August 18, 2021 Governance Committee Meeting

Time: 10am – 2:30pm

Attendees: Gardner, Lartey, Rust, Farrell, Kim, Eagle, Parker, Brewer

Note: I’ve added in extra hyperlinks throughout in case anyone, especially our new additions, need some more information or don’t know what some of the acronyms stand for.

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| Agenda Item | Discussion | Next Steps |
| Approve minutes from April 2021 meeting | Motion to approve minutes made by Eagle; seconded by Brewer. No discussion. Motion passes. |  |
| BSPH Report | No report |  |
| BSPH Committee Report | No report |  |
| MPH Report ([Appendix A](#_APPENDIX_A_–)) | Gardner forgoes formally going over her MPH report, as much of the information will be discussed later. |  |
| MPH Committee Report | MPH Committee met in May to go over the MPH competencies. Some program competencies were changed based on stakeholder feedback. The syllabus template (S:\DEPT-SHARED-CHHS-PH\MPH - BSPH Master Folder) has been updated with the new competencies as well as consistent MPH statements for academic integrity and diversity, inclusion, and equityMotion to approve May MPH Committee Minutes made by Eagle; seconded by Brewer. No discussion. Motion passes. |  |
| GrAPEs Report ([Appendix B](#_APPENDIX_B_–)) | Rust reminds everyone planning an embedded project within their course to complete the checklist (S:\DEPT-SHARED-CHHS-PH\MPH - BSPH Master Folder\GrAPE\Embedded) and Qualtrics form. A new goal for GrAPEs is to have some stable embedded projects so that both student products can come from embedded GrAPEs; then the students would only need to focus on completing GrAPE hours outside of their coursework. A new GrAPE Guidebook will be coming out shortly.Rust reminds everyone of the BSPH/MPH Instagram page that hasn’t been posted on in over a year.Rust will begin sending out webinar opportunities to students once a month, resembling a template she made.Rust reminds everyone of the big community partner list that was started at the end of last semester to keep track of our community partners and connections.Rust asks for volunteers for writing up pieces of the newsletter. | Faculty doing an embedded project will complete the embedded project checklist.Newsletter Write-ups (by Sept 1, if possible)* Gardner – CDC Mask Up, CEPH Changes
* Parker, Brewer, Eagle – self profiles and photos to introduce themselves
* Lartey – KPHA

All will continue to add to the [Big Community Partner list.](https://docs.google.com/document/d/1RIwePvqdEyP1WUtTpUV9numimtHrKIz5sSkbf8Ov58s/edit?usp=sharing) |
| [PHUGAS](https://www.wku.edu/publichealth/phugas.php) | Need a new faculty/staff sponsor for PHUGAS, the student governance organization for all BSPH and MPH students.Gardner thinks the commenting options (via discussion boards on Blackboard) should continue. |  |
| [KPHA](https://www.wku.edu/publichealth/kpha.php) | Lartey expresses the need for PHUGAS and KPHA (the service organization) and urges all to think of ways we can get students more engaged. Lartey asks new faculty/instructors, to meet with her to get their new ideas and energy into the organizations. Gardner encourages faculty to have a statement in their class to promote PHUGAS and KPHA.The blood drive will be coming up soon and is an opportunity to get students involved in KPHA. PHUGAS and KPHA will also have a table at the [CHHS Welcome Event](#_APPENDIX_G_–).[KPHA](https://www.kpha-ky.org/members/join-today) dues are $25 with their year being January thru December. Looking for possible ways to subsidize this for students ([SGA grant](https://www.wku.edu/sga/org-aid/orgaid.php)?).Students can get course credit and KPHA service hours together, if service is embedded in a course. Plus KPHA service is a resume builder. |  |
| Review 20-21 Summary Assessment: Strategic Plan for 21-22 (ideas not included on the document are here, action plans are on [Appendix C](#_APPENDIX_C_–)) | Gardner begins the conversation about our goals and action plans for the upcoming year.Instructional Goals (for core, required courses):* Gardner encourages those teaching electives to keep track of these things as well so we can add them onto our self-study
* Gardner reminds everyone that online and face-to-face formats should look very similar, even in activities and assignments

