Joint MPH-BSPH Meeting, September 11, 2019, 12:30pm

MPH faculty/staff present: Gardner, Eagle, Ding, Rust, Kim, Lartey, Farrell

Student(s) present: Clark

Guest: Dumancic

Gardner called the meeting to order at 12:38pm.

Clark gave PHUGAS report. Recruitment and nominations are taking place now. They need undergraduate participation as they need an Undergraduate President and representation on committees from undergraduates. Clark asked if she could reach out to those undergraduate students who have been interested. Eagle asked if students who are pending could be included in the PHUGAS group. Gardner seemed to think that they could. Next PHUGAS meeting will be October 9th before the next Joint MPH-BSPH meeting.

Gardner introduced Marko Dumancic to discuss professional development and the Center for Innovative Teaching and Learning (CITL). Dumancic discussed professional development workshops. He explained that we can take a weakness in the department as a whole and develop a program for that or use an existing strength to focus on and develop a program from that. He asked that we have a conversation about 1-2 things we want to focus on and come up with demonstrative products that we want from a workshop geared to help the department to have a very clear teaching identity with realistic and measurable goals. CITL will help the department create semester-long, year-long plans.

Gardner stated that the assessment plan states we assess our core courses every 3.5 years, relative to competencies. She asked if having external eyes on that would be something they could help with. Dumancic answered that they can help develop or assess a process, but they cannot do the actual assessment. Gardner discussed things on the CEPH accreditation forms that the committee has been confused on in the past (active learning, higher-order assessments). Eagle asked if CITL could help develop syllabi and align objective, assignment, and assessments to course content. Dumancic offered to send a “menu” of the things CITL can offer so that we can collectively discuss what focuses we want as professional development workshops. As a follow up, Dumancic will send that “menu.” It is extensive but not exhaustive.

Motion to approve minutes made by Eagle, seconded by Farrell. Gardner asked for any discussion or changes and then called for vote to approve minutes. Workday minutes passed without change.

Gardner gave the MPH report. The epi certificate is on pause and being held at the college level. Gardner asked for everyone with hybrid classes to make sure they are posting their online/on campus schedules for students. Enrollments are down in face-to-face and online formats. One cause for this, Gardner suggested, is that UK and other schools are no longer honoring tuition help as they have in the past; therefore, we need to make recruitment a focus. Gardner asked that everyone share any recruitment ideas they have. In the MPH program, there are 10 face-to-face, 43 online students enrolled this fall. Last year there were about 3 more face-to-face and 10 more online students enrolled for fall to Gardner’s best estimate.

While this semester is Shearer’s last semester, Gardner is not aware of any plans to fill this position. Gardner stated that in the past, she has scheduled courses based on what people identify as competent to teach and want to teach. But given that that CEPH requires a substantial change notification to be submitted when we change all or part of how a competency is assessed, it’s important that we have our required courses taught by a stable faculty.

Currently, Gardner stated, faculty are held accountable at a collective student credit-hour production. Gardner has heard conflicting reports that it may shift to individual student credit hour production.

Gardner reminded the group that we have to review core courses; the goal is to do BSPH core courses in January and MPH core courses next August.

Lartey gave BSPH report. There were 18 students in the May and August 2019 graduating class. 1 received CHES certification; 6 are employed; 1 is continuing education into graduate school; 6 were international students. Lartey stated that it takes a little more time to hear back from international students that go home, so she is still waiting on some data from them. Enrollment in fall 2019 currently consists of 11 fully admitted, 2 being processed, and 31 seeking admission. Internship orientation for fall 2019 is scheduled for 9/5/2019; there are 5 students being placed into internships.

Lartey reviewed other activities happening with the BSPH program. They participated in the CHHS Welcome Event, Head for the Hill, and the Gatton Academy Research Fair. The advancement seminar is scheduled for October 25. The flyer will be sent out by end of day. Lartey also confirmed that everyone in the program (admitted or not) received a welcome email with a copy of the handbook.

Farrell asked about the advancement seminar. Lartey explained that it is a seminar to bridge academia and career opportunities. There will be a guest speaker to give a motivational speech, a panel with graduate school and career services, and breakout sessions led by alumni and separated by majors. Gardner asked if minutes of the committee meeting are available. Lartey and Eagle confirmed there are minutes, and they can be sent out.

No formal reports from any committees. Gardner stated the Assessment Committee is working to make changes from the workday. Our site admission criteria is accurate but we need to work on the ILE rubric and the external advisory committee.

In old business:

* Ding stated she and Macy would be meeting to work on ILE rubric.
* Eagle and Lartey discussed the external advisory committee. It hasn’t been worked on much since last semester, so they need to re-visit it.

