academic Affairs. Before it is published or circulated, the job advertisement must be approved by the Dean and by the AA/EEO Office.

Strategic Plan

The College has identified specific actions and strategies from the Strategic Plan that will drive efforts towards a more diverse and inclusive climate. These goals and outcomes were developed with faculty, staff, and students as a part of the strategic planning exercise.

Table G1.3.1. Goals to increase Diversity, Cultural Competence, and Supportive Environment

Increase number of underrepresented students in undergraduate, MPH, MHA, MS, and doctoral programs • Outcome: Increase the number of unrepresented students in each degree program by 5% each year	• Determine trends and baseline numbers of underrepresented students and in each degree program • Work with the College Communications Office to create messaging that will help it recruit students that go beyond the College's broader marketing themes • Develop a recruitment plan for BIPOC in its graduate programs • Conduct regular virtual recruitment events that will be advertised to organizations and other entities where the College can increase the pool of underrepresented applicants • Continuously track MPH enrollment now that the GRE is no longer required for admission

Create a culture of inclusion and equity in the college • Outcome: Satisfaction of college climate related to diversity, equity, and inclusion increases by 5% each year • Outcome: Increase number and funding amounts for the CoDEI Student Diversity grants by 5% each year	• Maintain the mini-grant program established by the Committee for Diversity Equity and Inclusion (CoDEI) • Examine syllabi and curriculum in each department, consider how diversity and inclusion shape the learning objectives for students and curricula, make changes accordingly • Distribute annual college climate survey for students, staff, and faculty to establish a satisfaction with college culture related to diversity and inclusion. • Identify and promote UGA-based resources, and off-campus professional organizations that offer support to under-represented students
Number of communities, particularly rural and low-access communities, served by the College educational initiatives • Increase number of faculty and students engaged in research, education and service events on health disparities, rural health and minority health, particularly in rural and low-access areas by 5% each year.	• Create a database to establish a baseline of outreach, educational and service activities conducted across the state of Georgia by the College faculty • Determine baseline service and educational activities across the state, particularly in underserved areas.
Require college-wide participation in training related to diversity and inclusion • 90% of administrators and 50% of faculty and staff will have completed the Certificate in Diversity and Inclusion by working directly with the Office of Institutional Diversity at UGA to take advantage of their new program *Pathways,* which provides units with a pathway to have their employees go through the Certificate in Diversity and Inclusion (CDI) curriculum.	• Conduct a needs assessment that gives the College an understanding of faculty and staff needs for diversity and inclusion professional development. • Maintain a college-wide page providing information on support and resources for students and faculty • Ensure departmental commitment to a culture of diversity, equity, and inclusion by requiring department heads to submit unit- level plans for the academic year • Connect individuals in the college to training and professional development events for faculty, staff, and students to complete • Create a safe process for reporting potential EOO violations and grievances

Beginning in Fall 2021, we will be developing Diversity and Inclusion Excellence plan, develop key performance indicators for each of the goals, and annually monitor progress towards achieving these goals. Focus groups of students, staff, and faculty are being convened to provide input into the plan. The dimensions of diversity reflected in focus groups participants include: disability status, gender identities and expression, sexual orientation, language, race, ethnicity, religion, marital status, socioeconomic status, parental/caregiving roles, geographic areas, first-generation, citizenship status, mental health status, and pollical/world views.

4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

Curriculum Offerings

Table G1.4.1, lists College course offerings that have a significant focus on cultural competence, cultural humility, and/or diversity-related issues. Part of the College's strategic five-year plan includes developing a Social Determinants of Health Certificate program. The courses below are each under consideration for the Social Determinates of Health certificate program's course offerings. Each course listed here has already been developed and is regularly offered to students – many are offered in online versions as well as in-person seminars.

The College has a robust selection of courses that cover an array of topics that relate to cultural competence. Each of the existing courses identified in the table below are incorporated into many of our students' curricula via program requirements or electives. The Bachelors students must all complete one unit (3-credits minimum) of a course on cultural diversity, and each college is required to identify a set of courses that can be used to meet this unit requirement. The course identified cannot be one that the student is using to satisfy any other degree requirement. Doctoral students are encouraged to include courses on cultural diversity on their programs of study, but it is currently not a requirement for any of our doctoral degrees.

Table G1.4.1 Curriculum Offerings Related to Diversity and Cultural Competence.

Department	Call Number	Course Name
HPAM	3650	Comparative Healthcare Systems
HPAM	4100	The Age of Human and Social Capital
HPAM	7040E	Health, Poverty, Economic Disparity and Socioeconomic Development
HPAM	7050	Health Policy and Obesity
HPAM	7060	Policy Issues in Women's Health
HPAM/GRNT	7610	Economics of Aging
HPAM	7650	Comparative Healthcare Systems
HPAM	8340	Social Determinants of Health and Health Disparities
HPRB	3100	Introduction to Behavioral Medicine
HPRB	3150	Issues in Women's Health
HPRB	4625	Communication and Health Disparities
HPRB	5210	The Effects of Drug Use and Abuse
HPRB	7069	Human Sexuality in Public Health
HPRB	7170	Health Promotion and Aging
HPRB	7800	Social Inequities in Health
HPRB	7990	Diversity and Social Justice in Public Health
EPID	7600	Reproductive and Perinatal Epidemiology for Public Health Practice
EPID	8300	Epidemiology of Aging

Department	Call Number	Course Name
EPID	8600	Social Epidemiology
GLOB	3300	Global Maternal and Child Health
DMAN	7650	Disaster Mental Health Overview
GRNT	7700	Resilience and Health
GRNT	6750	Mental Health and Aging

Across the Curriculum Ensuring DEI in Courses

Every course instructor is examining their syllabi to reflect on diversity, equity, and inclusion within the concentration's courses using the Assessment of Rutgers School of Public Health Curricula for Diversity, Equity, and Inclusion tool. The goal is to ensure each student enrolled is respected, feels a sense of belonging, and is able to make a unique contribution to the course and our College. There are many dimensions of diversity, equity, and inclusion that should be considered in College courses. These include, but are not limited to: Ability/Disability, Age, Citizenship, Cognitive Ability, Culture, Education Level, Ethnicity, Experiences, Gender, Gender Expression, Gender Identity, Geographic Area, Immigration status, Language, Learning Styles, Marital Status, Mental Health, Military Experience, Nationality, Parental/Caregiver Roles, Political Affiliation/World Views, Race, Religion, Sexual Orientation, Socioeconomic Status/Class and Student Enrollment Status.

To bring diverse perspectives to the classroom, SPH encourages instructors to invite speakers from the external community to serve as guest lecturers, panelists, speakers, and invited experts.

CPH Black Alumni Connection Seminar

To commemorate the 60th anniversary of desegregation at UGA and to honor UGA public health changemakers of color, the College held its inaugural Black Alumni Connection Series seminar in Spring 2021 during National Public Health Week. This seminar, featuring **LaTonia McGinnis** (BSEd '99, Health Promotion and Education), was part of a new series launched by CPH's College of Public Health Alumni Board, aiming to celebrate the experiences and accomplishments of the College's Black alumni in the field of public health.

Student Funding

As discussed in criterion F2.1, the College offers two DEI student funding opportunities each year. The DEI Student Diversity Grants are student-led outreach projects addressing health disparities in the Athens-Clarke County area. The Health Equity Fellows Program pairs student with a city in the State of Georgia to address health disparities. Fellows work directly with their communities to create a plan for addressing a public health issue, specific health disparity, or other health equity project.

Office of Outreach, Engagement, and Equity

In May 2020, the College created the Office of Outreach, Engagement and Equity which supports the College's mission by conducting activities to improve the health of Georgia's citizens and their communities by partnering with academics, organizations and stakeholders to provide educational, research, and training opportunities to individuals and communities throughout the state.
To accomplish this mission, the Office of Outreach, Engagement and Equity engages in the following:

- Works with University and community partners to bridge academia and practice
- Coordinates and disseminates community-based research
- Provides technical assistance to communities for a variety of activities
- Acts as a champion for community-based health initiatives

Reading and Discussion

The College has also been proactive in creating spaces for community discussion and dialog through CPH Reads. In 2019, CPH led a discussion group on The Brave Educator: Honest Conversations About Navigating Race in the Classroom with the author Krystle Cobran. Books in 2020-2021 include So You Want to Talk about Race by Ijeoma Oluo and The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together by Heather McGhee.

Continuous Evaluation of Climate

In order to measure the effectiveness of all DEI efforts in the college, the Office of Strategic Initiatives and Assessment works closely with the Dean, the Office of Outreach, Engagement, and Equity, and the Office of Academic Affairs to develop and analyze climate surveys for students, faculty, and staff. These surveys include quantitative and qualitative measures designed to capture perspectives and attitudes about the College's climate. Data from the assessments are used to benchmark progress and calibrate strategic initiatives at the College and departmental levels. This survey is disseminated annually, each spring, as identified in the Evaluation Calendar, located in ERF B5.1.2.

Improvements to Physical Space and Climate

The College's physical climate is integral to feeling a sense of healthy wellbeing and community. Thus, in addition to student lounges and workspaces located in various parts of the campus, the College has also created dedicated space for meditation and relaxation. It has also allocated spaces for nursing mothers, and it has all-gender bathrooms on campus. Finally, the College has specific resources on campus for students that include a food pantry and access to feminine hygiene products; all located in a central building where students can access these resources at their convenience.

Graduate Feeder Program

The UGA Graduate Feeder Program, which began in 2008, provides a supportive transition for Historically Black College and University undergraduate students as they learn about applying to graduate school and as they begin to assume the role in their programs. Feeder students are supported with monthly academic, professional, and personal development opportunities as well as resources to support them throughout their graduate studies. Students receive a departmental assistantship for up to two years to work with faculty mentors. The College has received multiple awards each year, and the Feeder program is a major contributor in helping with recruitment and retention of CPH students. Of the 81 students who have participated in this program at UGA, the College's students account for 25 percent. The program has a 94% student graduation rate.

