November 2020 Governance Committee Minutes

Time: 12:30pm – 2pm

Attendees: Gardner, Lartey, Macy, Watkins (had to leave around 1:30pm), Rust, Farrell, Kim, Eagle, Adams (PHUGAS), Kerby (Guest Speaker)

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| Agenda Item | Discussion | Next Steps |
| Approve minutes from October 2020 | Eagle motions; Farrell seconds. No discussion. Motion passes with no changes. |  |
| BSPH Program Report ([APPENDIX A](#_Appendix_A)) | Monthly reports were not discussed so as to have more time for the guest speaker. |  |
| MPH Program Report ([APPENDIX B](#_Appendix_B)) | Monthly reports were not discussed so as to have more time for the guest speaker. |  |
| MPH Curriculum Committee Report | No report. |  |
| BSPH Curriculum Committee Report | Monthly reports were not discussed so as to have more time for the guest speaker. Minutes are available from the last BSPH Curriculum Committee meeting. |  |
| GrAPEs Report ([APPENDIX C](#_Appendix_C)) | Rust gives the GrAPEs report.   * Some new information on the MPH Students Blackboard site for GrAPEs * PHUGAS Spotlight for GrAPEs and Internships planned |  |
| PHUGAS Report | No PHUGAS report. |  |
| KPHA Report | On hiatus this semester |  |
| Discussion with Stakeholders: What have you heard? |  |  |
| Diversity, Inclusion, and Equity: Guest Speaker | Dr. Molly Kerby speaks to the group on inclusive language, ONE WKU, and other diversity, inclusion, and equity topics. Dr. Kerby discusses best practices related to inclusivity. To see her talk and PowerPoint, view the [Zoom recording](https://wku.zoom.us/rec/play/3UW3x1rQWXH8lpZrju9rwtZZ11IwW02k7lggL0-XrcnnxL03hmd3wVrYc8afaksoEpsW-WvByBTVUuaY.SPUmUbFsAWcIGZIO) from 00:17:34 to 01:25:57. |  |
| Assessment | Gardner states the semester instructional survey will be sent out and asks that everyone complete it before winter break. | Faculty and instructors will complete the Semester Instructional Survey before winter break. |
| Motion to approve BSPH competencies | Lartey motions to approve new BSPH competencies as they were discussed in BSPH Curriculum Committee; Eagle and Ding second. No discussion. Motion passes with no changes.   1. Discuss ways in which structural bias, social inequities, and systemic discrimination undermine health and create challenges to achieve health equity. 2. Discuss disease trends and impacts at a global level. 3. Describe strategies for providing culturally appropriate health information. |  |
| Motion to approve changes to BSPH program | Lartey motions to approve the other changes to BSPH program as they were discussed in BSPH Curriculum Committee; Farrell seconds. No discussion. Motion passes with no changes.   1. 1. Remove PH 483 from BSPH core 2. Add diversity course (3 hrs) to core    1. make colonnade connections course: Systems 3. Reduce required intership credit hours to 3 credits 4. Create BSPH capstone course (3 hrs) |  |
| Proposed diversity action items ([APPENDIX D](#_Appendix_E)) | Gardner thanks those who sent in recommended action items. Gardner asks for feedback. | Everyone will go thru the suggested action items and see what we want to keep as action items or objectives. Any other suggestions should be sent out via email to the group. |
| Additional Comments | Lartey thanks everyone involved with the recent Workshop Seminar. | Winter and Spring syllabi will be posted on Top Net ASAP by all faculty and instructors for their courses. |

# Appendix A

**BSPH Activities**

**November 2020**

1. Curriculum

- BSPH Curriculum Workshop

- Development of program competencies

- Course description revision for PH 410

- New course development

- Health Equity

- Capstone

- BSPH Program Revision

2. Recruitment strategies

# Appendix B

MPH November 2020 Report

Position Searches: As of writing, the positions (T/T asst and instructor) are not yet posted in the Chronicle of Higher Education. There are, however, some new applicants for both searches; please go in and review them if you have not done so already. You should be able to access the applications by going to my wku and selecting interview exchange. If not, email me and I’ll send you a link.

