Joint MPH-BSPH Meeting, September 9, 2020

[Link to video recording](https://wku.zoom.us/rec/share/pC8yS7Cuh9iAMEYvVJQlRLBz23WUh3AamHrl-eJetYoqF0XAw3gADe52brvaM6_I.FrjKz12DsNuSCU9s)

Present: Gardner, Eagle, Rust, Farrell, Lartey, Macy, Watkins, Ding, Kim (late but not sure exactly when in the conversation she joined)

Motion to approve May 2020 minutes by Eagle, seconded by Lartey. No discussion. May 2020 minutes approved with no objection.

Lartey gave BSPH report ([Appendix B](#_Appendix_B:_BSPH)). 9 students graduated in May/August (3 in new program, 6 in old health education program). International students are dwindling in numbers. 6 students have been fully admitted this semester, plus 1 pending, with 23 seeking admission. 3 students are currently in internships in 3 different states. Lartey represented the BSPH program at the Fall 2020 ISEC Orientation presentation and believes it was a good recruitment opportunity that reflects our diversity mission. Lartey also looking at recruitment within athletic groups since we can offer the flexibility those students need. Core course alignment is due September 30, so everyone should make sure they are doing those so that the BSPH Curriculum committee can really look into this and make sure the seminar/internship split will work well. There were updates made to some BSPH materials, which will be looked at more closely within the BSPH Curriculum committee. The biggest need in BSPH is for recruitment.

Gardner gave MPH report ([Appendix C](#_Appendix_C:_MPH)). CEPH accepted our interim report, so we are back in full compliance. We have been approved to move forward with a way for medical professionals to get their MPH concurrently with their medical school courses; their medical school courses would count towards their elective hours, much like a certificate. Recruitment materials will be sent out soon to medical school. Based on student and faculty feedback, Gardner put together an ILE Guidebook with rubrics that went live this fall. Gardner is in the process of creating a “Guide to Grading” for the faculty. Gardner will attempt to assign primary readers early this semester. The Meet & Greet for MPH students and faculty went well. Over the summer, the [MPH webpage](https://www.wku.edu/publichealth/mph/mph.php) and Blackboard organizational site were updated. Winter schedules were turned into Aly last week. Spring schedules are due to Aly next week.

Farrell asked if there is a time limit on what medical school courses could be used as electives. Gardner said the 6 year limit will still apply; not sure if courses from degrees already finished will be able to count.

Gardner asked that we bundle the two MPH Curriculum committee reports ([see agenda online](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_20_21_meetings/sept_2020/agenda_sept2020.php)) for approval. Farrell and Eagle agreed. Motion to approve bundled reports made by Farrell, seconded by Ding. No discussion. Motion passes with no objections.

Farrell gave the Diversity, Inclusion, and Equity report with the annual diversity report ([Appendix D](#_Appendix_D:_Diversity,)). What is highlighted in blue is what the programs have done in the past year (AY 19-20). There are still some areas in which we need to keep working on, and Farrell asks if there are any more action ideas from the larger group. Gardner ask that we hold off on this based on a conversation about committees that will happen later in the meeting. Motion to approve the report made by Rust, seconded by Eagle. No discussion. Motion passes with no objection.

Rust gave GrAPE report ([Appendix E](#_Appendix_E:_GrAPE)). There are not as many GrAPE opportunities this semester, so please send anything you see to Rust. For embedded GrAPEs, Rust encourage faculty/instructors to have a tab for “GrAPE” on the course Blackboard site. Rust can help set that up if it’s something you want to add but don’t want to do yourself. Rust also offered help for any embedded GrAPEs that need a little extra help this semester. Given the different format of On Demand courses, it’s nearly impossible to have an embedded GrAPE with the required amount of agency interaction. So it is okay to have an embedded GrAPE within your course even if it can’t be offered in On Demand format, as long as the assignments are similar enough to cover the same competencies, so as not to mess up any accreditation requirements. Embedded GrAPE forms are being made to stay more organized. If anyone was having issues updating their orientation slide or presentation on the Blackboard organizational site, that should be fixed now. Rust also shared a potential recruitment opportunity that reflects our diversity mission but has not reached out to anyone about this yet. Eagle offered to help reach out for this since she has connections with the event. Rust also gave a shoutout to Eagle for a new embedded GrAPE project in PH 580.