Gateway Summer Bridge Program

The Gateway to Graduate School Summer Bridge Program, which began in 2005, provides a supportive transition for students from historically underrepresented populations as they begin to assume the role of a graduate student at UGA. By hosting the Gateway program in the summer, students are able to acclimate to the institution when there are fewer students on campus, and

provide participants with an intellectual, professional, and social introduction to UGA graduate education. Throughout the eight-week program, students take classes, begin conducting research with their faculty mentors, learn from peer mentors, and attend weekly professional development workshops. Participants also receive a stipend for the summer. In the past 10 years, eight students have participated from the College. The Gateway Program boasts a 96% student graduation rate.

UGA Environment

Council of Academic Diversity Leaders

The Council is composed of associate and assistant deans who have been identified to serve as the diversity officer for their school or college. The Council will meet up to three times per semester to discuss diversity issues. These issues may include: recruitment; hiring and retention of faculty; graduate students and staff; unit specific diversity initiatives; interdisciplinary programming and support of diversity; equity and inclusion; and other topics that impact diversity issues in the schools and colleges. The Assistant Dean for Outreach, Engagement, and Equity represents the College.

Office Institutional Diversity

The University's Office of Institutional Diversity facilitates collaboration on diversity initiatives throughout campus and the external community, and provides professional development opportunities focused on diversity. It also serves as a hub for information, resources and expertise regarding diversity issues. The College has an ongoing partnership with this office as they are facilitating the *Pathways* program.

Freedom of Expression Policy

The following constitutes the University's Freedom of Expression Policy:

> No rights are more highly regarded at the University of Georgia than the First Amendment guarantees of freedom of speech and expression, and the right to assemble peaceably. Such opportunities must be provided on an equal basis and adhere to the basic principle of the University's being neutral to the content and viewpoint of any expression. In order to achieve this objective, while at the same time fulfilling its educational mission, the University may regulate the time, place, and manner of expression as outlined in this policy. These regulations are intended to facilitate expressive activity protected by the First Amendment, while avoiding undue disruption of University activities, protecting and preserving University property, and providing a safe campus environment for all members of the University community and for individuals engaged in expressive activity.

This policy does:

- Designate the outdoor, publicly accessible areas of campus as a limited public forum for the use of the University Community
- Designate several centrally-located, highly-trafficked areas of campus as designated public forums for the use of the University community as well as for Non-University Affiliated Speakers
- Provide content-neutral time, place, and manner requirements applicable to expressive activity on campus
- Facilitate spontaneous expressive activity by members of the University community in response to current events

- Set forth additional provisions with respect to expressive activity, including requirements related to distribution of written materials

This policy does not:

- Restrict expressive activity by members of the University community to the Designated Forums;
- Permit the University to regulate the content or viewpoint of expressive activity in violation of the protections afforded by the First Amendment;
- Permit demonstrations or protests by Non-University Affiliated Speakers; or
- Govern areas of campus that are not publicly accessible, such as classrooms, auditoriums, and athletic venues, which are subject to the University's Campus Reservation Policy (http://busfin.uga.edu/forms/CampusReservationPolicy.pdf) and Campus Reservations, Events and Technical Services Policies (https://tate.uga.edu/campus-reservations/).

Disability Resource Center (DRC)
DRC serves as the central support unit for accessibility services for the entire University. In each syllabus, there is an explicit statement about how to access the DRC to establish accommodations for a course and to facilitate communication with the DRC and course instructor to achieve student success for students with special accommodations. The Disability Resource Center's primary commitment is to assist the University in educating and serving students with disabilities. The DRC strives to promote a welcoming academic, physical, and social environment for students with disabilities, while also ensuring equal educational opportunities as required by the ADA and other legislation.

Counseling and Psychiatric Services (CAPS)
CAPS is dedicated to student mental health and wellbeing. CAPS supports students in achieving both academic and personal life goals. CAPS is committed to providing high quality, affordable, and confidential services to UGA students and their eligible partners.

5) Provide quantitative and qualitative data that document the school's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

The College tracks the number of underrepresented students and faculty as indicated through the Strategic Plan. Per Strategic Goal 1.4, the College will promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for under-represented, rural, first-generation, and older and non-traditional students.

UGA has traditionally struggled with increasing the diversity of CPH students. Historically, the College's undergraduate student population has been less diverse than the graduate cohorts. The College has direct influence over who is accepted into its graduate programs. Because of this, the graduate programs make an intentional effort to recruit a diverse cohort of students. Overall, the College would like to increase numbers of students who identify as Black or African American, Hispanic/Latino, rural, first generation, and older or nontraditional.

Table G1.5.1 shows the yearly numbers of the underrepresented students that the College is targeting specifically for recruitment and retention purposes.

Table G1.5.1. Underrepresented students in the College

Proportion of Undergraduate Students					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Females					
Black or African American	58 (10%)	59 (10%)	51 (9%)	66 (11%)	75 (12%)
Hispanic or Latino	41 (7%)	33 (6%)	31 (5%)	35 (6%)	44 (7%)
25 and older	3 (1%)	4 (1%)	5 (1%)	4 (1%)	4 (1%)
Males					
Black or African American	13 (14%)	9 (10%)	7 (7%)	16 (16%)	14 (16%)
Hispanic or Latino	7 (8%)	6 (6%)	5 (5%)	8 (8%)	8 (9%)
25 and older	2 (2%)	1 (1%)	2 (2%)	2 (2%)	2 (2%)
Proportion of Graduate and Professional					
Females					
Black or African American	38 (19%)	43 (20%)	44 (21%)	50 (23%)	68 (26%)
Hispanic or Latino	8 (4%)	2 (1%)	5 (2%)	6 (3%)	12 (5%)
25 and older	105 (51%)	120 (54%)	139 (62%)	137 (62%)	157 (63%)
Males					
Black or African American	16 (18%)	20 (20%)	14 (16%)	12 (17%)	21 (26%)
Hispanic or Latino	1 (1%)	2 (2%)	2 (2%)	2 (3%)	1 (1%)
25 and older	59 (66%)	56 (59%)	63 (69%)	62 (77%)	48 (65%)

Compared to the total population of students, the proportion of Black or African American graduate students has increased, while Hispanic and Latino numbers have generally stayed the same. Additionally, undergraduate numbers have seen an increase in both Black or African American student populations, while and Hispanic and Latino numbers has fluctuated over time. Not surprisingly, the College's graduate programs have a larger number of older students, comprising more than 50% of the student population.

Our MPH and DrPH programs utilize the SOPHAS centralized application, which allows the College to have access to richer data sets for these applicants and students versus other programs in the College. Further, since the College controls the admissions process for these students, compared to UGA admissions, it is able to better recruit the students it would like to enroll in its programs.

Table G1.5.2. Proportion of MPH and DrPH students who are first generation or from a rural area

Program	2018	2019	2020
Proportion of MPH Students			
First Generation	6 (11%)	8 (17%)	11 (15%)
Rural	10 (18%)	10 (21%)	12 (16%)
Proportion of DrPH Students			
First Generation	7 (35%)	2 (13%)	3 (25%)
Rural	2 (10%)	5 (33%)	4 (33%)

For the MPH and DrPH programs, apart from rural students enrolled in the DrPH, there has not been an increase in the number of the College's target populations.

The challenge to recruiting students that represent diverse backgrounds is providing the financial opportunities those students need to attend institutions of higher education. Our graduate programs inquiries from students who need to fund their education with other means beyond federal financial aid. This creates a significant challenge to reaching underrepresented students. The strategic plan includes securing funds to provide more assistantship opportunities for students.

During previous faculty searches, search committee members have expressed that the pool of applicants to review lacked diversity. This has led to significant challenges in recruiting qualified applicants. To increase faculty representation, the College now requires that all faculty and staff that participate on search committees must complete search committee training offered through the UGA Provost's office. The training is designed to help "develop strategies for attracting an array of highly-qualified candidates to enrich our diverse and inclusive work environment." Recruiting a more diverse faculty within our priority populations is our first, which will be followed by implementing strategies to enhance persistence among faculty, such as with the newly developed faculty mentoring program.

6) Provide student and faculty (and staff, if applicable) perceptions of the school's climate regarding diversity and cultural competence.

The most recent College Climate Survey data was collected in March of 2021. The goal of the survey can be summarized in the invitation message provided by the Dean:

> An important goal of the College of Public Health is to create a culture of diversity, equity, and inclusion in the college. Diversity includes, but is not limited to, groups defined by race, nationality, ethnicity, age, gender, sexual orientation, language, religion, disability, health status, gender identity and expression, veteran status, geographic origins, and socioeconomic status. The college would like to take a foundational step toward establishing a baseline metric of satisfaction with the culture of the college around diversity, equity, and inclusion while also identifying areas that members of the community believe need improvement. Thus, the college is conducting this survey to understand the needs and experiences of students, faculty, and staff. This baseline feedback will be used to inform efforts to enhance and maintain this environment going forward.

A copy of the College Climate Survey and the most recent results can be found in ERF G1.6.1.

An email invitation was sent to all students, faculty, and staff using the University's directory. A total of 1107 emails were included in the invitation including 130 faculty and staff, and 977 students. The final response tally for the survey was 97 for an 8.8% response rate. Out of the 97 completed surveys, 43 were faculty or staff for a response rate of 33.1% and 54 were students for a response rate of 5.5%. The following tables illustrates the responses of the completed surveys.

For the first set of question regarding the climate within classroom settings, only undergraduate and graduate students were asked to respond (n=54).

