Joint MPH-BSPH Meeting, October 9, 2019, 12:30pm

MPH faculty/staff present: Gardner, Lartey, Farrell (via phone), Eagle, Clark, Macy, Watkins, Kim

Student(s) present: Clark (PHUGAS Graduate President)

Meeting called to order by Gardner.

Motion to approve September minutes made by Eagle. Seconded by Rust. Passed with no discussion or changes.

Lartey gave BSPH report (Appendix A). Advising season has started for BSPH. The Undergraduate seminar is two weeks away, October 25th. A reminder email will be sent next week to faculty and staff; professors are encouraged to offer extra credit for student who go. They are also looking for about 6 graduate students to help the day of the seminar.

Gardner gave MPH report (Appendix B). Reminded everyone that we need to make efforts to recruit and share any ideas for recruitment. From the graduate council meeting, we no longer need to appeal to substitute a course at the graduate level. To review courses internally and externally, it may be more worthwhile to change from a grid, which only looks at competencies, to an expanded contents list. MPH Curriculum Committee to meet soon.

As per Gardner, the minutes for the assessment committee have been posted. Motion made to approve these minutes made by Lartey, seconded by Farrell. Minutes for the assessment committee passed without change.

Rust gave GrAPE report (Appendix C). Reviewed the email she sent out to everyone about her meeting with Matt Hunt and Ashely Spangler from BRDHD. She emphasized getting more embedded projects and getting students for the health equity assessment project they are planning for next semester. One student interested in this health equity project but there are international students who have issues getting to their sites. Rust asked for potential solutions. Bowling Green’s public transportation, GoBG, as well as new WKU bus routes cited. Rust will look into these two options further, given that the public transportation is not free. As far as potential areas of growth, Rust pointed out health equity and community health assessments and improvement plans. Macy continued with this, listing awareness of PH 3.0, grant writing, and Piktochart.

Small discussion took place on PH 580, including a potential to embed a project and confusion on who will be teaching the course in the future.

Clark gave the PHUGAS report (Appendix D). Elections and committee volunteering took place and the results are as followed:

* Graduate president – Sydney Clark
* Undergraduate president – vacant
* Vice president – Angel Shoemake
* Secretary – Mackenzie Pennington
* Representative for Graduate Curriculum Committee – Beth Adams
* Representative for Diversity, Inclusion, and Equity Committee – Amit Patel
* Representative for Assessment Committee – vacant
* Representative for Undergraduate Curriculum Committee – vacant

Clark asked that everyone encourage undergraduates into PHUGAS involvement and positions. Lartey stated she would follow up with Avery. Clark brought up student feedback, including frustration over being an “on campus” student who has to take many classes online because courses aren’t offered in person for them. PHUGAS also wants to see a bigger focus on JUMP program and other recruitment efforts.

Macy and Watkins gave KPHA report (Appendix E). KPHA has full slate; newly filled position are as followed:

* Activities chair – Sydney Clark
* Historian – Chantal Izaguirre
* Membership chair – Rachel Franklin

KPHA report also included upcoming activities including tabling events at homecoming, hallo-wellness event table for the tobacco-free initiative, working the registration table for a local blood drive, and leading activities at the BG Junior High activity fair. Macy and Watkins urged for rejuvenation for KPHA. Lartey agreed with this, stating that we need more recruitment efforts for KPHA.

Lartey mentioned the AHEC Health Sciences Day will take place on November 8th for high school students. AHEC will probably be requesting student volunteers from our programs for this.

Macy discussed the ILE rubrics (Appendix F). She stated that she and Ding looked at benchmarks for ILE rubrics and that they were very varied, from general to specific. They used the [Boston University rubric and handbook](../../Downloads/sample_ile_guidebook.docx) as a model; they modified it for flexibility. A score of 2 or above on all categories would count as passing. The reflection piece could be built into the ILE or the presentation.

Gardner suggested that the MPH Curriculum Committee discuss the ILE further. A cite has been created on [Top Scholar](https://digitalcommons.wku.edu/public_health/) to house ILE projects.