Service Goal:* Some barriers to membership in professional orgs identified

Scholarship Goals:* R6 doesn’t align with our goals. Motion made to remove it by Farrell; seconded by Lartey. No more discussion. Motion passes.
* Gardner reminds faculty that they are leaders in the MPH Students organizational site, so they can post announcements and update their orientation slides themselves.
* Item R4 (primary faculty teaching load conducive to research) is getting worse, so we need to keep an eye on that over the next couple of reporting terms.
* Idea – encouraging and tracking students who submit ILE to journals

We need to come up with strategies for our priority population recruitment. It may also be time to review what we have determined as our priority populations, especially “medically underserved counties” as that has been difficult to measure thru self-reporting.This document will look a little different in the future because of planned CEPH changes, but this will mostly be merging already existing items. | Eagle to reach out to [Martha Sales (ISEC)](https://www.wku.edu/isec/staff/martha_sales) to plan a Governance Committee Meeting day she could speak to us about diversity.Everyone will update their orientation slides.Lartey to create a “meet the f/s” or “orientation” section on BSPH students Blackboard site.R6 (courses embed scholarship) to be removed, as our focus is more often preparing students as practitioners.Lartey will send Gardner LY’s internship information.Lartey will add the quantitative scores (H4) using Banner.H4.2 (Number of entering students with distinctions and/or honors from previous degree (eg, National Merit Scholar) to be removed.Questions about advisors on the exit surveys to be edited to specify “major advisor” or “public health advisor,” especially to get numbers that are more accurate for BSPH. |
| Review Goal Verbiage | These goals are to be workshopped via email, but below are notes from the discussion:1. Instructional Goal
	1. “interdisciplinary” to be changed/removed
	2. Cultivate a culturally competent educational experience that is inclusive and integrative based on current best practices in public health. (Farrell)
	3. "applied" - is it captured in "integrative?"
	4. culturally (or structurally) competent vs inclusive
2. Service Goal
	1. how do we measure “beneficial” and “inclusive?”
3. Scholarship Goal
	1. What about publications about public health pedagogy?
	2. Can we actually track if the scholarship is contributing to the discipline?
	3. Maybe just “contributes to evidence-based practices” instead
 | Via email, all will contribute to reviewing these goals and wordsmithing them, with one faculty for each leading the email chain. (Farrell for instructional, Eagle for service, Brewer for scholarship) |
| Add Diversity Goal? | Gardner asks if the group wants to add a diversity goal to the list (instructional, service, scholarship). Eagle thinks we should embed the diversity mission within each of the goals instead so that it doesn’t become “an appendix.” | Each of the three goals (instructional, service, scholarship) will include our diversity mission in some way. |
| Review ongoing DEI assessment document ([Appendix D](#_APPENDIX_D_–)) | New action plans:* 1.7 – add “Develop and formalize program standards for accessibility regarding instruction.”
* 1.7 – add “Develop a DEI style guide/inclusive language document.”
* 2.1 – Eagle suggests “We respect physical, social, and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status” as job announcement DEI statement. Motion made by Farrell to adopt this, seconded by Brewer. No more discussion. Motion passes.
* 4 – add “Partner with [AHEC](https://www.wku.edu/scahec/) and [GEO International High School](https://www.warrencountyschools.org/32/Home) for recruitment.”
 | Please see [Appendix D](#_APPENDIX_D_–) and look for underlined names to determine who is responsible for different action items.All will promote their service and scholarship to priority populations by sending write-ups to Rust about them to be included in newsletter and on social media. (Extra GA help for social media appreciated!) |
| Workforce Development Plan ([Appendix E](#_APPENDIX_E_–)) | Gardner shows list of topics some community partners have indicated they would want a workshop/webinar on. Goal is to do at least on a year, in which multiple agencies could be included. | Data section – Farrell to take on (& Ding if interested)Grant section – Gardner to look for organization so we can facilitate this |
| [CEPH](https://ceph.org/) Reaccreditation Timeline ([Appendix F](#_APPENDIX_F_–)) | We will be setting dates for our Fall 2023 site visit soon. Our self-study will be due 6 months before that date.Current focus is to get all documents ready for an internal review in January. | Any courses needing to make substantial change notifications will get that information to Gardner ASAP. |
| [K-PHAST](https://www.wku.edu/publichealth/mph_pages_etc/k-phast.php) | K-PHAST training is being planned for October, online. Because it will be online, we may be able to open it up to more people this year. |  |
| CHHS Welcome Event ([Appendix G](#_APPENDIX_G_–)) | CHHS Welcome Event is scheduled for August 26 from 12pm to 2pm CST in the Academic Complex Courtyard. |  |