Rust gave a short PHUGAS update. Nominations are open for the elected positions. Rust shared the following PHUGAS feedback with the group: when students are serving as PHUGAS representatives by voting in a committee or the Joint MPH-BSPH meetings, there can be some tension when voting on a heated issue or an issue that faculty are divided on. Students have asked if there is a way to do a more anonymous vote in the future, especially with Zoom meetings. Rust suggested we find a solution to this. Motion to approve GrAPE and PHUGAS reports (bundled) made by Farrell, seconded by Eagle. No discussion. Motion passes with no objection.

Macy spoke on KPHA, saying that they will be taking a hiatus this semester because it has been increasingly hard to get students involved and COVID-19 has put a damper on potential service projects.

Eagle spoke on AAUP, American Association of University Professors. There has been a push to get a local chapter at WKU, so if you are interested you can reach out to Eagle. Some things this local AAUP has done have included releasing a response to the re-start plan, responding to the change in workload and compensation to program coordinators, and trying to find the best way to address retaliation experienced by a program coordinator who was attempting to have online courses this semester. Eagle stressed how much AAUP is focusing on public health-related issues right now. AAUP is for all faculty/instructors, tenure-track or not. Farrell added that SEC is also releasing a statement in support of the program coordinator member Eagle mentioned, noting that there was a breach of policy.

Gardner reviewed the external advisory committee policy and procedures ([Appendix F](#_Appendix_F:_External)). Gardner recommends that something within the policy and procedure mention our diversity initiative. One action on the Diversity report that needs to be done to move forward with the external advisory committee is to create a list of agencies, especially those that serve marginalized populations. From there, we also need to identify our core advisory group. We need to have an external advisory committee after we complete our curricular review, hopefully in January or February 2021. Motion to approve, with the change noted, by Lartey, seconded by Farrell. No discussion. Motion passed with no objection.

Gardner discussed the spring schedule (Appendix I). Watkins notes that two changes need to be made for her courses (PH 484 and PH 402 need to be online). Anyone teaching in the BSPH program, please let Lartey know of any changes; needs to be turned into Aly by next week. Still waiting to hear back from English about one course, which could effect Eagle (165 or 100). Gardner and Lartey had to make some changes to stay compliant with FTE. Eagle asked if faculty will need to be able to defend their choice of course modality; Gardner doesn’t have a clear answer for this question but emphasized that Mkanta has been supportive of faculty teaching however they are most comfortable. Lartey said Mkanta hasn’t known of any changes in how faculty want their courses from this semester to next; if there are changes in that, faculty should make sure Mkanta knows (potentially a form for faculty to fill out to communicate this). If Gardner hears more on this, she will share with the group.

Gardner discussed an idea for restructuring the program governance. Currently, there are many committees with a dwindling pool of faculty. Since our practice and policy aren’t matching up right now in reference to these committee meetings, Gardner suggested that we condense the committees. Instead of having an Assessment Committee and a Diversity, Inclusion, and Equity Committee, we can make those two part of what we do collectively in the Joint MPH-BSPH Committee. Farrell supports this idea for Diversity, Inclusion, and Equity Committee and also thinks this would help getting student representation since the PHUGAS Presidents would be in the Joint MPH-BSPH Committee. Farrell worries that if we condense both of the Curriculum Committees as well, we would need to meet more than once a month to get thru such a large agenda. Farrell and Eagle agreed with Gardner that the Assessment Committee could be included in the Joint MPH-BSPH Committee. Eagle also agreed that the two Curriculum Committees should probably stay as separate committees since there are many small differences in how the programs run. Ding and Macy agree with this informal proposal. Gardner will put together a formal motion and present it at a future meeting.

