**Joint MPH/BSPH Workday**

**Minutes 8/22/2018**

**GRH 2002; 9:30 – 2:00 p.m.**

Winter term schedule was discussed and finalized.

Scheduling issues were discussed. Unless the course has an applied designation, we now have to use the standard course days/times. At present, three courses have applied designations: PH 581, PH 587, and PH 591. Gardner has sought guidelines for course designations from the Registrar and will forward any information received so course changes can be made, if appropriate. We also discussed guidelines for courses counting as online vs face-to-face: More than 50% of clock hours must be spent in a physical/IVS classroom in order to be counted as a face-to-face course. Required undergraduate courses must be offered face-to-face annually, and those listed as required electives must also be offered face-to-face. Gardner asked if we could remove the required elective designation; Lartey explained we needed to make sure students took our courses.

Spring schedule was discussed. We will need to offer two sections of PH 587 to meet the MPH and EMHA program needs. Gardner had asked for and not received estimates of number of EMHA students needing PH 587 in the fall, but the online MPH section will be at or over capacity. Watkins expressed desire not to teach PH 580 f2f in spring, and Macy stated she wouldn’t mind if she had to take it over again as she did last year. Farrell reminded that faculty with grants could not go over 100% effort per requirements. There are a few courses at both the grad and undergrad level that will have to use adjuncts. Gardner reiterated the need for consistency in core MPH course because of accreditation assessment requirements.

The need for improved communication and transparency was discussed, recalling this was an area where we were previously dinged at our site review. Committees, coordinators, and student groups all need to submit a written update/report for the monthly meetings. Sign-in sheets to track student participation was recommended. Faculty advisors were asked to ensure that meeting and activity announcements were sent out through Bb org sites to ensure all students and faculty were kept informed. Also, we discussed having meetings be accessible to online students.

This AY, we will be revamping our advisory committee, including creating a p/p document that explains its purpose. Watkins will research and provide examples and draft recommendation at our 9/12 meeting. Once our p/p are approved, we will need to identify people to serve, keeping in mind our diversity measures.

We also discussed the importance of adhering to our workforce diversity plan. Last year, we did not meet our internal objective. This year, Green River will provide us with a potential list of topics.

Gardner reminded faculty that we have to submit revisions for the competencies and foundational knowledge that were deemed to not be demonstrated by what we’d previously submitted. Some of this was attributable to only parts of the competency being met, or the assessment not aligning with the competency verb, so Gardner revised the form to help track this better. Gardner went over the revised course alignment form for core MPH course and reminded faculty to please keep it current and consistent with syllabi.

We briefly reviewed program goals and Gardner unveiled the beta version of the Annual Faculty Assessment form. Watkins asked that it be emailed to faculty along with the revised course alignment form

Instructional designer Catie Weaver discussed the new ALLY accessibility checker with the faculty and pointed faculty to different accessibility resources including guidance on how to write alternative text for images. A discussion was held about the importance of all course materials being accessible.

Gardner asked PH 520 and PH 580 instructors to go into the Bb MPH org site to enter completion of CITI and Plagiarism certificates respectively.

We discussed creating guidelines for grading the ILE, including a grading guidelines and number of readers. We will pilot the grading instrument – high pass, pass, low pass, and no pass for each of the four ILE criteria – using at least two reviewers. A discussion about presenting the papers ensued. We will create a virtual presentation room and require students to upload their presentations there. While students will not be graded, Macy will be in charge of ensuring this requirement is met.

The GrAPEs coordinator position was discussed and will hopefully be cleared to hire in the next week or so. We discussed GrAPEs in terms of hours (our requirement) vs products (CEPH requirements) and decided to broaden how students can earn hours. Students can earn hours by attending/presenting at conferences and volunteer events that are PH related, but don’t result in products. Students will still be required to submit a report and, in the case of conference, registration materials.