Workday Minutes - August 2019

Present: Gardner, Lartey, Macy, Ding, Farrell, Kim, Eagle, Rust

Call to order and welcome by Gardner at 9:06am

Gardner discussed main objective for the day being to create a strategic plan for AY 19-20 as per CEPH requirements. Additionally, according to our p/p, we we will look critically at our curriculum every 3 years. During the May meeting, we decided to look at the BSPH program during this workday..

Eagle/Farrell motion to approve May minutes passed unanimously with no discussion or changes.

Discussion began about updates to ILE and GrAPE storage. ILEs will now be stored on a TopScholar site, and GrAPEs will cease using the Blackboard portfolio system. Instead students will send materials to Rust, she will put on the shared drive (S:\DEPT-SHARED-CHHS-PH\MPH - BSPH Master Folder\GrAPE), and she will update hours and products into the MPH Student organization Blackboard grade book.

Eagle/Farrell moved to approve epi certificate proposal. Kim asked if 12 hours was typical; Gardner said the ones currently approved for MPH ranged from 10 – 18 hours. Ding will be advisor for this certificate. Farrell asked to have the contact information on the certificate’s proposal changed to Ding. Motion passed with contact change.

According to Gardner, policy and procedures state we should have committee assignments by the first meeting in fall.

Gardner discussed updates in trying to get the MPH program classified as a STEM degree so that international students get an extra year of OPT. We are currently a STEM + program; however, STEM + is not eligible for the extra year. The process to get the extra year involves changing the CIP code with Homeland Security, and while there is one that would seemingly fit (Behavior Science), WKU currently does not have this code on its approved list.

Gardner began an index card activity in which everyone wrote (1) how they best contribute to the program, (2) what problems they see/what changes they would want, and (3) something they appreciate about the person named on the index care (another person in the MPH/BSPH program).

Each person read their first card, how they best contribute to the program.

Rust read the second cards. A common theme of wanting unity and cohesiveness between the programs emerged.

Eagle discussed thinking about the flow between the programs. As in, if a student goes from BSPH to MPH at WKU are they ready; is it functional? (Eagle then had to leave for new instructor orientation.)

Farrell reflected on the lack of cohesiveness potentially being they don’t see or involved with the curriculum of the other program.

Kim and Lartey brought up that finding instructors to teach courses is a stress. Lartey pointed out that she was still looking for an instructor for a course.

Kim indicated it was idealistic to have coordination between programs and asked if it was appropriate to be talking about these issues as direction comes from the top down. Gardner stated that she and Lartey serve as program coordinators, not directors, and that CEPH wants everyone to have ownership of the curriculum.

Gardner reviewed the instructional goal and asked if anyone wanted to make changes. Farrell and Ding motioned to approve without changes.

Gardner reviewed the service goal and asked if anyone wanted to make changes. Kim motioned to approve without changes.

Gardner reviewed the research goal and asked if anyone wanted to make changes. Lartey motioned to approve without changes.

Gardner handed out CEPH Assessment Measures Summary for 18/19 to go through potential changes.

For instruction portion, the following was discussed:

* B5. I1. Approved to add the highlighted portion
* Gardner asked if we want to make it so that our faculty are actually teaching core courses, as we need all instructors of core courses to fill out a portion of the faculty annual assessment. Lartey stated that she does not think the outside instructors would have issues with filling out first table in the faculty annual assessment.
* B5. I2. Kim brings up that speakers from the WKU Counseling Center are not counted for this. Gardner asks if we want to broaden the goal measures to include “campus-based guests.” Change is approved.
* B5. I3. Macy asked if the poverty simulation can be included. Macy will email Catherine Malin to see if they keep lists of the students who attend. Lartey asked if TopperWell or peer educator training could count. Ding asked if CPR certification could count. Gardner suggested that every workday we discuss what workshops we can bring onto campus and which topics we want to include. This discussion will be added to the agenda for the September meeting.
* B5. I4. We decided to have as two separate measures (faculty and instruction).
* B5. I5. Gardner asked if anyone has a confident grasp on what a higher order assessment is.
* B5. I6. Gardner asked what other active learning we could include and if we should do a workshop on what is considered active learning.
* B5. I7. Lartey states that BSPH students can do certificates with their studies. Gardner states that we need a list of those BSPH graduates (not enrolled) and the certificates they complete.
* B5. I8. Gardner explained the specification of “related to instruction.” Kim said we need something that captures things like conferences that relate to courses taught.
* Gardner asked if there were other things we would like to add that relate to the instructional goal.
	+ Gardner suggested integrative experiences, such as the ILE or internship requirements.
		- The group discussed what “integrative” means.
			* Ding defined it as using knowledge from other courses in and outside of the program
			* Macy defined it as bringing prior knowledge and experience to gain new knowledge and experience.
		- It was asked if there is a way for students to reflect on how their ILE is integrative and having that specified on the ILE rubric. The possibility of making their ILE presentations be centered on the question of “how was the project integrative” was discussed.
		- Lartey stated that the BSPH required internship has a reflective piece already.
		- Kim asked were classroom discussions would fall in the goal measures. Gardner stated that it would be under “active listening” in E3.