Gardner discussed the changes to the CHHS Program Coordinator Policy. During the AY, program coordinators can either have a portion of their workload devoted to program administration or they can get a stipend equal to teaching one course of overload. Over the summer, pc could get up to a month of summer pay. The new policy keeps the AY piece but changes the summer pay into a stipend of $1500. Since Gardner does advising, updates, and accreditation work during the summer, the compensation for the amount of work put in during the summer is not adequate. There is pushback to the policy, but Gardner wanted to forewarn everyone because this could affect faculty workload/service to the program. For example, we may have to go back to de-centralized advising. Lartey agreed that the summer workload for the program coordinators is a big commitment.

Gardner discussed staffing. For spring, we are not going to be allowed adjuncts, so we will have holes in the schedule. Watkins, from Gardner’s understanding, is planning to retire at the end of the AY. We haven’t been told if we will be able to hire someone into that position when Watkins leaves so that we can plan for Fall 2021.

Farrell asked why we are not being allowed adjuncts. Gardner stated that it is part of the RAMP model and is the same reason why On Demand courses are being taken away. Eagle shared that the argument she has heard for this is that by using adjuncts, programs are under-utilizing their full-time faculty, although she does not necessarily agree with this.

Lartey has been asked to run the Blood Drive September 21-23 in DSU Night Class. When the writeup and flyer are ready, Stephanie and Keanan will send it out to everyone, hopefully sometime tomorrow. Goal is 60 pints. There may be antibody testing available as well. Those who cannot donate can still volunteer to help at the blood drive.

Both MPH and BSPH curricular reviews need to be done this fall. Next meeting may be devoted to looking at the governance structure. Gardner will send out things to look at beforehand so that we can be efficient in the next meeting. We also need to look at strategic planning documents to see how we are using the data we collected from last year.

Gardner would like to have a workday in late October/early November to look at one or both of the curriculum. Gardner asked if Fridays are usually good for people; Gardner will send out a Doodle with dates and we will go from there.

Motion to adjourn the meeting made by Lartey, seconded by Farrell. Motion approved with no objection. Meeting adjourned.

# Appendix A: Agenda

I. Approve minutes from May 2020 meeting

II. Program Reports

A. BSPH

B. MPH

III. Committee Reports

A. MPH Curriculum Committee Report: May 2020 Report; August 2020 Report

B. BSPH Curriculum Committee Report: No Report

C. Joint Diversity, Inclusion, and Equity

D. Joint Assessment Committee: No report

E. MPH Admissions Committee: No report

IV. Other Reports

A. GrAPEs and PHUGAS

B. KPHA

V. Old/Ongoing Business

A. Discussions with Stakeholders: What have you heard?

B. External advisory committee p/p update

VI. New Business

A. Spring schedule

B. Program governance

C. Changes to CHHS Program Coordinator Policy

# Appendix B: BSPH Report

**BSPH Activities**

**September 2020**

1. May/August Graduation

 - 9 students graduated in May/August 2020

 - 3 students graduated with BSPH (Public Health) and 6 with BSPH (Health Education)

 - 4 students were international; 5 domestic

2. Enrollment

 - 6 fully admitted

 - 23 seeking admission

 - Total enrollment = 29

3. Internship

 - 3 students currently interning with various agencies nationwide (Montana, Minnesota, Kentucky)

4. Recruitment

 - Participated in the fall 2020 ISEC orientation presentation

 - In touch with Athletics about potential transfer students

5. Curriculum

 - Core Course alignment due September 30

 - BSPH Seminar Proposal

6. Surveys/Reports/Student Handbook

 See attachments (Orientation, Exit, Internship, Student Handbook)

# Appendix C: MPH Report

MPH Report

September 2020

CEPH - The interim report on graduation rates was submitted in July, after review by MPH faculty/staff and administration (William, Danita, and Tania). The CEPH board met last week and accepted our report, deeming we are in compliance in this regard.

MD-MPH, PA=MPH - At last!! Dr. Koodali approved allowing medical and physician assistant students to use coursework as MPH electives, so we will begin recruiting med students this fall.