Eagle discussed work being done on putting together policy and procedure for the external advisory committee. They aim to further clarify the two levels of development and be more specific with the time intervals laid out. Initially, it was stated that the larger community group should meet yearly, but since that was stated there was more discussion suggesting to meet every other year. The smaller core group is currently stated to meet yearly.

Lartey suggested that the two-tier system we are going for makes room for one group not to meet every year. Gardner recapped past requirements (such as the employer survey) that are no longer required; however, we do still have to show how students are being perceived by employers, alumni, preceptors, etc.. The larger group will help with that, as the primary purpose will be to tell us how our students are doing and what trends and skill sets are emerging needs. The core group, Gardner stated, is to work more closely with policy, procedures, etc. and the group needs to mirror our diversity goals. We have two academic health department partnerships (BRDHD, GRDHD). It was asked if we should automatically include a representative from each in our core advisory group as well as an alumni and a state-level representative. Lartey stated that it is part of the partnership, so those academic health departments should be required to do that based on what their accreditors want. However, Lartey also cautioned that not every member of the core group needs to be a health department representative.

Gardner presented a motion (Appendix G) to approve changes to assessment plan by deleting the student survey and changing the meeting requirement of the assessment committee to be yearly instead of once per semester. Macy motioned to approve. PHUGAS will act as a sounding board to bring student issues to the committee, as well as Blackboard discussion boards where students can make anonymous comments. Rust seconded the motion. Motion passed unanimously with no changes.

Gardner presented a motion (Appendix H) to approve centralized academic advising. Eagle motioned to approve; seconded by Farrell. PHUGAS feedback asked for reassurance that all faculty will still be encouraged to act as mentors for students. Gardner and others specified that the motion is solely for academic advising and that all faculty would still be responsible for career advising. Kim asked for reassurance that Lartey and Gardner are okay with doing all of the advising. Lartey reiterated that she already does all undergraduate advising as it is easier. Gardner stated she is also okay with it and already does a bulk of advising because of online students. Farrell asked how DELO leaving will affect this: will it still be an issue? Gardner suggested that the restricted courses issues would still be present. Further, because certificates are constantly changing, this will allow her to make sure all certificate requirements are being met per student. The motion passed without change.

Gardner presented a motion (Appendix I) to approve course staffing priorities. Farrell motioned to approve; Eagle seconded. Watkins asked why this was something being brought up, if it was something we were dinged on by CEPH. Gardner replied that we have not been dinged by CEPH but that certain CEPH requirements require compliance that this policy would insure. When people outside of the program teach a core course, we can easily have compliance issues with the alignment of syllabi and competencies. Eagle clarified that the policy is just a way to put into words what is best practice and what we strive to do. Gardner stated that she wants everyone to get into a rotation where there isn’t so much question about what they will be teaching every semester. Farrell mentioned that there is discussion that all of campus will move to block scheduling instead of the current schedule, so that the next academic year is scheduled and staffed by the December before it begins. There will also be a shift in advising and scheduling so that freshmen will be in the same cohort for their first year. Lartey clarified that part-time faculty have historically been pulling their weight and that we never try to bring in outside people if we do not need to. Lartey worries that it may not always work as the motion states, especially when the time comes that we do not have the faculty that we currently have. Eagle stated that, while this may be true, the motion only prioritizes which classes are filled by full-time program faculty first. Gardner called for a vote. Macy asked, as a point of clarification, if this motion was only for the priority of filling classes, not for equity in workload distribution. Gardner said yes, motion only address the priority of what classes should be filled by full-time program faculty first. Motion passed with 2 abstentions from Watkins and Lartey.

Gardner reminded that we need to think of ideas of things to do this academic year for the Diversity Action Plan (Appendix J); stated that the diversity committee is not supposed to do it all. Any ideas can be submitted to members of that committee. Eagle mentioned the HOLAS student organization and talks with their academic advisor about the possibility of doing a program to bring awareness of public health to the HOLAS members. They meet on Monday nights.

Farrell asked if the diversity plan’s focus should be curricular or structural. Gardner clarified that with the plans, there are goals listed for which we need to come up with action plans. Farrell mentioned bathroom and braille issues. Gardner agreed that these would fit into the diversity plan as those actions would make the space accessible to all. Farrell also encourage faculty and staff to add preferred pronouns to email signatures.