Table G1.6.1. Responses to College Climate Survey

Indicate your level of agreement with the following statements based on your experience in the College of Public Health (faculty/staff: n = 43; students: n = 54):			
	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree
In my classroom and classroom settings, I feel heard by…			
Other students/peers in my program			
Undergraduate students	81.8%	13.6%	4.6%
Graduate students	68.8%	9.4%	21.9%
Faculty instructors			
Undergraduate students	72.7%	22.7%	4.6%
Graduate students	70.0%	26.7%	3.3%
Student instructors			
Undergraduate students	90.9%	0.0%	9.1%
Graduate students	93.8%	6.2%	0.0%
Staff members			
Undergraduate students	72.7%	27.3%	0.0%
Graduate students	71.9%	25.0%	3.1%
I feel the environment encourages an appreciation for diversity			
Faculty/staff	62.8%	18.6%	18.6%
Students			
Undergraduate	86.4%	9.1%	4.5%
Graduate	65.6%	9.4%	25.0%
I feel a strong sense of acceptance and belonging at CPH			
Faculty/staff	65.1%	11.6%	23.3%
Students			
Undergraduate	86.4%	4.5%	9.1%
Graduate	53.1%	25.0%	21.9%
The college provides opportunities for me to learn about diversity and inclusion of different groups of people			
Faculty/staff	79.1%	11.6%	9.3%
Students			
Undergraduate	86.4%	9.1%	4.5%
Graduate	62.5%	12.5%	25.0%
The college provides programs for me to learn about diversity and inclusion of different groups of people			
Faculty/staff	69.8%	14.0%	16.3%
Students			
Undergraduate	81.8%	13.6%	4.6%
Graduate	53.1%	25.0%	21.9%

The college provides courses for me to learn about diversity and inclusion of different groups of people			
Faculty/staff	65.1%	16.3%	18.6%
Students			
Undergraduate	90.9%	9.1%	0.0%
Graduate	53.1%	21.9%	25%%
Materials used in classes include diverse groups of people (e.g., gender, race, ethnicity, religion, sexual orientation)			
Faculty/staff	35.7%	57.1%	7.1%
Students			
Undergraduate	90.9%	9.1%	0.0%
Graduate	62.5%	12.5%	25.0%

Prior to this implementation, the College conducted a Climate Survey in 2018 with faculty and staff, but did not include students. This is the first effort in systematically understanding the College's climate. This survey took into account feedback from students, staff, and faculty. The Strategic Plan includes a directive to conduct this assessment each year. Further, the College will account for areas in need of improvement. For instance, the current survey indicates that faculty believe that there is a lack of diversity in course materials. As a result, the College will add programing that will encourage faculty to use diverse images and examples in the classroom.

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

Strengths

- The College is committed to diversity, equity, inclusion, and justice as indicated by its core values; appointments of an Assistant Dean for Diversity, Equity, and Inclusion and Director of Diversity, Equity, and Inclusion; development of a specific Diversity and Inclusion Excellence Plan; and other DEI initiatives.
- The College has allocated financial resources to support student work on meaningful equity-focused projects through the Student DEI grant programs.
- In summer of 2021, the College will begin a process of developing a strategic plan specific to DEI goals to amplify the larger University's DEI plan.

Weaknesses or Plans for Improvement

- The development of the College Diversity, Equity and Inclusion Excellence Plan is still in progress. It is too early to determine the applicability or success of the plan.
- UGA has struggled in the recruitment and retention of underrepresented faculty. Strategies to be considered in the DEI Excellence Plan include broadening the notice of openings, creating recruitment networks, and cluster hires.
- To increase the numbers of its underrepresented students, the College is making a more concerted effort to identify these students when they arrive at information sessions and open houses. The College will be emphasizing the support systems it has in place for students

who enroll in its programs, such as the Graduate School Feeder program, McNair-TRIO, Gateway, and the ALL Georgia program.

- Better and more consistent data collection and evaluation methods need to be established for a wide range of DEI-related goals. The new assistant dean for strategic initiatives and assessment will be responsible for oversight of the development and implementation of a system for collecting and regularly evaluating such data.

H1. Academic Advising

The school provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the school's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

1) **Describe the school's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.**

All students at the College have continuous and consistent access to advisors throughout their time at the University. Student needs differ by degree and program, as well as the types of systems that support the student advising process. To ensure that advising takes place each semester, the University's registrar places advisement holds on all student records, preventing them from registering for courses until advising has taken place and the tentative schedule of courses is approved. The following is the advising mechanism by degree and program:

Undergraduate Advising: Students enrolled in the College's two majors, Health Promotion and Behavior and Environmental Health Science, are assigned one of the four staff dedicated to undergraduate advising. The students must identify EHS or HPB as their majors within UGA's major declaration portal (Athena) before they are assigned an advisor. In the case of HPB, students must also apply for the major during their sophomore year, and be admitted to the major, at which point the College's advisor assumes a stronger role for the remainder of their undergraduate program of study, going beyond general coursework, and into the major courses, and experiential learning requirements.

Advisors for the undergraduate students have access to the Student Advising and Guidance Expert or SAGE, a scheduling and tracking platform which tracks advising session notes, and student progress. Students must also access SAGE to schedule advising sessions and keep track of their academic progress. Advisors also use DegreeWorks (https://reg.uga.edu/general-information/degreeworks/), a portal that tracks student programs of study throughout the University by their selected majors, minors, and/or certifications. A student's academic progress can be updated by their official advisor as well as the program coordinators, and contains student course completions, degree and elective requirements and progress, as well as any relevant notes regarding substitution of coursework/requirements. This tool is not intended to replace the advising process, but it serves to aid both student and advisor to ensure accurate and timely progress towards degree completion. Many undergraduate students who are residents of the state and qualify academically receive the HOPE or Zell Miller Scholarship (https://osfa.uga.edu/types-of-aid/undergraduate/scholarships/hope-and-zell-miller-scholarships/), which pays the standard undergraduate tuition rate. These scholarships, however, are capped at 120 and 127 hours, respectively, and students must also fulfill all degree requirements within their requisite 4-year timeline. Because of this, advising undergraduates accurately and ensuring successful completion of degree requirements within the 4-year timeline

is essential for the majority of enrolled undergraduates at UGA. The use of SAGE and DegreeWorks is intended to support these efforts for all staff advisors.

Students enrolled in a CPH minor at (Disaster Management, Environmental Health Science, Gerontology, Global Health, Health Policy and Management, or Public Health, https://publichealth.uga.edu/degrees/minors/) identify their preferred minor in DegreeWorks, and simply follow the recommended program of study for their preferred minor, with the help of their degree program advisor. The College has a staff member dedicated to responding to student questions or needs, but unless the student is enrolled in a CPH degree program, they are not required to meet with an advisor regularly for the minors that are offered. Similarly, students enrolled in CPH offered undergraduate certificate programs (Disaster Management and Global Health, https://publichealth.uga.edu/degrees/certificates/), need only identify their intended certificate in DegreeWorks and then track their progress with their degree program advisor.

Graduate Advising: Professional students in the MHA and MPH programs undergo extensive orientations prior to beginning their graduate programs, and at that point are advised by the coordinators of the programs about all requirements, including requisite core courses, concentration core courses, applied practice, and integrative learning experiences. The students also receive their program's handbooks, manuals, and advising worksheets at orientation and are expected to refer to these documents for policies, procedures, and requirements regularly. ERF H1.1.1 contains student handbooks, manuals, and advisement sheets for all CPH graduate programs.

Upon matriculation, the MPH students receive course advising and mentoring by a dedicated pool of faculty members in each of the program's concentrations. Smaller concentrations (Biostatistics, Disaster Management, Gerontology, and EHS) assign one dedicated faculty member to all enrolled students, while larger concentrations (epidemiology, health policy and management, and health promotion and behavior) assign students to various faculty within the departments. Similarly, MHA students are assigned to various faculty within the department of health policy and management for course advising and mentoring. While both programs do utilize faculty assistance for course advising, the MHA and MPH programs each have a dedicated program coordinator whose job is to track student academic progress, ensure compliance of policies and procedures, and assist with field placements and completion of culminating requirements. The coordinators also create and revise handbooks, manuals, and advising documents, and regularly communicate and meet with students. Through the formal advising, mentoring, and coordinating activities, MHA and MPH programs ensure all students graduate within their required timelines.

Like the masters-level professional programs, the DrPH students undergo extensive orientation and have a dedicated program coordinator for advising and tracking student progress. These students must seek out and identify a faculty member in the Department of Health Policy and Management, upon completion of the coursework and comprehensive exams, to serve in the capacity of major professor for the remainder of their DrPH. Major professors must then work diligently with their assigned students to ensure timely completion of their dissertation after the students are admitted to candidacy.

Academic students in the MS programs in epidemiology and biostatistics or environmental health are assigned a major professor, whose responsibility includes academic advising, thesis development, and career mentoring, upon acceptance and matriculation. Similarly, students enrolled in the Ph.D. programs in epidemiology and biostatistics, environmental health, or health promotion are assigned a major professor. The major professor is typically one whose research productivity closely aligns with the students' interests and assists with course advising, dissertation development, and career mentoring.

2) Explain how advisors are selected and oriented to their roles and responsibilities.

Undergraduate Advising: According to UGA's advising website -- "Advising at UGA is decentralized, and each school and college has an advising office for students within that school or college." The College has three academic advisors dedicated to the HPB and EHS majors. The advisor positions are earmarked in the CPH budget, and these staff are hired and supervised by the undergraduate Student Services Director. She ensures these advisors receive adequate training that is provided by UGA, and that they have the access to the advising platforms used by all advisors at the University. In addition to regular training, advisors also have access to learning and development tools such as workshops, presentations, recordings and advising toolkits. There are annual awards presented by the UGA Academic Advising Coordinating Council (AACC), and a certificate program is available to all advisors, with courses on leadership, communication, DegreeWorks, career counseling, and cross-disciplinary advising (https://advising.uga.edu/_resources/documents/ACAACAAall2019courses.pdf). Advisors are highly encouraged to utilize all of these resources, and a professional pathway for advancement and are available to all UGA advisors (https://publichealth.uga.edu/academics/office-of-academic-affairs/undergraduate-advising-office/).