# APPENDIX A – MPH Report

MPH Report

August 2021

In May, the MPH program said goodbye to two faculty and welcomed two new T/T assistant professors. The revised MPH faculty met to go over the soon-to-be-tweaked CEPH competencies, and to identify courses that will be taking the lead and sharing in the required competency assessments. We also opted to craft consistent syllabi statements related to diversity and academic integrity, and voted to modify out program-based competencies based on feedback from the survey of public health professionals. Minutes from this meeting and the revised syllabus prototype are linked on the agenda of the August 2021 meeting page.

Last spring, faculty senate passed a motion to standardize JUMP criteria, but it was vetoed by then Provost Stevens. Thus, I submitted a revision to reduce admission hours from 75 to 60, and was required to add that at least 30 hours had to be completed at WKU. The Grad School approved and the new requirements are in effect.

Our campus-based enrollments remain low, with most of the enrollments coming from JUMPers or JUMPeds. One of my goals this AY is to ramp up JUMP recruitment. To that end, the MPH faculty will be looking at course days and times to reduce potential scheduling conflicts with BSPH core courses.

The MPH program is also looking at embedding the GrAPE products, but not all of the hours, into the core curriculum. We will be working toward this goal this AY.

There are several CEPH-tasks that need to be accomplished this AY. First, we have to submit a substantial change notification for both the MPH and BSPH program. Second, once CEPH announces the changes to accreditation criteria, I will work to revise assessment documents, establish needs and timelines, and communicate this with everyone. Third, all faculty teaching required courses need to complete content review and competency alignments. Collectively, we’ll review these at a January workday. And last, we need to convene our executive advisory committee in February.

# APPENDIX B – GrAPE Report

* [Big Community Partner List](https://docs.google.com/document/d/1RIwePvqdEyP1WUtTpUV9numimtHrKIz5sSkbf8Ov58s/edit?usp=sharing)
* Newsletter - if this is a thing we want, I need help. I have created [the layout](https://www.canva.com/design/DAEZt2dl5UQ/ivu8ZnJnDBxI7viEiHa3mw/view?utm_content=DAEZt2dl5UQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton) and have entire sections to do myself, but i can’t do the write ups
	+ CDC Mask Up Project? - MG
	+ New faculty profiles? - SE, AP, KB
	+ COVID-19 response/reflection?
	+ New CEPH changes? - MG
* Embedded GrAPE Checklist (S:\DEPT-SHARED-CHHS-PH\MPH - BSPH Master Folder\GrAPE\Embedded to view checklist)
	+ Anyone embedding a project this semester MUST fill this out.
* Goal: have 2 products for each student via stable embedded projects
* New summary report starting August 28th; not taking old ones after - a month has been the deadline since the GrAPE Guidebook 20-21
	+ Took out “group GrAPE” language on reports because it isn’t used enough to justify how big it makes the reports and guidebooks. Students have always needed to fill out their own summary reports anyway, and no one ever submits proposals.
		- Meeting with me as alternative
* Instagram…
* [Webinar monthly schedule](https://www.canva.com/design/DAEnYOeq1UI/HG4SeCF-mVcMdL9_d0Gt6Q/view?utm_content=DAEnYOeq1UI&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