Last year, Eagle facilitated a workforce development program with BRDHD. Gardner stated that it is time for us to do this again but with a community organization. Lartey and Eagle will reach out to Melissa Cowles at HOTEL, INC.

Gardner reminded everyone of the Title XI training that all faculty and staff are required to do.

Gardner asked for faculty to share their instructional goals (Appendix K), as asked for in last meeting. Gardner reminded everyone that these goals should especially hit core courses and bring in speakers from outside of the university. The responses are as follows:

* Macy bringing in 2 community members to discuss how they use assessments and their community roles; PH 587 have Malia Carver come in to discuss social marketing (looking for outside person in future); PH 575 (planning) talked to Spangler about quality improvement evaluation and that program to let students use to learn every different level; I6 – trying to expand upon and make in a semester long case-study
* Eagle can do the same in PH 261
* Lartey – PH 381 guest speakers (public health issues within our community right now) and debate from reaction papers (vaccination exceptions this semester); PH 483 guest speaker from human resources to discuss employee preparedness; Cheney to train on leadership as servitude, soft skills missing (will send as announcement)

Gardner asked for any recruitment ideas. Eagle suggested looking into a budget for recruitment that could be used for Facebook ads. Kim shared knowledge of the social work tour of Historically Black Colleges and Universities. Gardner shared that some programs allow for 12 hours of electives to be considered a clinical medicine certificate of sorts to help transfer students from a clinical background. Gardner also shared that there is a new education coordinator for military students. Gardner emphasized the importance of recruitment, as a lot of the universities we have historically recruited from have been starting their own MPH programs; further, international enrollment is down.

Enrollment numbers were requested. Lartey stated that there are 14 BSPH students fully admitted as well as many seeking admission. Gardner stated there are about 43 online MPH students and about 10 face-to-face MPH students.

Eagle asked if we can look into the university’s partnership with KCTCS to see if there are more opportunities for recruitment there. Lartey said she has been to SKY twice to try to recruit. Lartey stated that there is also an opportunity to recruit from Bowling Green’s international community. Lartey also pointed to WKU’s shift in focus from recruitment to retention as a potential cause to decreasing numbers of new enrollments. Watkins brought up concern that smaller classes will feel the brunt of the issue, as the university looks to keep classes with higher enrollment.

Gardner announced that the K-PHAST training is scheduled for November 8 from 11-4:30 in DSU. The hooding ceremony is scheduled for Saturday, December 14th at 1pm. \*NOTE: Due to feedback, this time has moved to 1:30pm since the meeting!\*

Farrell gave the senate report. There are a few programs/scholarships that will open in the next couple of weeks. First, there is a program starting for students to do 20 hours of community service and receive a surplus computer to keep. Farrell is unsure if this program would apply to both graduate and undergraduate students. The application for this program should be up next week. SGA has $16k for scholarship, which they give out as $250 per student (undergraduate only). The application for this scholarship should be up in the next two weeks. It is also likely, according to Farrell, that the senate will pass a childcare policy for faculty so that they can get 16 weeks of paid leave for the birth or adoption of a child. The faculty member would be able to use this during a single semester or split time between semesters. There was talk in the senate about a similar program for faculty to act as caregiver for elderly family, but it is not yet written into a policy proposal. Farrell also clarified that this childcare policy would only be for faculty.

Gardner reminded that the graduate curriculum committee meeting would be coming up soon, potentially on the 21st from 1-2:30pm.

Meeting adjourned at 2:27pm.

*Appendix A*

**BSPH Report**

**October 2019**

* No new admissions
* Undergraduate Student Success Seminar – October 25th

Location: GRH 1077 (Auditorium)

Time: 1:00pm – 3:00pm

Breakout session - 3 Alumni confirmed (Alexis Bigham, Melissa Cowles, Sharon Brooks)

*Appendix B*

MPH Report

October 2019

Advising

Good news from the Grad School: We no longer have to file an appeal when transferring in core courses. We still do, however, have to ensure that that the courses align with what we teach. If we adopt a centralized advising model for the MPH, you can ignore this information. =)

Recruitment

MPH-JUMP: Sydney, Marina, and I did a POP! (no clue what it stands for) with Gatton Academy students. They will be attending the K-PHAST training on November 8th.