Graduate Advising: This occurs primarily at the departmental or degree level and is coordinated by the graduate coordinators. Faculty are orientated on the degree and program requirements during the annual departmental retreat. Additionally, each advisor is required to have a copy of the degree program's handbook and the Graduate School's handbook, to ensure adequate knowledge of the policies that dictate the administration of each program within the College. For the MPH and DrPH programs, faculty are provided advisement documents and are informed of policies and procedures during faculty meetings. Additionally, the Graduate Education Committee, charged with approving any curriculum or policy changes to graduate programs, has a representative from each degree program who communicates any pertinent changes to the appropriate department. The coordinators of the MPH and DrPH program also oversee all aspects of the applied practice and integrative learning experience, including the supervision of dedicated staff, monitoring of student experiences, and tracking of data and completion.

3) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

- Undergraduate Core Curriculum: http://www.bulletin.uga.edu/bulletin_files/uga_req.html
- Undergraduate Core Worksheet: https://reg.uga.edu/_resources/documents/curriculum/pdfs-and-docs/thebulletinworksheet.pdf
- BSEH Degree Requirements: http://bulletin.uga.edu/MajorSpecific.aspx?MajorId=65
- BSHP Degree Requirements: http://bulletin.uga.edu/MajorSpecific.aspx?MajorId=89
- Undergraduate Minor Requirements: https://bulletin.uga.edu/MinorDisplay/1
- Undergraduate Certificate Requirements: http://bulletin.uga.edu/HTMLFiles/cert_Listing.html#UGCertPrograms
- MPH Degree Requirements: https://publichealth.uga.edu/degree/master-of-public-health-mph/
- MPH Handbook: https://publichealth.uga.edu/wp-content/uploads/2020/10/MPH-Graduate-Student-Handbook-2020-21.pdf
- MHA Handbook: https://publichealth.uga.edu/wp-content/uploads/2019/08/MHA_Student_Handbook_2020-2021.pdf
- DrPH Degree Requirements: https://publichealth.uga.edu/degree/doctor-of-public-health-drph/
- DrPH Handbook: https://publichealth.uga.edu/wp-content/uploads/2021/09/2021-2022-UGA-DrPH-Handbook.pdf
- MSEH Degree Requirements: https://publichealth.uga.edu/degree/m-s-in-environmental-health/
- MSEH Handbook: https://publichealth.uga.edu/wp-content/uploads/2016/12/EHS-Grad-Handbook-2021-2022_Updates_FINAL.pdf
- MS and PhD EPI/BIOS Handbook: https://publichealth.uga.edu/wp-content/uploads/2019/09/EPIBIO-MS-and-PhD-Student-Handbook_31Aug21.pdf
- PhD EH Degree Requirements: https://publichealth.uga.edu/degree/ph-d-in-environmental-health/
- PhD EH Handbook: https://publichealth.uga.edu/wp-content/uploads/2016/12/EHS-Grad-Handbook-2021-2022_Updates_FINAL.pdf

4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

For undergraduate students, an advisement evaluation is administered every odd-numbered year. The survey includes specific questions about the students' experiences and knowledge about the advisement process, and then asks students to rate their overall satisfaction with their advisor based on the advisor's knowledge, accessibility, and level of care or concern. In 2017 and 2019, 98% and 94% of undergraduate respondents were highly satisfied or satisfied with their advisor. In a 2020 survey to assess student satisfaction with the advisor process after a

series of personnel changes had occurred among the College's advisors, the Director of Undergraduate Education conducted the same survey and found that 100% of respondents reported being highly satisfied or satisfied with their advisor. The full datasets for these undergraduate advisement surveys can be found in ERF H1.4.1. The response rates were 22.1%, 21.0%, and 21.7% for 2017, 2018, and 2019, respectively.

Table H1.4.1. Undergraduate student satisfaction with advisement, 2017-20

	Highly Satisfied	Satisfied	Not at all Satisfied	Total Respondents
2017	77% (54)	21% (15)	2% (1)	70
2019	67% (49)	27% (20)	6% (4)	73
2020	85% (66)	15% (12)	0% (0)	78

For graduate students, an advisement metric is included in the student climate survey, as well as each degree program's exit survey. In each survey, students are asked to rate their overall satisfaction with their advisor based on the timeliness and usefulness of academic advising. In Fall 2019, 88% and 93% of graduate respondents reported being highly satisfied or satisfied with their advisor with regard to the usefulness and timeliness of academic advisement, respectively. The full dataset for these graduate advisement survey can be found in ERF H1.4.2. The response rates were 37.2%, 30.4%, and 55.8%, for MPH, DrPH, and PhD students, respectively.

Table H1.4.2. Graduate student satisfaction with usefulness of advising, Fall 2019

	Very Satisfied	Somewhat Satisfied	Not satisfied at all	Total Respondents
MPH	44% (20)	40% (18)	16% (7)	45
DrPH	44% (7)	44% (7)	12% (2)	16
PhD	58% (17)	34% (10)	7% (2)	29
Total	49% (44)	39% (35)	12% (11)	90

Table H1.4.3. Graduate student satisfaction with timeliness of advising, Fall 2019

	Very Satisfied	Somewhat Satisfied	Not satisfied at all	Total Respondents
MPH	49% (22)	38% (17)	13% (6)	45
DrPH	59% (10)	41% (7)	0% (0)	17
PhD	52% (15)	45% (13)	3% (1)	29
Total	52% (47)	41% (37)	7% (7)	91

The College collected qualitative data during the strategic planning process in Fall 2019 that gives context to student satisfaction with academic advisement. Several common concerns expressed by undergraduate students included that advisement seemed disorganized, lacked consistency, and needed better coordination with the Double Dawgs program advisement. The College recently hired a coordinator for the Double Dawgs program whose primary responsibilities will be managing and advising all Double Dawgs students. These students represent a sizeable number of undergraduate students, which will better spread the advisement caseload among staff members. This will help with the concerns made by Doubled Dawgs students and may also allow advisors to focus more on their student caseload.

5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

Undergraduate Programs: UGA has a centralized orientation process that the Undergraduate Advisement Office participates in each semester for all freshmen and transfer students. Students who declare the BSEH and BSHP majors or who are interested can sign up for the sessions that are hosted by the three dedicated advisors and the Director of Student Services. Students who declare BSEH or BSHP at any other time may also attend orientation at the start of each semester, or they can speak directly with advisors once they are accepted to the major.

Graduate Programs: Orientation for all incoming graduate students occurs shortly before the commencement of fall semester (typically the week before the semester begins). All accepted students are invited to attend upon acceptance, must RSVP, and attendance is mandatory for enrollment. At this orientation, students get acquainted with policies and procedures and UGA student platforms for registration, auxiliary services, and courses. Students are also introduced to faculty research via a panel of representatives from each department and institute. Also, in attendance is the College's communications office, representatives from student organizations, and a student panel that discusses curricula, research, activities, and mental health and wellness. Lastly, staff representatives from Institutional Review Board (IRB), UGA Libraries, and the UGA Career Center speak about their respective services available to students.

Graduate students are not permitted to register for classes unless they attend orientation and receive academic advising by their program's representatives. Students also have several days prior to the start of the semester to attend orientations that are offered by various units around campus, including the Office of International Education, the Graduate School, The Center for Teaching and Learning TA orientation, and UGA Student Affairs. Although these orientations are not mandatory, students are highly encouraged to attend. The College only admits general graduate students for fall semesters, but all of its dual degree programs may accept students who began in other programs and subsequently applied to the College's programs throughout the year. Thus, dual degree students who matriculate to the College in spring or summer attend a condensed orientation that focuses primarily on programs of study, research, and student engagement.

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

Strengths

- In 2018, UGA launched a 4+1 dual degree pathway for undergraduate students to pursue a graduate degree, with the University's approval of each pathway curriculum, called Double Dawgs. The Double Dawgs program allows students to begin graduate coursework as early as their sophomore year, and they can take up to 12 credits of graduate coursework, at which point they must formally apply to the graduate program and gain formal admission in order to finish the graduate coursework in their fifth year. Double Dawgs pathways for the MPH program have been created with 22 undergraduate major programs, and each of these pathways has a unique curriculum established for students enrolled specifically in each major and for each specific MPH concentration.

Weaknesses or Plans for Improvement

- Although the coursework for the MPH does not differ for Double Dawgs students, they do require preliminary advising, admission to the pathway, and continuous tracking throughout their 4+1 curriculum. Currently, nearly 200 students are enrolled in the Double Dawgs program as prospective MPH students, and additional advising support will be required to maintain the increased demand for the MPH by undergraduates at UGA.

H2. Career Advising

The school provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The school provides such resources for both currently enrolled students and alumni. The school may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

1) **Describe the school's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.**

The College's practice coordinators at all degree levels coordinate with the CPH Office of Academic Affairs to provide career development opportunities and resources for degree candidates and alumni. There is a dedicated coordinator for each of the two undergraduate majors (EHS and HPB), as well as a graduate coordinator who works specifically with the MPH and DrPH programs but is also charged with leading the efforts of the College with regard to career development. These three coordinators also work with the College's Office of Development and Alumni Relations on specific strategic goals and activities, such as mentoring, alumni panels, employment postings, and surveys for the College's alumni.