In new business:

STRATEGIC PLAN: INSTRUCTION & SERVICE: Gardner brought up what we went over in workday but didn’t set goals for. Goals need to be set and action plans need to made for the items where we are lacking (stat\_plan\_instructionandservice). I5 will be done with course reviews. **For I1, I2, I6, Gardner asked everyone to look at their own courses, especially required ones, and see how they can do these**. **Gardner asked that everyone have a plan to put into the document by next meeting. (For example “Three people said they would add x,y,z.”).**  Gardner confirmed that group work on a project inside or outside of class is a “high-impact practice.” Goals and action plans are needed for the service portion as well, except S1. We need to put on paper how we are using information gathered to improve our program(s).

WORKLOAD: Six of the ten MPH courses are applied. The general consensus (among those attending who teach an applied MPH core course) was that applied courses take more time than lecture courses. Given the MPH program has 6 applied courses, Gardner asked if every MPH t/t faculty member should teach an applied course. Because two MPH faculty were not in attendance, this will be brought up for discussion, and potentially a vote, in our next meeting.

Gardner stated ILE assignments need to be more equitable so that one person is not the primary reader for all/most. For 630 and 620, those faculty members would be primary readers for students in those courses. According to Gardner, CEPH requires reporting of readers.

Gardner currently advises all online students because of restrictions in registration. However, with RAMP changes, that could change. She voiced concern over how to create equity. Lartey currently advises all of the BSPH students because of mistakes that were made with other advisors. Lartey thinks it is easier for one person to deal with all the advising because of the complications that arise with tuition and course sequencing. Gardner stated that she doesn’t mind going to a centralized advising model, but it is something that we need to discuss as a whole. The programs can come up with a policy to state that BSPH and MPH coordinators will act as sole advisors for students. On the MPH level, students have to get advisor to sign off on ILE, which can be a problem with students who complete their ILEs during the summer. This will be brought up for discussion and vote in the October meeting.

CEPH requires the BSPH program to demonstrate foundational domains, competencies, and cross-cutting concepts through required courses. Gardner stated that it is harder to track this when adjuncts, or non-core faculty, teach the core courses. Additionally, CEPH requires students to be exposed to a “breadth” of faculty. Currently, it is possible for students to have Lartey for many of their required courses. Gardner asked if should each full time faculty in the program teach at least one core or connection course. A lengthy discussion followed.

Lartey stated that we start with our core faculty when we fill courses; Gardner stated that that is true but we don’t always fill the core courses with those core faculty. Eagle stated that we want to make sure everyone who is full time faculty is competent to teach the core courses, and that the public health courses (300 and above) should be able to be taught by our core faculty. Lartey points to the fact that we fill classes in the graduate program first because it’s easier to find adjuncts for the undergraduate program than the graduate program. Gardner and Lartey agree that the ideal is that students get to see many core faculty when they are in the program for both programs. Lartey stated frustration that as core faculty has moved to MPH program, she has had to be the one to take on whatever courses needed to be filled, giving an example of Farrell and PH 383.

Both Gardner and Lartey think students should have courses with as many different core faculty as possible. Gardner expressed a belief that we are dealing with consequences of growth without strategic planning, which is something we can correct. Gardner also stated that she thinks there is a problem with people teaching electives they want to teach instead of core courses that need to be taught. Lartey stated that some faculty may not be able to teach certain skill-set courses and reminded that not every core faculty member has a degree in public health. Eagle stated that she thinks everyone should learn the skills if they don’t already have them, as full time faculty should be able to switch in and out of core courses.

Kim expressed concern about making core faculty teach core courses that they aren’t qualified to teach, even though she agrees that students should be exposed to as much a breadth of faculty as possible. She feels that it would be treating students as “guinea pigs,” and that wouldn’t be fair to students. She stated it is also unfair to ask faculty to teach a new course every semester.

Farrell offered a step in the solution by switching some courses around based on everyone’s qualifications, and he offered to take back PH 383. He said Eagle could take Health Disparities, if allowed, to make it possible for him to teach core to his qualifications (Biostatistics, Epidemiology, Community Health, Aging). Ding is also qualified in Biostatistics and Epidemiology, so they could alternate those courses so that grad and undergrad students get more exposure to more faculty. Farrell pleaded that we find solutions like this, as we have a highly qualified faculty.

DIE ACTION PLAN. Gardner reminded everyone that we need to come up with a diversity action plan and asked that everyone read through what we’ve done. Please send suggestions to Farrell. Committee assignments will be sent out soon. Farrell stated that he’s ready to have a Diversity, Inclusion, and Equity Committee meeting, but there’s no official committee. Both Curriculum Committees and the Assessment Committee need to set meetings as well, according to Gardner and Lartey.

People left as we were out of time.