# APPENDIX C – Summary Assessment 20/21 and Strategic Plan 21/22

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Instructional Goal: Cultivate an educational experience that is integrative, comprehensive, and interdisciplinary based on current best practices in public health.** | **2020-21** | **Action Plan for AY 21-22** |
| I1 | Courses embed  |  |  |
|  | * applied practice experiences, service-learning
 | BSPH: 0/9 MPH: 3/10\*\*1 semester only each | Resources to find agencies and cultivate relationshipsGoal – 2 products from embedded projects (MPH) |
|  | * community-based projects/ volunteerism
 | BSPH: 0/9MPH: 0/10 | (usually 2 core BSPH courses – COVID LY)Blood drive (Lartey)? Booster COVID shot (Parker)? International center (Lartey)? (BSPH)KPHA projects embedded |
| I2 | Courses use guest lectures  |  |  |
|  | * by PH and PH-related practitioners
 | BSPH: 0/9MPH: 2/10\*\*1 semester only each | Professional Practice Survey results as resource – to be expanded with Gardner’s GA |
|  | * by campus based guest lecturers
 | BSPH: 0/9MPH: 0/10 | Library, AHEC |
| I3 | Extracurricular workshops/ trainings to students by PH practitioners. | 1 (MG) MASKUP | K-PHAST fall 2021Professional Practice Survey results as resource – to be expanded with Gardner’s GA |
| I4 | Students satisfaction with  |  |  |
|  | * instructional quality