The practice coordinators begin working with students early in their time at the College by introducing the services that they offer during orientation. Students may begin scheduling individual appointments for practicum and career services at any point during their program of study. While students typically delay intensive career services until after their practicum proposals have been completed, the practicum proposal process is an intentional period for the development of resumes and cover letters, intensive career counseling, and training on targeted job searches using tools such as LinkedIn and Handshake. In addition to individual sessions, practice coordinators also coordinate with the University's Career Center to host events throughout the year. The events can range from generic skills building workshops to targeted public health fairs and events that are co-hosted by a dedicated public health career consultant.

The Career Center also hosts the University's Handshake and e-Portfolium accounts. Handshake is an online career management and job board tool that all UGA students, faculty, and staff are able to access, post, and search. Positions are primarily managed by CPH's practice coordinators, and the College recently expanded its Handshake utilization for a more streamlined process for CDC internships, fellowships, and career announcements for CPH students and alumni. The site is updated daily, and employers that reach out to the College are encouraged to list on Handshake. The e-Portfolio platform is a free tool for MPH students to complete their required professional

portfolio and for students in other degree programs to use as they choose or as their own coordinators dictate.

The practice coordinators advise students and alumni on available career services and opportunities; the coordinators also cater to student and alumni needs by degree program in the following manners:

The Undergraduate departments' practice coordinators provide students with career information throughout their time at UGA, but they will refer to the Career Center if it is outside of the scope of their knowledge. In addition, sessions are offered throughout the year by the Environmental Health Science and Future Health Promoters clubs to connect students to alumni. The clubs organize alumni panels to speak to students about their careers and options for future professions. HPB students are also required to join LinkedIn, where they are connected to alumni in the HPB group. Both departments operate Facebook groups that connect current students to past students in their respective programs. Alumni post job openings on the Facebook and LinkedIn pages frequently, connecting students with career opportunities and options in real time. Job opportunities are also posted in the College's undergraduate newsletter.

In addition, two dedicated undergraduate faculty advisors talk to students about career options, typically beginning in the student's third year. HPB students are required to take *HPRB 3020-Foundations of Health Promotion Professional Practice* (three hours) and *HPRB 5410W-Professional Writing for Health Promotion* (three credits), and there they receive information about the types of jobs offered that can be pursued with their degrees. EHS students are required to take a senior seminar (*EHSC 4910-Environmental Health Senior Seminar,* one credit). Through these courses, students are required to write a statement of purpose, develop a resume, and also hear guest speakers in the classes from various career paths. Near the end of their program of study, both programs require students to complete a capstone course (*HPRB 5900-Capstone in Health Promotion and Behavior and EHSC 4990R-Undergraduate Research Thesis)* where they are taught professional development skills, communication, leadership skills, and are required to develop an academic thesis or an online portfolio oriented towards their career goals. Additionally, there are several guest lectures from professionals in the field and also a guest speaker from the career center at UGA. Alumni also remain connected to the College's LinkedIn and Facebook pages and have access to past professors, job announcements, and networking with fellow graduates. The syllabi associated with these undergraduate courses are located in ERF H2.1.1.

The MPH Program connects students with their specific college career consultant during orientation. The University's Career Center hires the consultants, and most have an extensive background with more than 15 years in human resources and a program-specific industry to the College. After orientation, each student meets formally as a group twice a semester with the MPH Practice Coordinator, then individually several times throughout the semester. Students learn about professional development and cover topics on professional preparedness. During the individual meetings, the practice coordinator works with the student on resumes, cover letters, a professional development portfolio, and career goals. The MPH Practice Coordinator also ensures each student schedules a career appointment with their specific career consultant before and after graduation. The career consultant also hosts several meetings with the student to practice interviewing, negotiating a salary, and offer resources for professional attire.

The Career Center hosts career fairs throughout the year where more than 50 different organizations and companies are present to share career opportunities for students. It is a networking opportunity for students to meet agency representatives and practice their career pitch. The College hosts a series of student lunch and learns during the Fall and Spring semesters, which includes webinars, professional speakers, and other resources to enhance the student's professional development.

Since Fall 2021, the MPH Program has offered *PBHL-7460 Professional Seminars*, which is one credit and is a prerequisite for all students entering the term for the Applied Practice Experience. Through a series of professional development exercises, graduate students are exposed to competencies related to communication and professional development. This seminar is a hybrid course with online modules and some required classroom activities. The modules consist of six asynchronous activities that cover aspects of governmental and non-governmental agencies that are pertinent to understanding career searches, self-marketing and promotion, networking, interviewing, salary and fringe negotiations, and essential soft skills for the workplace, such as team collaborations, communications, and proper office attire and etiquette. The synchronous activities occur either via teleconference or in-person and consist of self-assessments, mock interviews, and exercises that promote effective skills for working in intraprofessional teams. At the end of this seminar, students are expected to produce resumes, writing assignments, and a professional online presence. MPH students develop an e-portfolio and proposal for the applied practice and integrative learning experiences occurring in the final semester. This seminar is also open to students in other graduate programs within the College, but it is only a requirement for the MPH Program.

The DrPH Program offers a similar seminar, *HPAM 9100E, Doctor pf Public Health Seminar I*. This course is intended to teach students best practices for finding and securing professional positions within the public health field. The seminar is designed to link theory and practice in data and analysis, leadership, management, and governance, policy and programs, and education and workforce development in public health. The syllabi associated with the MPH and DrPH graduate courses are located in ERF H2.1.1.

Academic Graduate Programs, more specifically, the MS and PhD in Epidemiology and Biostatistics and EHS, as well as the PhD in Health Promotion, use the more traditional mentoring approach to career placement by utilizing the relationship between the student and major professor to provide career counseling and guidance. All departments also host seminars throughout the year with invited guests from all backgrounds as a way of introducing their students to academics, scholars, and professionals during their graduate experiences. The faculty collaborate with researchers regionally, nationally. and globally, and through working groups expose their own students to this cadre of professionals for networking and future collaborative work as well. Seminars, work group activities, and other relevant academic events are promoted via the College's weekly seminar newsletter. Finally, the College encourages students to collaborate with the University's Graduate School on professional development activities held regularly by their office. More information can be found at https://grad.uga.edu/index.php/current-students/professional-development/.

The Practice Advisory Council is composed of public health practitioners, degree coordinators for the College's MPH and DrPH programs, the College's practice coordinators, and a select group of faculty who provide career advisement to students in these degree programs.

The PAC meets each fall for a luncheon and meeting. The agenda includes a discussion of results from the student practicum surveys, and the PAC also assists the College with gathering stakeholder information on best practices for career services, upcoming trends in their fields, and ways in which CPH students can be better prepared for the field. Each spring, the PAC returns for a practicum awards ceremony and career panel. Participating agencies discuss upcoming job opportunities, and all students are welcome to network and ask questions to the representatives. Meeting minutes for the annual PAC meeting are included in ERF H2.1.2.

2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

The Office of Academic Affairs coordinates the hiring and training of the Practice Coordinator for the professional programs, along with coordinating the practicum experience with the appointed Undergraduate Internship Coordinators. All of these positions are tasked with both the student practicum responsibilities and career advising, to offer students a seamless transition through these services. During the recruitment process, the College completes a position profile that ensures that applicants understand the breadth of practice experience and knowledge that is required of good candidates. As an example, the MPH practice coordinator's position description states:

> This position is also responsible for assisting students as they graduate and enter the field. This includes directing their development of a portfolio of their work, providing skill sessions to prepare them to enter the field, and helping monitor their progress post-graduation.

Additionally, these positions have dedicated allotments of each work week earmarked for career placement activities -- typically 10-20% -- but this allotment could be more for coordinators, depending on the time of the year. During candidate searches and interviews, the search committee ensures an alignment with the resume and skills of each candidate with both the practicum experience and the career services role. Candidates who demonstrate a strong comprehension of public health professions, advising, mentoring, and communications and relationship building are strongly favored for these positions.

New faculty and staff in the practice coordinator roles participate in workshops that are offered by the University's Career Center, which range from job search strategies to interviewing techniques to salary negotiations. These workshops are open to staff and faculty to learn best practices that they can incorporate into their own practices with students. The Career Center also partners for trainings and presentations with units throughout the University to help train career services personnel.

Practice coordinators are orientated by the College and departments about the programs and curricula, student, alumni and employer needs, and seasoned coordinators aid in the onboarding by also meeting frequently in the first months of employment to integrate the new staff in their roles and responsibilities. The coordinators also meet regularly throughout the year, have a shared virtual

space, and coordinate the practice and career services activities collaboratively, when suitable for students.

3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

CPH Alumni Panel: Each year the Office of Academic Affairs hosts an Alumni Panel where invited guests speak about their experiences in navigating career paths. Participants are encouraged to ask questions, engage with alumni who have careers that they may be interested in pursuing, and seek advice or mentorship beyond the scheduled panel. Academic Affairs staff collaborate with the Office of Development and Alumni Relations to identify panelists who align well with the students, the needs in the College, and also utilizes the alumni contact database to ensure that the invitations are sent to a robust pool of alumni. In 2018-19, the panel consisted of four to five guests from the MPH, PhD and BS programs, and the attendance rate was typically 30-40 students. In 2020, the panel event was cancelled due to COVID-19 restrictions, but in 2021, the event returned with a special event co-hosted by UGA's Franklin College of Arts and Sciences and the College's Office of Development and Alumni Relations.

Annual CPH Careers Event: Each year the College hosts a public health careers event, which includes practitioners from public health fields around the state. The practice coordinators collaborate to include practitioners interested in both undergraduate and graduate programs, representing agencies in different disciplines, to increase the pool of students interested in the participating agencies. In 2018-19, this event hosted 12-15 agency representatives in a "speed-dating" format where 30-40 students rotated in small groups to each agency for a 5-minute discussion. Students were encouraged to collect business cards for the agencies they wished to follow up with at a later time for additional information.