ILE - A guidebook was developed for students beginning fall 2020. Rubrics were pilot tested over the summer in PH 588, and are being incorporated into a “Guide to Grading” that will be sent out to facilty soon. Beginning this fall, faculty will be asked to assume primary leader roles early in the process to help guide students’ papers.

MPH Meet and Greet- A virtual Meet and Greet was held on August 27 for new and returning MPH students and faculty. Several students and faculty dropped in and the general consensus is that it went over well. There were lots of good questions from students.

Updates - Over the summer, the MPH web pages were redesigned. Please check them out and give feedback. Also updated were the MPH Guidebook, GrAPEs materials (including a new guidebook), and MPH Student organizational site on Bb.

Scheduling - Winter schedules were turned in to Aly last week. Spring schedules have been semi-updated, and are due in to Aly next week.

# Appendix D: Diversity, Inclusion, and Equity Annual Report

**MPH/BSPH Diversity, Inclusion, & Equity Actions**

**AY 2016-17 – 2018-19 – 2019-20**

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

1. Encourage all faculty/staff to go through green dot and safe-space training.

Action Taken: Green dot training during August 14th 2017 workday

1. Include diversity information and resources in program materials.

Action Taken: Diversity statements included MPH student handbook, MPH orientation, and on departmental website (su19)

1. Articulate inclusivity as a core value for the PH programs.

Action Taken: Inclusivity highlighted as a core value: “***I****nclusive, culturally-competent, and equitable”*

Action Taken: Created diversity statement for program materials (Jan 19)

1. Infuse inclusivity into strategic planning process and program operations.

Action Taken: Professional development plan for organizations serving marginalized populations.

Action Taken: Created joint MPH-BSPH standing Diversity, Inclusion and Equity committee (Sp 19)

1. Increase diversity of external advisory committee.

Action Taken: Recommended committee membership to include priority populations. (May 19)

*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.*

1. Create programmatic policy for faculty and staff recruitment to ensure position announcements are distributed to institutions and organizations with access to marginalized populations.

Action Taken: Created contact list for future position announcements.

Action Plan: Create DIE statement to include on position announcements.

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

1. Highlight faculty research and scholarship to priority populations in CHHS newsletter and program social media.

Action Plan: Create process/procedures to ensure timely reporting of actions.

Action Plan: Identify graduate assistant(s)/students to assist with social media.

1. Create on-going service/scholarship relationships with community organizations.

Actions Taken: Service relationship established with International/Refugee Center and Warren County School District English Language Learners/GEO Center

Action Plan: Create inventory of agencies serving marginalized and under-represented populations; identify opportunities for collaboration.

*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.*

1. Work with TRIO to identify potential qualified undergraduate students.

Action Taken: Met with coordinator of TRIO program January 2017.

Action Plan: Develop recruitment materials; attend recruitment events.

1. Recruit for undergraduate and graduate programs through recognized student organizations serving priority populations.

Action Taken: Identified salient WKU student organizations.

Action Plan: Develop and disseminate group-specific recruiting messages.

Action Taken: Identified and created a list of academic institutions and contacts that serve predominately marginalized populations (HBCU and HACU) that do not have graduate programs in public health (FA19).

1. Identify and address recruitment and retention barriers.

Action Taken: [PHUGAS Student Government Association resolution](http://www.wku.edu/sga/accountability/resolution_4-17-s.pdf) to support international student scholarships for length of academic program.

Action Taken: Launched orientation survey to assess priority population status not captured by University (Su 18)

Action Taken: Made MPH Orientation Form mandatory (Fa19)

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

1. Embed applied practice experiences serving marginalized populations into courses.

Action Taken: Working with BRDHD to identify projects.
Action Taken: PH 588 (Capstone Experience) worked with Green River District Health Department to develop cultural competency to work better with African Americans, Burmese refugees, Hispanic/Latinx and other immigrants, people with disabilities, people in poverty/homeless, people with substance use disorder, people suffering trauma, and the LGBTQ community.

1. Promote service/engagement opportunities via program’s social media, calendar, and other communication systems.

Action Taken: Opportunities announced via social media.