Program Governance: [Webpage](https://www.wku.edu/publichealth/mph_pages_etc/program_governance.php) has been partially updated (BSPH documents to add still). Please check it out and give feedback. The syllabus prototype is posted there also. Please double check that your syllabi all have the diversity statement on them.

Speaking of syllabi: Please make sure you syllabus is posted this week for winter term classes. If possible, please post your spring syllabi for leaving for break.

MPH JUMP: We’re up to 8 JUMP students. Some are BSPH, some health sciences, some biology.

Winter/Spring Admits: We have 8 winter/spring admits. I’d like to schedule a virtual meet and greet during the first or second week of spring classes.

# Appendix C

GrAPE Report, November 2020

Embedded GrAPEs – section on BB now; folder in the shared drive with a Word document for each; please remind students to complete their summary reports (and for Susan’s class to send me any products) by the end of December at the latest or else it won’t count

Recruitment contacts for dual degree – med schools, PA schools, pharmacy schools

Using jobs for GrAPEs – section on BB now for this until I can add it into the GrAPE Guidebook; want to revisit CEPH language on GrAPEs before I add it to the Guidebook to make sure everything I’ve been saying is still lining up how my mind is telling me it is

Hooding ceremony this fall?

Old business: still looking into what HIPAA information could be included in a MOA, especially with BRDHD but also in general

For Dr. Lartey – do you need me to help update any document with student orientation survey information? I think when we set it up, I made it to where I would be alerted anytime a student submitted one so that I could help with keeping track. I’m just not sure the details of that or if you still need me on that. I do the same thing for MPH students, so I don’t mind doing it for BSPH students if the document is on shared drive or if there’s a Blackboard grade to keep track.

PHUGAS GrAPE + Internship Spotlight… Dr. Lartey, would you be willing to start the spotlight with some information on internships (simple explanation, changes, and Q&A), then we will have PHUGAS meeting, then we do GrAPE spotlight? That way undergrads are more likely to join (and if they don’t Dr. Lartey doesn’t have to waste her time sitting thru the whole meeting). Also, MPH’ers usually prefer later times, so the three way split may be most helpful if we stick to time slots. (10 minute spotlights + 30 minute PHUGAS stuff + 10 minutes of wiggle room)

# Appendix D

**Recommended DIE Action Items**

1. Foster a culture of inclusivity and cultural competence.
   1. Create a physical environment that is inclusive and accessible (repeated below)
   2. Offer or strongly advertise cultural competency trainings to students (Safe Zone Training, Implicit Bias Training, etc)
   3. Faculty and staff of the program will attend one cultural competency training per AY (Safe Zone Training, Implicit Bias Training, etc)
2. Attract, hire, and retain diverse faculty that reflects the demographics of the nation and inclusive of those from under-represented or marginalized groups.
   1. Make meaningful connections with the contacts from the HBCU, HACU lists we already have
   2. Create a physical environment that is inclusive and accessible (repeated above)
3. Encourage faculty to engage in scholarship and service involving marginalized and under-represented populations.
   1. Have another embedded GrAPE project that directly serves marginalized or under-represented population – currently only one that depends on the topic students receive (repeated below)
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.
   1. Create a list of Kentucky high schools and community colleges that predominately serve under-represented or marginalized groups for BSPH recruitment efforts
   2. a. Establish relationship with Martha Sales at ISEC; hold presentation/recruitment event for ISEC students
   3. b. Establish relationship with Fabian Alvarez, advisor for HOLAS; hold presentation/recruitment event for HOLAS students
   4. c.  Partner with AHEC to increase awareness at high school level of careers in Public Health (and recruit), including GEO International High School
5. Provide student engagement opportunities for scholarship and service within marginalized and under-represented populations.
   1. Have another embedded GrAPE project that directly serves marginalized or under-represented population – currently only one that depends on the topic students receive (repeated above)

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

And/Or

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

a. Establish relationships (MOAs?) with the following organizations:  Community Partnership for Refugee and Immigrant Families; Refuge, BG (refugee and immigrant families); Hotel, Inc (homeless); Fairness Coalition (LGBTQ)

This would obviously be only a first step, but the first in a sequential set of objectives.

For Goal 5, the second step would be to work with them to identify areas they could use PH skills and identify needs MPH and BSPH students could meet

For Goal 3, this would allow us to explore possibility of community based research and to identify research needs faculty could address