SOPH Networking Event: In 2018 the College hosted its Annual State of Public's Health Conference. The evening prior to the opening session, the College invited practitioners from the state agencies in Georgia, primarily GDPH, to a mixer where they had the chance to mingle with students and alumni. Guests were urged to discuss their openings, agency needs, and qualifications, and students and alumni were encouraged to bring their resumes and dress professionally. More than 25 representatives from GDPH attended, and more than 100 students participated. The event was to be held annually, but the Ebola virus epidemic forced budget cuts to state agencies in 2019, prohibiting travel for many units. SOPH was moved to a virtual platform in 2020 due to the COVID-19 global pandemic. The conference is slated to be virtual in the fall of 2021 as well, but it is our hope that other opportunities to network and engage with public health practitioners will suffice.

UGA Annual Career Fair: Each fall, the University invites students and alumni to its annual Career Fair, where more than 200 agencies are represented. The Career Center collaborates with the practice coordinators to ensure a healthy public health presence by accessing the College's database of more than 500 public health agencies. Students and alumni receive information on the agencies in attendance by field and can schedule individual sessions ahead of time with agency representatives via the Career Center's Career Fairs portal.

4) **Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.**

In 2020, the College launched its evaluation plan, which included an annual student climate survey. The data presented in Tables H2.4.1 and H2.4.2 are collected each spring term from all enrolled students in the College. To gauge student perceptions regarding career services, the question included in the BS, MPH, and PhD surveys are as follows:

> How satisfied have you been in the following aspects of your experience in the College of Public Health? Career counseling/mentoring.

For the DrPH program, the question is worded slightly differently due to the typical background of the DrPH students. The program requires a five-year public health professional background, so many students are already practitioners. The students who responded to this particular question were professionals who, at the data collection period, needed support with job placement, not necessarily the full range of career counseling and mentorship.

Previous years' student data was collected departmentally, typically upon graduation as a part of program completion surveys and did not include metrics regarding career services. For this reason, we have detailed results for just two years. Moving forward, however, this metric will be included in the annual student climate survey as well as the alumni surveys that will be disseminated every odd numbered year.

Table H2.4.1. Career Satisfaction Questionnaire Results, 2020 (n= 234)

	Very Satisfied	Somewhat Satisfied	Not satisfied at all
BS	66	59	22
MPH	7	21	14
DrPH	2	6	8
PhD	9	13	7
Total	84	99	51
Percent of Total	**35.9%**	**42.3%**	**21.8%**

Table H2.4.2. Career Satisfaction Questionnaire Results, 2021 (n=102)

	Very Satisfied or Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied or Very Dissatisfied
BS	28	12	10
MPH	16	10	16
DrPH	ND	ND	ND
PhD	2	3	5
Total	46	25	31
Percent of Total	**45.1%**	**24.5%**	**30.4%**

The College collected qualitative data during the strategic planning process in Fall 2019 that gives context to student satisfaction with career advisement. Representative feedback from undergraduates included a concern with the current pre-health career advisors of UGA not understanding the public health coursework and discipline, in general, and not being able to provide career-specific advice for public health students. Additionally, there was a concern from students

interested in the Double Dawgs program that there were not enough options for the Bachelor's in Environmental Health students. Career advising for undergraduate students occurs through the University's Career Center. The College does not have any control over the processes and hiring in that office. The Double Dawg program offerings has been expanded and with the new program coordinator will continue to be expanded, providing more career relevant graduate opportunities for those students.

For MPH students, representative concerns included that the matching between students and advisors did not fit career interests, more investment in career advising was needed, and increased alumni connections would be helpful. The University does not provide specific career advisement services for graduate students and the College has not had the resources to hire a career advisor though that is of interest moving forward. Under the current strategic plan, the College is working to expand its alumni activity and create more connections between these alumni and students. Further, the College has developed PBHL 7460 to provide more career preparation for MPH students.

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

Strengths

- The College utilizes various resources from both internally and from the University for career counseling.
- Internally, the College coordinates activities within the Office of Academic Affairs and the Office of Development and Alumni Relations.
- The College closely coordinates with the UGA Career Center to assist with workshops, events, individualized sessions and coaching, data collection, and other activities that closely align with students' needs.
- The College has a dedicated career counselor liaison who works specifically in the area of public health careers.
- The undergraduate and graduate programs each have practice coordinators who begin working with students early in their programs of study, to help guide them.
- The College engages its alumni to coordinate networking opportunities, panels, and to provide opportunities for students to connect with those currently in the field.

Weaknesses or Plans for Improvement

- Despite the resources and efforts currently undertaken at the College and the University, the College recognizes a need to increase programs and opportunities for students in need of career services. This need is evidence in the alumni and climate surveys referenced above.
- In its Strategic Plan, the College acknowledges the need to increase the number of career counseling and employment opportunities, and it will implement more effective data collection to record improvements in this goal over the next five years (see Strategic Goal 1.4 in Table B5.1.1.CPH Strategic Plan).
- The Bachelor's students, in particular, are disproportionately unsatisfied with career services at the College. Similarly, half of all DrPH respondents also expressed dissatisfaction with the College's job placement services.

- More data from students in all programs is needed at multiple points during their time at the College, as well as at the completion of their degrees. Further, data collection efforts from

alumni within the first five years of graduation will also provide useful data regarding job satisfaction, migration, promotion and salary increases, and alumni perception of the long-term outcomes of career mentoring.

- The College has invested in a new administrative faculty position for the centralized assessment and evaluation efforts as it moves towards implementing its strategic goals. The efforts to improve the College's data collection will include a central calendar for all survey instruments to be disseminated, internal and external metrics to be collected regularly, and for these metrics to be analyzed through a formal evaluation process.
- Currently, the College is working on a dashboard for accessibility to data, and key performance indicators have been identified for all aspects of the strategic goals. The College's Assessment Calendar (see Criterion B5) now drives the data collection efforts for all essential metrics, including those discussed in this criterion.

H3. Student Complaint Procedures

The school enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to school officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

1) **Describe the procedures by which students may communicate any formal complaints and/or grievances to school officials, and about how these procedures are publicized.**

The College has documented policies and procedures for students to file formal complaints by utilizing the appeal and waiver policies regarding any decisions made by faculty or staff. The appeal and waiver policy can cover a multitude of grievances, including grades, disciplinary actions against a student by faculty or staff, admissions decisions, comprehensive exam or dissertation decisions, academic dishonesty/plagiarism penalties, and program of study or curriculum policies.

The first mechanism is an internal process that is managed by the College's Office of Academic Affairs. Prospective and current students can access "Submit a Student Complaint" on the College's website, and there they are directed to contact the Office of Academic Affairs. They can submit their complaints in writing by emailing the office, or they can call and speak with the office's administrator, who will document the complaint and submit it to the appropriate faculty or staff member within the office. Grievances that are from undergraduate students are directed to the Director for Undergraduate Programs, and those from graduate students are directed to the graduate coordinators for each program. From that point, policies for filing official appeals or waivers are as follows:

Student Appeals Policy and Procedures set forth in this document apply to all students enrolled in classes or programs in the College. The appeals process provides for an impartial review of a grading decision as allowed by university policy (https://honesty.uga.edu/Student-Appeals/Process/). This document does not apply to petitions for a waiver of established policy or procedure from curricular and/or programmatic requirements. Information on such petitions is available in the CPH Student Services Office. All students may obtain assistance in interpretation of appeals policies and procedures in the CPH Student Services Office.

Step 1: Instructor Review

The appeal procedure must be initiated by the student, but only after the student has made every effort to resolve the complaint informally with the instructor who is party to the complaint. The student should begin the informal effort for resolution with the instructor as soon as the complaint arises. If the course in question has a course administrator or coordinator who is someone other than the instructor who is party to the complaint, the course administrator or coordinator should be involved in this initial step in the process.

The formal appeal should be submitted in writing to the instructor. Review by the instructor and/or course administrator should be documented in writing and, as appropriate, they should meet with the student.

Step 2: Department Head, Institute/Center Director Review

If the discussions with the instructor and, if applicable, the course administrator/coordinator, fail to reach a resolution satisfactory to the student, the student may seek resolution with the head/director or designee of the instructor's department/institute/center no later than 10 working days after the written appeal has been presented to the instructor.

Appeals should be in the form of a letter written and signed by the student. Letters must clearly and concisely explain the appeal, state the matter being appealed in the first sentence, and include all relevant information in support of the appeal. Appeals must include the student's full name, UGA student ID number, postal address, UGA email, and phone number on the first page in the upper left corner. Appeals must be prepared and signed by the student; appeals cannot be prepared on behalf of the student by another party.

The following materials should be submitted:

1. A statement of the complaint, including specific details regarding the actions(s) or event(s) leading to the appeal. The statement must also include evidence to support the student's allegations;
2. A statement of the resolution being sought;
3. Steps already taken; and
4. Reason for dissatisfaction with the decision from the preceding decisions with the instructor and/or course manager.

The head/director will meet with all parties involved and will render a decision that will be submitted to the student in writing. If the decision is to uphold the grade, and such grade causes the student to be suspended from the program, the head/director will make a decision in accordance with department/institute/center policies regarding the student's continuation in the program.

Step 3: College Review -- CPH Curriculum and Academic Programs Committee

If the student's appeal is denied by the head/director, the student may appeal in writing to the Curriculum and Academic Programs Committee of the College. The appeal must reach the Student Services Office within 10 working days after the conclusion of the previous efforts at resolution. The written appeal should be sent to cphadm@uga.edu with "Student Appeal" as the subject. Materials submitted should include the original appeal letter and a letter of request to the committee that includes all updates on steps taken.

The CPH Curriculum and Academic Programs Committee will review the student's written appeal along with written documentation from the instructor and the head/director. After review, the CPH Curriculum and Academic Programs Committee will meet with all parties involved and rule on the appeal.