UK Med Students: Working with grad school to identify med school courses that could transfer in for electives.

Military: Working with military liaison to identify distribution channels for program information.

Winter Term

Book selections are due. We’re being encouraged to post syllabi asap.

Review of MPH Core Content

The course alignments deal solely with the competencies, but most of our courses cover content beyond these competencies. Thus, I’m asking everyone who teaches a MPH core course to submit an expanded course content outline so we can review internally to identify overlaps, gaps, and relevance in our January workday. Then, we can submit to external reviewers/executive advisory committee for review. My hope is that this will allow any changes to be made before we do our competency alignment review. I will create a folder for everyone to upload their documents (shared drive? Better option that will allow questions/comments to be added?) and update at next meeting or by email.

*Appendix C*

Graduate Applied Practice Experience (GrAPE) Report

# Opportunities

Met with Ashley Spangler and Matt Hunt at BRDHD. I sent an email. Here are the highlights:

* Want student involvement in the BRIGHT Coalition
	+ CHA, CHIP, MAPP
	+ Potentially an embedded GrAPE project
* Want students to have experience with community health assessments
	+ I have a copy of their Community Health Assessment and Improvement Plan if anyone wants to see it. I think they have more, but I can loan mine out whenever you need it!
* Want to be more involved in research with our students and faculty
	+ Mentioned KPHA
* **EMBEDDED GrAPE PROJECTS!**
	+ CEPH – B5, I1
* Piktochart for presentations and infographics
* Legislative Day in December – students to help
* **Health Equity Assessment in January (with BRIGHT Coalition) – posted on Blackboard (2 of 5 students so far)**
* Need students to drive sometimes – potential problem with international students who don’t have reliable transportation – **need some solutions for this!**
* Academic Health Department
* Epidemiology project in the works

# Changes

Leah Ashwill’s AMAZING document of local/state NGOs – starting point for students who aren’t sure what to do for GrAPE project – tags to help students search through the document

# Non-GrAPE

Recruitment – Gatton Academy outreach

BRADD Health Equity Discussion – mentioned that public health professionals leave their jobs wanting to do more **health equity** work – potentially an emphasis we need throughout the program, if it’s not already there

Again, BRDHD mentioned that they want to see students have more knowledge of **community health assessment and improvement plans** – another potential growing point for our curriculum

*Appendix D*

PHUGAS report: September 2019

Student recruitment:

* Visited multiple undergraduate and graduate classes to give students information about the organization, and to inform them of our first meeting.
* Had a table set up at the CHHS welcome back event

Semesters first meeting: September 9th

* 7 students attended: no undergraduates
* Did a brief overview of the organization
* Discussed officer positions that needed to be filled, and also committees that needed undergraduate and graduate members
* There was a motion to change the voting rules that past
* Nominations are now open for graduate president, undergraduate president, vice president, and secretary. The window for nominations close September 23, and voting will begin the next day, and will close on October 7
* Results will be sent out on the next day, and we will hold our next meeting October 9 right before the joint meeting, and the undergraduate and graduate president will be attending that meeting for the first time

*Appendix E*

KPHA Report

October 9, 2019

* KPHA membership is open to all students. The membership form has been distributed through multiple meetings, classes and online outlets. Dues are $25 ($20 to state KPHA and $5 to WKU-KPHA)
* Elections were held the beginning of the semester and the following positions were filled. The officers are as follows:
	+ President: Mackenzie Pennington
	+ Vice President: Niharika Rambhatla
	+ Secretary: Angel Shoemake
	+ Historian: Sydney Clark
* The general meeting dates for the semester are:
	+ Oct. 9th GRH 1065 at 10:30 am
	+ Nov. 13th GRH 1065 at 10:30 am
	+ Dec. 11th GRH 1065 at 10:30 am
* **Past Events:**
	+ CHHS Welcome on Tuesday September 3rd - Students participated in the college’s welcome event. Members distributed department information and recruited new members.
	+ Bendix Health Fair September 25th – members assisted with placing vendors and signing participants into the event
* **Future Events:**
	+ Homecoming October 19th on South Lawn
	+ BGJHS Healthy Activity Fair October 25th 7:30-1:45
	+ WKU MTSU Blood Drive 11 am – 6 pm November 18th
	+ Smoke Free Day November 15th DSU 10:00-2:00

