MPH Workday, February 7, 2020, 9:30am

Faculty/staff present: Gardner, Rust, Ding, Eagle, Macy, Farrell

Meeting called to order by Gardner at 9:35.

Watkins previously indicated to Macy that she would not be attending today. No explanation given.

Gardner passed out oranges to everyone.

Gardner announced that we have permission to hire a new position, assistant professor. The new position listing is broader than last time. Gardner has asked that she and Lartey co-chair and that all faculty be part of the search committee. It is Gardner’s understanding that it be for fall 2020. Therefore, some of today might change later, but we need to prepare in case that position is not filled. Then make small changes can be made over the summer if the new position is filled.

575 and 580 have new content, so it will be a bit harder to assess gaps. However, Gardner asked if any gaps are noticeable. Eagle says the textbooks from 580 and 583 could cause some overlap.

583 (Public Health Administration) was not put on the Google Drive doc, according to Gardner.

Macy says there seems to be a little overlap, but it is meaningful overlap as there is teaching vs application as well as a look at the same things from different perspectives.

Gardner stated that the MPH program has had the same essential schedule since she has been Program Coordinator. What she typically does is monitor courses over summer, especially online courses as the money comes from DELO. If there are low enrolled courses, she makes the case that it is required for our students. However, one face-to-face course has been cancelled, even though a student needs it for graduation. Distinguishing between what should be one or two sections is difficult when Gardner does not receive the numbers early enough. Gardner apologized to Macy for her having such a large course when it should have been split into two sections. Right now, the MHA program has 4 students, but Gardner is not sure what MHA program sequencing is. Other courses are also low-enrollment, especially in face-to-face courses. We may be asked in the future to do something different; however, this hurts international students who have a face-to-face requirement. Gardner thinks we may be asked to do hybrid (ITV) courses and asked for thoughts on this.

Farrell thinks this hybrid system (ITV) is how the university’s administration wants us to move, especially with the implementation of ZOOM courses. For students who cannot do the ZOOM courses, they want people to take online courses.

Macy asked what the new designation is. Gardner says it is a synchronous class where people are in various places (in person, online, etc.). Online classes traditionally, Gardner says, have been asynchronous. ITV courses are especially an issue for in-class activities, group activities, and students who cannot be online the course’s set time. Eagle asked if this would happen at the graduate and undergraduate level, to which Farrell replied yes. Eagle thinks it makes no sense if they are also trying to get faculty and instructors away from lecturing, as ITV makes other options much harder or even impossible. Macy thinks it is also harder to make the course equitable in ITV. Haven heard the opinions of the MPH faculty and instructors, Gardner will continue to advocate against ITV as much as possible.

Gardner moved on to reviewing PH 583 and 584. Our faculty does not teach PH 583, Public Health Administration, or PH 584, Environmental Health. PH 584 does not meet any competencies; however, PH 583 does. Reece teaches 583 currently but gets no credit for the work she has to do to meet the competencies. Gardner asks if we should remove 583 from the core and distribute the competencies among other courses. She has sent an email to Ellis-Griffith and Mkanta; Ellis-Griffith says they may be moving it away from their core in the next year. Gardner would like to go ahead and remove it if that is the will of the faculty, as opposed to waiting. Gardner also states that these competencies should be addressed throughout the program, so removing 584 from core should not leave a huge gap. Everyone agreed to remove 583 from core and replace it with 548.

Last week, Program Directors met with Mkanta and were shown the DPH Workload Template document. Gardner wants to emphasize the “Capstone Experience” piece. The current structure of the program allows for maximum flexibility for students, especially with ILE. PH 530 doesn’t count towards time even though it generates tuition. Gardner says that if this is the case, then it would be beneficial to make an ILE course required. However, we would have to take something out to not be over the hours. Although curriculum should be the reason we require courses, the ILE is a requirement for all MPH students. The DPH Workload Template also flies in the face of the fact that applied courses being more work, according to Gardner. Macy asked where this document idea originated. Gardner thinks Cheryl Stevens or Tonia Basta sent out an email indicating something like this would happen. Macy thinks this is excessively stringent, even more so than the promotion and tenure structure that was proposed in the past. Gardner clarified that the service portion will also affect instructors, not just faculty, and instructors’ 5 classes will drop down to 4.

Gardner asked everyone to read the email from CEPH about faculty FTEs. For MPH, there need to be 3 primary faculty (50% of time FTE). For fall 2019, only 2 faculty members meet that. For spring 2020, the projection looks a little better, with 3 faculty members meeting FTE requirements. Either way, this strict FTE definition is hard but needs to be kept in mind for accreditation purposes. Macy thinks that her service to KPHA is not reflected well in this model; Gardner thinks we need a better assessment to show Macy’s work with KPHA.

Farrell thinks core courses should add to the knowledge-base, not just make a student pay a course fee to write a paper; therefore, he does not think that the ILE course should be made a requirement. Gardner thinks we may have to embed capstone into a course, which will limit flexibility.

Macy asked if we could offer an ILE course so that Gardner could get credit but it is not a core so it is not required. Gardner says she has done this in a way with 530 but to fully get the credit for the course she would have to give up teaching another course.

All faculty and instructors present agreed that the DPH Workload Template document is not realistic or helpful.