Appeals will be handled at a separate meeting of the CPH Curriculum and Academic Programs Committee specifically called to address the appeal in question. This meeting will be based on

the schedules of all parties involved. The student, instructor and head/director will be invited to attend the meeting. The committee will allow 10 minutes per participant for questions and clarification of facts regarding the appeal. This time will not be used to restate information already in the hands of the committee. University policy requires that student appearances be audio recorded.

Parents, friends, attorneys, etc. are not allowed to meet with the committee members during any part of the appeal process.

Grievances that do not easily fall within parameters of school policies or procedures, such as complaints against faculty or staff behavior or language or retaliatory actions not related to school policies or grades, may be filed directly to the Office of Academic Affairs for further action or decision.

2) **Briefly summarize the steps for how a complaint or grievance filed through official university processes progresses. Include information on all levels of review/appeal.**

When decisions that are made at the College's level do not satisfy the student, further appeals may be formally routed to the University. The following mechanisms may be utilized, and are listed by type of appeal/waiver:

Graduate School Policy Appeals: These appeals relate to graduate school policies and typically involve grievances with graduate course grades, admissions decisions, thesis or dissertation committee votes, dismissals, or graduate student enrollment policy violations. As with other academically related policies, students must first appeal a policy to the department and College in which the program is offered. If the student is dissatisfied with the decision of the CPH Curriculum and Academic Programs Committee, he/she has the right to appeal the decision to the UGA Graduate School, where the appeal is handled by the Office of the Graduate Dean. According to the Graduate School's website, the appeals policy is as follows:

All appeals are heard by the Appeals Committee of the Graduate Council. The appellant must submit a letter of appeal. Appellants are also allowed to submit up to 10 pages of supporting documentation beyond the appeal letter. Appellants do not need to submit any documentation that is already in their file at the Graduate School. Appeal letters, supporting documentation, and questions about the appeals process should be submitted to gradassociatedean@uga.edu.

The Appeals Committee shall hear appeals from:

1. Students denied admission to graduate study
2. Students denied a change of degree objective by the Graduate School
3. Students dismissed by the academic unit and/or the Graduate School
4. Students denied an extension of time
5. Students who have violated the Continuous Enrollment Policy
6. Students contesting a course grade

The committee shall make recommendations to the Dean and report its activities to the Council.

During the appeals hearing, each party (appellant and respondent) has a maximum of 10 minutes to present their case. The Appeals Committee then meets to discuss the case and renders a decision, which is communicated to students, typically within 10 days of the meeting.

Decisions made by the Appeals Committee of the Graduate Council may be subsequently filed to the University's Office of Vice President for Instruction and are outlined below.

Academic, Grade and University Policy Appeals: If the student is in an undergraduate program and dissatisfied with the decision of the CPH Curriculum and Academic Programs Committee, he/she/they has the right to appeal the decision to the UGA Office of Vice President for Instruction, where the appeal is handled by the Educational Affairs Committee. And if the student is in a graduate program and has exhausted both the College and Graduate School appeals processes, he/she/they has the right to appeal the decision to the UGA Office of Vice President for Instruction, where the appeal is handled by the Educational Affairs Committee.

According to the University's Office of Instruction, students may file an appeal via the Office's online portal, and the appeal is processed and placed on the Educational Affairs Petition's Subcommittee agenda. The Petitions Subcommittee is composed of faculty members of the Educational Affairs Committee. The Office of the Vice President for Instruction manages the appeals process on behalf of the appointed faculty. All communication must be directed to the Office of the Vice President for Instruction, not to any members of the Subcommittee, before and after the appeal is reviewed and a decision made. Decisions are based solely on the merits of the written appeal and the documentation provided to the Petitions Subcommittee. The student need not appear in person before the Subcommittee. However, a student may request in writing to meet in person with the Petitions Subcommittee. No other persons (parents, friends, attorneys, etc.) are allowed to meet with the Subcommittee members, and the appropriate individuals against whom the appeal is directed will also be afforded the opportunity to appear before the Subcommittee, although at a separate time.

Should a student wish to appear, the student is allowed a maximum of 15 minutes to provide any information not already included in the written appeal and supporting documentation. The Petitions Subcommittee will have already reviewed the appeal and documentation provided and may or may not have questions regarding the appeal. University policy requires that student appearances be audio recorded. The Subcommittee's decision is final and is generally communicated to the student within 10 days of the meeting.

A student has the right to appeal the Subcommittee's decision to the President. Such an appeal must be provided to the Office of the President in writing no later than 30 calendar days after the student has received the decision. (Academic Affairs Policy 4.05-01).

As stated previously, grievances that do not easily fall within parameters of school policies or procedures may be filed directly to the Office of Academic Affairs for further action or decision. Those grievances are formally documented by staff and submitted to the Dean. The Dean may, at that point, route the grievance to any appropriate parties, including the Office of Legal Affairs, who's responsibilities include grievances related to sexual assault, University compliance and ethics, and discrimination or harassment. It is University policy that Grievances of that nature be routed to personnel who are trained in these types of cases. Additionally, as is stated in student

handbooks throughout the College's programs, students who wish to route complaints of that nature directly to the University may do so via the University's reporting hotline or email.

3) **List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.**

With the exception of two documented grade appeals that were heard by the College's Curriculum and Academic Programs Committee in 2018 and 2019, the College has had just one formal appeal filed by a student to CAPC, and subsequently the Graduate School and Office of Vice President for Instruction. That appeal, which related to academic dishonesty and plagiarism by a doctoral student, is ongoing and cannot be discussed due to its active status.

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

Strengths

The College feels confident the many mechanisms in place, both at the unit level and University, create paths for students to file grievances and have them heard in a fair and impartial process. To date, there have been very few formal grievances filed by students that do not include grade appeals.

Weaknesses or Plans for Improvement

None noted.

H4. Student Recruitment and Admissions

The school implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

1) **Describe the school's recruitment activities. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.**

The College begins the recruitment cycle each spring by creating the recruitment calendar to be implemented during the recruitment cycle, which runs from July-May of each year. When creating the calendar of activities and events, the Office of Academic Affairs considers the College's strategic goal to increase enrollment of the number of underrepresented students in all programs (see Table B5.1.1), as well as the departmental needs to have students who are academically talented and fit the College and University missions. The staff employs a multitude of strategies to expand the College's messaging regionally, nationally, and internationally, hoping that the messaging for improving the health of populations through the College's core values resonates with its audience and drives them to apply. Over the past three years, the College has implemented an aggressive digital marketing plan to increase the reach of its messaging even further. Details of these efforts and additional examples of recruitment efforts are outlined below.

Campus Visits

Campus visits and tours drive the majority of undergraduate prospective students to the College. The Director for Undergraduate Education supervises three advisors in the Spring and Summer of each year for the campus visit dates that are coordinated by the University's Office of Admissions. These events are held intermittently in spring, and weekly in summer months, and give all schools and colleges the opportunity to host breakout information sessions as a part of the days' agendas. The College ensures faculty and staff participate at every event throughout the recruitment season. Prospective and incoming students who express interest in any of the undergraduate majors, minors, or certificates are then routed to advisors for individual appointments. Current students may also meet with advisors during scheduled or weekly drop-in hours to discuss interests in changing majors or applying to the health promotion major at the end of their sophomore year (high demand majors at UGA may execute a formal application process for students to enter the major).

Campus visits and tours for graduate programs are typically coordinated by the department's graduate coordinators, or they can be a coordinated activity for targeted recruitment programs such as the TRIO McNair Scholars and Future Scholars visitation programs. These types of visitations are typically half- or full-day visitations where students can directly connect with unit representatives based on their own research or professional interests.

Scheduled visitations

Virtual or in-person visits can be arranged for prospective students through the Graduate Education Coordinator. Prospective students may schedule visitations or meetings by connecting with a program representative from the website or visiting a scheduling site to access

the Director of Graduate Education Coordinator's linked outlook calendar, at any point, during the recruitment cycle.

Graduate and Career fairs

The College participates in a host of graduate and career fairs hosted by the University and other undergraduate institutions, ASPPH *This is Public Health*, and targeted opportunities such as the Gates Millennium Scholars, All Georgia Scholars, TRIO McNairs Scholars, and Future Scholars Visitation programs. Additionally, the College hosted its own visitation program for high school students, titled the *Emerging Scholars Program*. This program, which launched in 2019, brought 15-20 seniors from various regions in Georgia for a five-day immersive experience at the University and College. The students were provided Room and Board and attend courses, workshops, and team building exercises daily. Though this program was suspended in 2020, due to the global pandemic, the College will explore future funding to resume this program.

National Conferences, Associations, and Meetings

With a focus primarily on graduate academic programs, College faculty are involved as members, presenters, attendees, moderators, and speakers at a number of public health–related conferences, associations and meetings each year. These range from national conferences such as APHA, CAHME, and NEHA to state and regional events such as the Georgia Public Health Association annual meeting. Students are invited to attend and can be supported financially through a number of funding mechanisms at the College, departmental levels or the Graduate School.

Digital Marketing Campaign

In 2019, the College implemented a comprehensive digital marketing strategy meant to increase its online presence, identify targeted audiences, and drive traffic to various landing pages on its website to increase the College's visibility. Through this campaign, the College has seen substantial increases in interactions with prospective students either via its virtual information sessions, scheduled (virtual in 2020) visitations, and direct contact to its degree program representatives. This campaign aligns with the College's recruitment cycle and includes measures for observing increased yield in visits to its landing pages and subsequently, applications and enrollment. The College partnered with Jackson Spalding, a marketing and communications agency based in Atlanta, and incorporated broader efforts at improving the College's brand. The Offices of Communication and Academic Affairs jointly oversee the implementation of this branding strategy, using Liason's Spectrum (the College's Customer Relations Management platform), Student Bridge (which powers the Virtual Tour landing page), and the College's social media platforms, which include LinkedIn, Facebook, Twitter, Instagram, and others.