For service portion, Eagle returned and the following was discussed:

* B5. S1. Gardner asked if the BSPH program assesses the “marginalized populations/diverse communities” in the required internship.
	+ Farrell asked if the MPH students correctly define “marginalized populations” and “rural populations” on their GrAPE proposals. Gardner suggested the Diversity, Inclusion, and Equity Committee discuss the definition of “marginalized population.” Farrell stated that his concern lies in CEPH asking how we define “marginalized populations” and us not having a clear definition. Rust will pull together what students have claimed as “marginalized populations” on their GrAPE proposals and give to Diversity, Inclusion, and Equity Committee.
* B5. S4. Gardner stated that we need to look at how we are measuring this. Gardner stated that what has been counted based on the faculty annual assessment includes membership to KPHA, APHA, etc.; reviewing abstracts for conferences; and peer review for professional journals.
	+ Gardner asked if we should consider serving as a reviewer for WKU fairs a service to the university or a service to the profession. It was agreed upon that this is primarily service to the university.
	+ Farrell asked about being an advisor to an organization and used Ritchie Taylor as an example.
		- Macy with NIOSH is considered service to the profession
		- Gardner suggested we add “other service to the profession” to the goal measure. Farrell suggested adding “advisory and editorial” to it.
	+ Macy stated that she considers it service to the profession if it goes beyond community service and pushes forward the profession.
	+ Gardner stated we will add “advisory, editorial, other to include working groups,” professional membership, external reviewers, and professional-adjacent services, as well as potentially change the way it is laid out on the faculty annual assessment.
* Gardner asked if there were other things we would like to add that relate to the service goal.
	+ Gardner suggested adding a piece about the time that is dedicated to service. Eagle stated that this is already something faculty and instructors report to the university, so she thinks it would not be too much to ask for in the program as well.

For scholarship portion, the following was discussed:

* B5. R2. Gardner stated that most faculty research with students has been with students outside of the MPH program (mainly MHA and EOHS students).
	+ Gardner brought up an issue with GA placement potentially contributing to this. She stated that policy and procedure stated that, during a joint MPH/BSPH meeting, we would place the GAs; however this is not the way it is done anymore.
	+ Farrell expressed a concern that assistantships as health services has drawn people away from research within the program.
	+ Gardner stated that online students don’t have the opportunities to work with other students and faculty, largely because they are doing their research through their jobs.
* Gardner asked if there were other things we would like to add that relate to the scholarship goal.
	+ Farrell asked about workshops that teach SAS, Access, etc. They are, he stated, academic skill workshops that don’t fit into instructional/teaching techniques but advance an individual’s knowledge base/scholarship.
	+ Gardner asked if we would consider research that takes place within GrAPE projects, as this research is not actually peer-reviewed.
	+ Eagle asked about students who attended the refugee health summit, which was largely like a workshop in how to work with refugee communities.