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment Dimension | Needs Improvement (1) | Acceptable (2) | Proficient (3) |
| ***Writing:*** *clear, concise, well-organized, correct grammar & usage* | Writing has deficits in multiple areas that could be professionally detrimental | Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings | Writing is clear and concise and is a strong professional product  |
| ***Use of evidence:*** *Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue* | Evidence is weak and/or not relevant to the question/issue posed with sources poorly cited | Evidence is somewhat relevant and timely to the question/issue posed with some sources correctly cited  | Evidence is relevant, timely, and clearly summarized with sources correctly cited |
| ***Application of findings:*** *Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical* | Recommendations do not logically follow from evidence, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical | Recommendations somewhat flow logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical | Recommendations flow logically from evidence, are well-argued, and/or are comprehensive, feasible, innovative, and/or ethical |
| ***Reflection:*** *Questions are thoroughly addressed and demonstrate self-awareness and insight and competencies are mastered* | Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent | Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement | Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies |

*Appendix F*

**Integrative Learning Experience (ILE) Rubric**

Modified from: <http://webcache.googleusercontent.com/search?q=cache:2Q9dz6ESzNgJ:www.bu.edu/sph/files/2018/04/ME-ILE-Guidebook_Spring-2018.docx+&cd=2&hl=en&ct=clnk&gl=us&client=firefox-b-1-e>

*Appendix G*

Taken from Assessment Committee minutes

Student Survey: Not being done. Gardner discussed that it is too much burden on students, and suggest cutting it. Gardner discussed some data has been collected before graduate student leave the study through the suggestion box on the discussion board in the MPH Organizational site. Lartey discussed that data for the undergraduates has not been collected through the blackboard, but other people may have collected information. Susan discussed PHUGAS may help with data collection by answering students’ comments and questions. Then Gardner suggested having virtual suggestion box on BSPH to collect feedback. Eagle discussed that students prefer verbally, may not want to put in the blackboard. PHUGAS meeting can foster it and working better by listing some questions as agenda items. **Gardner/ Eagle motion to remove student survey from the assessment plan passed unanimously with no further discussion.**

**Then Eagle / Macy motion to change MPH-BSPH Joint Assessment Committee meeting change from once a semester to once a year. It passed unanimously with no further discussion**.

*Appendix H*

Motion to approve centralized academic advising by MPH and BSPH academic program coordinators.

Rationale:

* Currently, Lartey advises all fully admitted (521) and seeking admission (521P) students because advising is very nuanced given many of the students come to us from other programs. Thus, it is easier for one person to consistently apply waivers/substitutions, as well as to advise on course sequencing.
* Currently, Gardner assigns all online students to herself when processing applications, as this is the only way to track online students for DELO. The majority of MPH students are online students.
* The MPH program encourages students to complete certificates for their elective hours. To best sequence students, advisors must have a strong working knowledge of courses that double-dip with the MPH core, as well as when certificate courses are offered and format. This is not static. Staying current with this information to advise 2 – 3 students is inefficient for faculty.
* The graduate school requires the advisor to sign off on comprehensives, which for the MPH is the ILE. When students finish in August, it requires faculty to sign off while off load.

It is recommended that all faculty be conversant in the curriculum and requirements of the programs in which they teach. Additionally, all faculty are encouraged to continue providing career advising/mentoring to students, regardless of their assigned academic advisor.

*Appendix I*

Motion to have staffing of qualified full-time instructors and faculty assigned to MPH-BSPH programs prioritized first by required core courses (MPH and BSPH), then by Connections courses, then by electives (MPH and BSPH).