Direct Recruitment

Using the College's SOPHAS data, mailers are sent annually to prospective students who have expressed interest in the programs within the SOPHAS application service. The mailers are sent each February and encourage recipients to reach out to the College's representatives, visit the website to schedule visits, or apply.

Virtual Fairs

The College participates in at least three online graduate fairs each year that are hosted by CareerEcho and provide prospective students with the opportunity to connect with CPH representatives from anywhere in the world. Because of lower participation in these events, for the 2020-21 recruitment cycle the College incorporated its own schedule of virtual information sessions that were hosted monthly. Through the scaled-up dissemination of information for its own virtual events through the digital marketing campaigns, the College saw an increase in participation in these internal events, and it will move forward with these events in the coming recruitment cycles.

Institutional partnerships

The College collaborates with units across the University and the University System of Georgia to recruit prospective and current students into the dual degree programs. Through joint information sessions, shared website spaces, collaborative meetings, and printed materials, it strives to increase interest in the Double Dawgs Undergraduate/MPH 4+1 program, as well as the dual MBA/MPH, MSW/MPH, MD/MPH, JD/MPH, PharmD/MPH, MHA/MPH, and PhD/MPH degree programs. This area of recruitment has become a bigger emphasis for the College as it has seen the dual degree student enrollment increase to nearly one third of the College's total student population.

2) Provide a statement of admissions policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

Undergraduate Admissions

The College does not participate in the admissions process for undergraduate students, as this is a centralized process that is managed by the UGA Office of Admissions. However, both the EHS and HPB programs recruit with the Office of Admissions throughout the year, and the HPB major, as a high-demand program at UGA, has a formal application process that students complete at the end of their sophomore year to formally enter the major during the summer or fall of their junior year. This application process occurs internally at the College via the College's *Qualtrics* account. Reviews occur at the end of each spring with the Director of Undergraduate Education and her staff. Upon completion of the review process, applicants are notified by email and, upon acceptance of their invitation to join the major, they are assigned an advisor and the major is applied to their official transcripts. The EHS program accepts majors who declare the major in their DegreeWorks, at which point an advisor is assigned to students.

MPH and DrPH

The professional programs manage their applications through SOPHAS each year. These portals hold applicant materials, and all communications regarding applicant status throughout the cycle are updated in this portal. The College has also licensed a customer relationship management (CRM) platform that communicates with the SOPHAS portal and updates applicant statuses and communicates both manually and with scheduled emails and mailings throughout the cycle. The Spectrum Liaison Enrollment Management Platform (EMP), an enrollment management platform, has proved to be an effective tool for generating messaging for applicants, depending on their status in SOPHAS, in a timely and consistent manner, and this has reduced the work on admissions staff with regard to communicating to applicants throughout their cycle. Applicants must submit the SOPHAS application, ensuring that all materials are included in the application for a formal verification

process to take place. Applicants must also submit a supplemental Graduate School Fee (at a reduced rate from the traditional fee assessed for full graduate school applications). Upon receipt of the completed SOPHAS application and the Graduate School's supplemental fee, applications then begin the formal review process.

The admissions coordinator works with MPH and DrPH admissions committees to review respective applications. The admissions and program coordinators complete preliminary review to identify applicants that meet a minimum set of criteria established by each committee, and final candidates are then directed to each committee for review and decision. The MPH committee consists of five members and conducts a holistic review of each applicant, taking into consideration professional and service experiences, goals and expected outcomes for their graduate degree, academic achievements, relevant research or practical experiences, and their writing abilities (using the required writing sample submission). Majority decisions are final, and in the case where disagreements occur, further discussion may occur before a final decision is made. The DrPH coordinator conducts a preliminary review of candidates to a committee consisting of three members, and following the initial coordinator review, the committee identifies 20-25 applicants to invite for interviews prior to making the final admissions decision.

The decisions for all MPH and DrPH applicants are submitted first to the Graduate School for administrative processing, and then once the Graduate School has finalized and formally approved the College's applicant recommendations, the final decision is communicated to applicants via the SOPHAS portal, Spectrum CRM, and the Graduate School's SLATE CRM. Thus, applicants have multiple avenues with which to check their admissions status.

The full application process can be reviewed by applicants on the College's MPH admissions page and DrPH admissions page, and are also detailed in ERF H4.2.1.

Academic and Non-Public Health Graduate Degree Programs

The College's MS, PhD, and MHA programs coordinate their admissions cycles through committees for each degree program. Each department head appoints the faculty who serve in their respective admissions committees, and the committees define the admissions policies for their cycles, including the admissions criteria, review process, and timeline for decisions. Committees conduct a holistic review of each applicant, taking into consideration professional and service experiences, goals and expected outcomes for their graduate degree, academic achievements, relevant research or practical experiences, and their writing abilities (using the required writing sample submission). Majority decisions are final, and in the case where disagreements occur, further discussion may occur before a final decision is made. MS and PhD applications are submitted to the UGA Graduate School via SLATE, and the MHA applications are submitted to HAMPCAS. Once materials are completely submitted, the review process commences. For the MS and PhD programs, admissions committees meet regularly to review and vote. For the MHA, admissions committees review applicants, select 15-20 to invite for interviews, and then make a formal decision based on the application materials and interviews. Both programs submit their final decision to the Graduate School for processing, and applicants are notified after the Graduate School has finalized departmental decisions.

3) Select at least one of the measures that is meaningful to the school and demonstrates its success in enrolling a qualified student body. Provide a target and data from the last three years in the format of Template H4-1. In addition to at least one from the list, the school may add measures that are significant to its own mission and context.

The College's Strategic Goal 1.4 states that the College aims to promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for under-represented, rural, first-generation, older and non-traditional, and other underserved students. As a measure of this goal, data on the applications, acceptance and enrollment yields for students from historically underrepresented groups is detailed in Table H4.3.1. The College is dedicated to increasing access to graduate education to historically underrepresented groups. Targeted recruitment efforts, like participation in the UGA Feeder Program, TRIO McNair, and Future Scholars visitation programs, practices in holistic applicant reviews, the elimination of biased entrance examinations, and a commitment to improving the College's culture of inclusion are among the efforts in place to continue improving access for all students.

Table H4.3.1. Acceptance and enrollment yields for all graduate applicants, 2018-2020

	Total Applications			Acceptance Yield			New Enrollment Yield		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Total Applications	468	461	509	49.8%	53.6%	54.4%	34.3%	30.0%	36.5%
Female	342	342	380	54.4	55.8	57.4	34.4	29.8	34.9
Male	125	119	129	37.6	47.1	45.7	34.0	30.4	42.4
Gender Not Reported	1	0	0	0.0	0.0	0.0	0.0	0.0	0.0
International Students	140	149	119	37.9	30.9	29.4	13.2	13.0	11.4
Amer. Indian or Alaskan Native	0	2	0	0.0	50.0	0.0	0.0	100.0	0.0
Asian	19	27	34	47.4	81.5	58.8	11.1	31.8	40.0
Black or African American	86	79	124	39.5	43.0	49.2	50.0	26.5	45.9
Hawaiian or Other Pacific Islander	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0
Hispanic or Latino	4	8	13	50.0	75.0	92.3	100.0	16.7	41.7
Two or more races	30	35	27	43.3	68.6	51.9	23.1	37.5	14.3
White	178	154	177	65.7	72.1	72.9	42.7	36.0	40.3
Ethnicity Not Reported	11	7	15	45.5	42.9	40.0	0.0	33.3	33.3

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

Strengths

In Fall 2020, the College enrolled its first cohort of students to the MPH without GRE requirements. This is considered a milestone for many and will be reviewed and tracked to determine the effects on enrollment for historically under-represented populations.

The College expects the enrollment of students participating in the Double Dawgs 4+1 Pathway Program to increase as the program grows in popularity across the University. To date, the College has experienced substantial growth from an inaugural cohort of 5 students to nearly 200 students in just three years. To ensure the integrity of the College's graduate education is maintained and that these students also receive the resources that they need, the College has committed to a new staff

position within the Office of Academic Affairs, to work with advising, promoting existing programs, and facilitating in creating new pathways with undergraduate degree programs throughout the UGA campus. As this growth continues, the College will continue to regularly monitor applications and enrollment, and review policies for this group.

Weaknesses or Plans for Improvement

As discussed in Criterion G1, the College acknowledges its challenges in recruitment of underrepresented students. Its evaluation efforts have identified several methods the College is continuing to implement to improve the climate, as well as recruit and retain a diverse pool of students and faculty. The College will incorporate these measures into its communications strategies, in an effort to display its commitment to increasing in the representation of students and faculty from diverse backgrounds, and who more accurately represent the state and national demographic profile. It is the College's mission not just to increase in numbers, but to create and foster an environment that reflects its commitment to inclusion and equity.

H5. Publication of Educational Offerings

Catalogs and bulletins used by the school to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

1) Provide direct links to information and descriptions of all degree schools and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

- Academic bulletin, programs and requirements: https://publichealth.uga.edu/degrees/
- Academic calendar: https://reg.uga.edu/general-information/calendars/academic-calendars/
- Admissions requirements: https://publichealth.uga.edu/apply-now/
- Grading policy: https://reg.uga.edu/students/grades/
- Academic integrity: https://honesty.uga.edu/Academic-Honesty-Policy/
- Academic progress and graduation: https://osfa.uga.edu/policies/satisfactory-academic-progress/ and https://reg.uga.edu/students/graduation/ and https://provost.uga.edu/policies/academic-affairs-policy-manual/4-04-graduation/#p-4.04-1