For the other portions of this document, the following was discussed:

* C2. Gardner suggested we look for a more equitable way to do ILE reviews.
* E2. Gardner asked Lartey if our adjuncts are public health practitioners.
* E3. Gardner asked if we should look into our core external advisory committee meeting every other year based on what other programs, like UK, are doing.
* E5. Gardner asked if we should cut off the public/private or cross-sector partnership measure since we still aren’t completely sure what it means.
* F1. Gardner asked if we should begin using a Google Doc to record the conversations we have about this.
	+ Eagle suggested it become an agenda item for monthly meetings.
* G1. Gardner reminded everyone that they should be reminding students to do orientation surveys. Lartey stated that the BSPH orientation survey has undergone changes.
* H2 and H3. Lartey suggested we add the career workshop from the BSPH program. Lartey stated they will be redesigning the exit survey, so they can add the question then.
* H4. Farrell suggested using a report for the whole year on quantitative score from institutional research
	+ Macy suggested Visual Analytics Training and gave the name of Dr. Tuesdi Helbig

Lunch break

Gardner introduced a review of undergraduate curriculum, with supporting documents from previous workdays.

Gardner brought up a concern that few of the BSPH courses have the words “public health” in their course names.

Gardner asked Farrell how the biostatistics courses are different between programs. Farrell stated that the graduate level focuses on “why” and largely has the calculations removed, whereas the undergraduate level does basic algebra. The same concepts are covered in both though.

Gardner asked how we can best utilize our faculty while meeting competencies and having core faculty teach core courses.

Lartey explained how the health education program was folded into the BSPH program. Lartey suggested that global health, cultural competency, and emergency preparedness have become emerging areas in public health that the programs can incorporate. Eagle suggested health literacy as well.

Lartey stated that general education courses are still a thing for students coming back to the program.

Gardner asked if we could switch out the global health elective with a current required course.

Eagle expressed concern that the addictions education course isn’t teaching towards the core competencies. Lartey stated that it is important to keep as it is a high enrollment course.

Farrell suggested cutting the internship from a 6 credit hour course to a 3 credit hour course. This would cut the 400 hours required for the internship to 200 hours. Lartey explained how the internship has changed and been cut down over time. Lartey suggested taking the suggestion to the advisory board to see if the internships are helping students with work-readiness. Macy suggested doing a course before the internship where they learn the communication skills needed as well as motivational interviewing. This would be a 3 credit hour senior seminar followed by a 3 credit hour internship. This senior seminar would also give flexibility to change the course over time to focus on emerging public health issues.

Gardner asked about the difference between Foundations of Health Education and Community Health. Eagle and Lartey explained that Foundations looks at health behavior theories, ethics, history, and philosophy, while community health looks at the resources and issues within the community. Community Health focuses less on theories and more on current problems and the resources available to solve the problems.

Lartey said about SFTY171 that the course is taught by us but the certificate is separate. If a student is already certified, they SFTY171 requirement is waived. This course can be taught by GAIs.

According to Gardner, Ritchie Taylor cannot adequately staff ENV460. Lartey stated that most of this could be taught with an emergency preparedness course. Later, Lartey stated that we can find a course that is a little more broad that still meets our needs.

PH261, according to Lartey and Eagle, handles the overview of public health.

Gardner suggested exploring combining epidemiology and biostatistics in the BSPH program into one quantitative course.

Lartey explained that PH381 focuses on identifying and addressing public health challenges; social determinants of health; and health disparities.

According to the documents Gardner provided from previous workdays, PH381 and PH485 collectively cover most competencies except technical writing and comparative health systems.

PH483 – administration – was previously required by CEPH, but not anymore according to Gardner. Lartey feels it is a very important course tokeep.

Gardner expressed that she wants to determine which courses are non-negotiable, which are important but have room to change curriculum, and which courses could be replaced.

Lartey suggested looking at what we want to add first; then determining how general or in-depth they are.

Farrell expressed concern that three similar courses that have a massive amount of overlap (like 381, 485, and 483) could result in students getting the same class three times with slight idiosyncrasies. Eagle asked if 483 and 484 could potentially be combined.

Gardner suggested a survey-related course of quantitative skills so that we could condense the many sections of epidemiology and biostatistics into one course. Gardner highlighted that this could mean less “homework” for faculty. Lartey suggested we see what other programs who use those current courses would think about that change. Lartey also brought up the requirement for undergraduate students to take 50% of their program courses as upper level courses. Combining the two courses would make one less upper level option for students. Lartey states that we need 42 upper level division hours within our program. Gardner stated that combining biostatistics and epidemiology would allow us to create a new upper level elective. Lartey suggested we look into this possibility further and identify the potential issues it would bring.

Meeting adjourned at 2:30.