Action Taken: Hired GrAPE coordinator to communicate opportunities to MPH students through MPH Student organizational site announcements/emails and social media (Nov 18)

1. Highlight student research and service to priority populations in CHHS newsletter and program social media.

Action Taken: Photos/synopsis of events posted on social media.

Action Taken: GrAPEVine post student activities (Sp18)

# Appendix E: GrAPE and PHUGAS Report

1. Not many opportunities this semester, so please let me know of anything!
	1. Flexible this semester
2. Preceptor Evaluation as the key focus for the semester
3. Embedded GrAPEs
	1. Remind students that they must do their summary report to get GrAPE credit
		1. New time limit – within a month of the end of the semester for embedded courses
	2. I encourage you to list somewhere how many hours the project is per student
		1. My suggestion is to have a “GrAPE” tab in the course site where you can link the summary report and list the hours and grade requirement (a C on the project)
		2. If you want me to do this, I can easily do it within an hour of getting access to the course on BB. Then you can take me off of the course site.
	3. If you need extra help in setting up this work, let me know. I’ve already told Cally that I can help with biostats, but I know other projects have different contact people within BRDHD.
	4. On Demand
	5. Form per embedded GrAPE that is agreed upon by faculty member and partnering agency
		1. Hours
		2. Contact person
		3. How many times the agency will visit (in-person or virtually) with the class
		4. If the agency will be using the discussion board feature on BB
		5. If we can use student products from the project to show to potential partners
		6. If students will have a product by the end
	6. Forms for old projects
		1. Hours
		2. Agency
		3. Overview of the project
		4. How the agency interacted with the students
		5. If project resulted in a product
4. PHUGAS
	1. Meeting last Thursday; nominations now open for the elected positions
	2. Committee structure?
	3. Voting in committees with current instructors… anonymous voting system thru Zoom?
5. Might’ve been some issue with faculty being able to update their orientation slide/video on BB. You should all be able to update now, if needed.
6. Diversity, Inclusion, & Equity
	1. Dueña de mi future
		1. [facebook.com/forarealchange](http://facebook.com/forarealchange)
		2. The program is a no-cost enrichment program with each session taking place over four Saturdays beginning September 19. Dueña de mi futuro offers participants an opportunity to learn from educators and speakers about leadership and college and career opportunities. At the same time, the program creates a space for participants to discuss and develop plans to address barriers to success.
		3. Partnership with the Hispanic Organization for the Promotion of Education (HOPE), and is implemented with support from the WKU Recruitment in Equity and Diversity in Teaching Program and Southcentral Kentucky Community & Technical College

# Appendix F: External Advisory Committee Policy and Procedures

**Western Kentucky University MPH-BSPH External Advisory Committee**

**Third draft Policies and Procedures**

The MPH – BSPH External Advisory Committee shall consists of leaders from external stakeholders organizations from the state and local community, including local health departments, state health department, state wide associations and other appropriate organizations. Public Health Faculty will recommend Advisory Committee members.

The External Advisory Committee will function at two levels, the Community Advisory Group (full stakeholder group) and Core Advisory Committee (6-8 key stakeholders.)

The Community Advisory Group will be an open group with as many stakeholders as appropriate to be representative of the community. This group will inform the public health faculty of needs they observe in the community, while the public health faculty would update them of what is transpiring in the public health programs.

The Core Advisory Committee will help inform the program mission, objectives, goals, and curriculum. The Core Advisory Committee members will be recruited in such a way as to mirror the makeup of our local and regional community. It shall include representatives from our Academic Health Department members (Barren River District Health Department and Green River District Health Department), from the state Public Health department, and from program alumni working in the region.

Procedures:

The Community Advisory group of the MPH-BSPH External Advisory Committee will

1. Meet every other year with faculty to provide an environmental assessment of the current trends in public health and future developments to help guide research and teaching.
2. Link department to external resources and opportunities as warranted.
3. Serve as ambassadors for the department.
4. Assist in identifying internships and career opportunities for students.

The Core Advisory group of the MPH-BSPH External Advisory Committee will meet yearly with faculty to evaluate programming, identify programmatic gaps, and inform departmental curriculum.