Rationale:

* Students benefit when exposed to multiple program faculty, and this is encouraged by CEPH.
* Per CEPH requirements, we must align program competencies (MPH & BSPH), foundational knowledge (MPH), foundational domains (BSPH) and cross-cutting concepts (BSPH) to courses taken by all students. For both the MPH and BSPH, these are our required courses. It is easier to ensure compliance with this mandate when the faculty teaching these courses are full-time faculty assigned to the MPH-BSPH programs. Conversely, it is hard to monitor these alignments when the faculty is not consistent, given the person teaching the course is not required to nor compensated for completing alignment grids.
* Substantive changes to the aforementioned alignments require submitting a substantial change notice to CEPH.
* Presently, connections courses are supposed to have an assignment to submit for the Evidence & Argument Assessment. Again, this is easier to achieve/monitor when the courses are taught by full-time faculty.

*Appendix J*

Taken from Annual Diversity Report

**For each diversity goal, please identify strategies, and actions taken/planned during current AY.**

Goal 1. Foster a culture of inclusivity and cultural competence.

 Strategy 1.1:

 Action

 Strategy 1. 2:

 Action

Goal 2: Attract, hire, and retain diverse faculty that reflects the demographics of the nation and inclusive of those from under-represented or marginalized groups.

 Strategy 2.1:

 Action

 Strategy 2. 2:

 Action

Goal 3: Encourage faculty to engage in scholarship and service involving marginalized and under-represented populations.

 Strategy 3.1:

 Action

 Strategy 3. 2:

 Action

Goal 4: Increase our efforts to attract, retain and graduate a diverse student population reflective of the diversity in the Commonwealth and inclusive of those from under-represented or marginalized groups.

 Strategy 4.1:

 Action

 Strategy 4. 2:

 Action

Goal 5: Provide student engagement opportunities for scholarship and service within marginalized and under-represented populations.

 Strategy 5.1:

 Action

 Strategy 5. 2:

 Action

*Appendix K*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Instruction** | **2018/2019** | **Action Plan: 2019/20** |
| I1 | Courses embed applied practice experiences, service-learning, community-based projects, and volunteerism | UG-R: 2/112  UG-E: 2/101,2GR-R: 1/10[[1]](#footnote-1),2 GR-E: 0/5[[2]](#footnote-2) |  |
| I2 | Courses use guest lectures by PH and PH-related practitioners Campus based guests | UG-R: 1/111,2 UG-E: 3/111,2GR-R: 1/101,2  GR-E: 0/52 |  |
| I3 | Extracurricular workshops/ trainings by PH practitioners. | 1 (KPHAST) |  |
| I4 | Students satisfaction with instructional quality Perception of faculty quality | UG:GR: 4.01 (.84)UG:GR: 4.15 (.68) | N/A |
| I5 | Higher-order learning objectives and assessments | UG-R: UG-E:GR-R: GR-E: |  |
| I6 | Courses employ case/problem-based learning techniques | UG-R: 0/112  UG-E: 0/102GR-R: 2/102 GR-E: 1/52 |  |
| I7 | Interdisciplinary electives and certificates that complement public health practice. | 17 grad certificates(12/18 MPH did cert) |  |
| I8 | Faculty participate in professional development related to instruction | 6/8 |  |
| I9 | Courses require student presentations. | UG-R: 3/11 UG-E: 5/101GR-R: 5/102 GR-E: 1/52 |  |
|  | **Service** | **2018/2019** | **Action Plan: 2019/2020** |
| S1 | Applied practice experiences serving diverse communities. |  |  |
| S2 | Faculty and student service collaborations | CW – 1, GL – 1, GM – 1, MG – 1TOTAL = 4 |  |
| S3 | Community-based service projects | CW – 1, GL – 1, GM – 1, MG – 1, SE – 1TOTAL = 5 |  |
| S4 | Service to profession* Professional Membership
* Abstract Reviewer
* Peer Review: Publication
 |  |  |
| S5 | Student extracurricular service projects | UG: GR: |  |
| S6 | Professional development workshops/trainings provided to priority populations | 1 (SE) |  |
| S7 | Students participate in student organizations  | UG:MPH ExitPHUGAS 4/18KPHA Other |  |

1. Some sections, but not all. [↑](#footnote-ref-1)
2. Some MPH core (3) and elective (2) courses and BSPH core ( ) and elecetive ( ) courses are not represented (no annual faculty assessment) [↑](#footnote-ref-2)