Gardner shared that the Epidemiology certificate passed GCC and has two more layers to go thru. The embargo seems to have been lifted for most things except new programs.

Motion to remove 583 from core and replace it with 548 (Community Health Organization) made by Farrell, seconded by Eagle. Farrell asked if this will be a situation in which we worry later about who will teach it. No further discussion. Motion passed unanimously.

For PH 548, we need the following competencies addressed: 16, 17.

The course catalog description also needs to be changed. Currently, “Social, political and economic forces that exacerbate health inequities in different communities; various organizational strategies for effective solution. Review and analysis of community organization and mobilization processes, legislative advocacy, cultural competency, and the role of mass media in conceptualization of public health issues. Transportation requirements for field trips will be provided.”

After some wordsmithing, those present came up with a new course description for PH 548. The new description reads, “This course examines the social, political, and economic forces that exacerbate health inequities in communities and presents various organizational strategies for effective solutions, including community coalitions and partnerships, legislative advocacy, the impact of policy on public health, ethical and evidence-based decision-making, cultural competency, and the role of mass media.”

Motion to change the course description made by Eagle, seconded by Farrell. Motion passed unanimously.

Farrell mentioned that he does not think Biostatistics needs to be offered four times a year.

Rust showed new GrAPE documents to those present and asked for feedback on the draft of the GrAPE handbook. Rust asked that everyone look thru the handbook and give feedback at the joint MPH-BSPH meeting next week.

Rust brought up an opportunity to work with GRDHD to create and implement a training for their staff. Eagle is interested in taking on this project as a PH588 course over the summer, as long as she is not doing PH410 too. Eagle, Farrell, Rust, and Gardner agreed that health communication or social work would be better potential partners on this project as opposed to psychology, the department GRDHD suggested.

Rust suggested that she and Gardner revisit the internship process. Gardner said if someone is interested in taking the internship class, they should talk to their advisor and submit a proposal at least a month before. Rust suggested the semester before the students expect to take the course. Gardner said that, in advertising the internship class, we need to make it clear that students are responsible for locating the site.

Gardner suggested asking a question like, “Would you hire this student?” to the preceptor evaluation. Gardner also suggested removing any questions about competencies.

Gardner asked everyone who teaches a core course to email their students about GrAPE work, as we have a good number of students who do not have any hours or products.

Gardner reminded Farrell to update the CITI grades in the MPH Students organizational gradebook.

People have been added to the ILE course site; faculty and instructors are encouraged to look and decide which students’ work they are interested in reading, even being the primary reader for.

Gardner pointed out the low scores in the breakdown of parts. Ding and Macy have created a sample ILE rubric. For proposal, students are just asked to explain what they want to do so that Gardner can see if it will require IRB, if it is of appropriate scope, etc.

Prior to now, we’ve had the 4 different areas:

1. Clearly defined overview, background and significance, or statement of the problem
2. Thorough literature review
3. Discussion or critical analysis
4. Recommendations, public health implications, or conclusions

Macy said she would be open to making the grant writing assignment from her course, PH 575, the ILE, in which students show competencies in their presentations. This project has a literature review as well. Macy suggested splitting the ILE between that course and Gardner’s evaluation course. Ding also suggested products from her course and Farrell’s course could be used toward the ILE. Macy worries that opportunity is paralyzing with the current requirement being so open. 620, 630, 588, 575, and 591 were all discussed as having potential ILE components.

Farrell suggested we recognize that the people who need to be pushed should be pushed but we cannot spoon-feed them. Maybe these courses (620, 630, or 588) could be advertised as opportunities to students to start their ILE, otherwise student is expected to do it on their own. Eagle suggests that for 588, it isn’t that a student could get their ILE from the course, but they could use the project to build their ILE off of.

Gardner says she could make 591 an ILE course, as it is currently a synthesis course. Eagle worries about doing that because it is such a good synthesis course.

Farrell asked if we could post an example of a past student’s ILE. Gardner asked Eagle if her ILE could be posted; she agreed.

Gardner asked if we agree to use the sample guidebook’s ILE Reflection section to decide what we want students to present on. Farrell said posters can be uploaded to Blackboard collaborate. Gardner said she plans to use the site the library created for her. Farrell said if students can use MediaSite then that would be even better.

Eagle suggest we ease into the change so that we can correct as we go. Gardner asked that everyone write up how those projects in previously specified courses meet the ILE requirement. Gardner will post some examples, and we will come back to this later.

Sixteen (16) students, expecting to graduate this semester, are in the ILE course on Blackboard. Each faculty/instructor present needs to do four (4) as primary and four (4) as secondary.

Please email Gardner with thoughts on the workload document; comments will be taken anonymously to the next level.

Gardner asked if August would be appropriate for a review for Eagle and Macy’s MPH level courses. Eagle and Macy agreed.

Macy said 390 would be the course for next semester that she is most willing to give up, since the course is not majority our students and Lartey has been able to staff it outside of the program in the past. Macy asked if she would get credit for courses separated out; Gardner replied yes, in the future she should get credit for that.

Everyone agreed that the same dates and times are good for everyone next semester.

Motion to adjourn by Eagle, seconded by Farrell.

Gardner threw out some more oranges.