(5 pt scale; mean reported) | BSPH: 3.9MPH: 4.5 |  |
|  | * faculty quality

(5 pt scale; mean reported) | BSPH: 4.1MPH: 4.4 |  |
| I5 | Higher-order learning objectives and assessments | BSPH: MPH:  | Gardner’s GA assessing learning objectives (MPH); Lartey + others assessing learning objectives (BSPH); faculty assess assessments |
| I6 | Courses employ case/problem-based learning techniques | BSPH: 0/9MPH: 6/10 |  |
| I7 | Interdisciplinary electives and certificates complement public health practice | MPH: 13/13 grads completed certificate; |  |
| I8 | Faculty participate in professional development  | 4/7 – pedagogy5/7– content5/7—diversity | [ISEC](https://www.wku.edu/isec/staff/martha_sales) – potential diversity experience for faculty (Eagle) |
| I9 | Courses require student presentations | BSPH: 2/9MPH: 6/10 | *Lower LY from COVID changing courses to online* *(BSPH)* – Lartey will help instructors convert these projects this AY |
| I10 | Courses require group work. | BSPH: 2/9MPH: 5/10 | *Lower LY from COVID changing courses to online (BSPH)* – Lartey will help instructors convert these projects this AY |
|  | **Service Goal: Facilitate a culture of service that is collaborative, inclusive, and beneficial to diverse communities*.*** |  |  |
| S1 | Applied practice experiences serving diverse communities. | 24 projects (4 embedded, 4 webinars) | Student deadline to turn in summary reports; date on summary reports to put with correct AY so that this # is accurate |
| S2 | Faculty and student service collaborations | 1 collaboration1 project | Write ups by faculty about the service projects (also to be used for newsletter) |
| S3 | Community-based service projects | 4/7 faculty | Write ups by faculty about the service projects (also to be used for newsletter) |
| S4 | Service to profession |  |  |
|  | * Membership in professional organization
 | 3/7 faculty | *High membership costs & lots of paperwork as barriers (i.e.* [*APHA*](https://www.apha.org/)*,* [*ASA*](https://www.asanet.org/)*), what are the perks?* |
|  | * Leadership role in professional organization
 | 1/7 faculty |  |
|  | * Abstract Reviews
 | 2/7 faculty |  |
|  | * Journal Reviewer
 | 3/7 faculty |  |
| S5 | Student extracurricular service projects | BSPH: 5/8MPH: 8/13 |  |
| S6 | Professional development workshops/trainings provided to priority populations by PH faculty | 0 workshops/trainings | Eagle with GRDHD in Spring?Do we want to identify some specific diversity organizations? |
| S7 | Students participate in student and professional organizations  |  |  |
|  | * KPHA
 | BSPH: 2/8MPH: 6/13 | Promote within courses; write-ups for newsletter, classes, etc. |
|  | * PHUGAS
 | BSPH: 1/8MPH: 4/13 | Promote within courses; write-ups for newsletter, classes, etc. |
|  | * Other professional organization
 | BSPH: 3/8MPH: 7/13 |  |
|  | **Scholarship Goal: Promote a collaborative environment conducive to timely and innovative scholarship that contributes to evidence-based public health practices and policies.** |  |  |
| R1 | MPH students complete CITI training  | 100% |  |
| R2 | Student research collaborations with faculty and other students. | 3/8 BSPH students engaged in research.8/13 MPH students engaged in research. | Faculty research interests on orientation slides? Topic on meet & greet. |
|  | * faculty
 | BSPH: 1/3MPH: 3/8 |  |
|  | * other students
 | BSPH: 1/3MPH: 3/8 |  |
| R3 | Students and faculty disseminate research through presentations and publications. |  |  |
|  | * faculty submit abstract for professional conference
 | 3/7 faculty |  |
|  | * faculty presentations
 | 5 |  |
|  | * faculty peer-review submissions
 | 2 |  |
|  | * Faculty peer-review publications
 | 8 | *High publication costs & amount of paperwork as barriers* |
|  | * Faculty other professional publications
 | 1 book chapter1 technical report |  |
|  | * Student presentations
 | BSPH: 1/8MPH: 1/13 |  |
|  | * Student publications
 | BSPH: 1/8MPH: 2/13 |  |
| R4 | Primary faculty teaching load conducive to research | Yes: 2/7 Somewhat: 1/7 No: 4/7  |  |
| R5 | Faculty submit grant applications  | 2/7 faculty |  |
| R6 | Courses embed scholarship | BSPH: 0/9MPH: 0/10 | Maybe Capstone course? |
| **B6** | **Use of Evaluation Data** |  |  |
|  | Program Changes (document) |  |  |
| **C2** | **Faculty Resource Adequacy** |  |  |
|  | Faculty FTE | Ding: .73Eagle: .55Farrell: .6Gardner: .79~~Kim: 0~~Lartey: .7Macy: .5Watkins: .3 |  |
|  | Advising ratios by degree level | BSPH: 100% PhDMPH: 100% PhD |  |
|  | # UG internship (avg, min, max) | GL: |  |
|  | # ILEs (avg per faculty, min, max) | PrimaryMG: 6/13XD: 2/13SE: 5/13Secondary:XD: 1/13SE: 1/13CF: 2/13MG: 5/13GM: 2/13CW: 2/13 |  |
|  | Student perception of class size relative to quality of learning (quantitative, mean) | BSPH: 4.3MPH: 4.7 |  |
|  | Student perception of class size relative to quality of learning (qualitative) | BSPH: Exit survey reportMPH: Exit survey report |  |
|  | Student perception of faculty availability (quantitative, mean) | BSPH: 4.1MPH: 4.5 |  |
|  | Student perception of faculty availability (qualitative) | BSPH: Exit survey reportMPH: Exit survey report |  |
| **D5** | **MPH APEs** |  |  |
|  | # courses w/ embedded  | 3 (only 1 semester each) |  |
|  | # courses whole class  | 1 |  |
|  | # GrAPE hours completed | 497 hours |  |
| **E3** | **Faculty Instructional Effectiveness** |  |  |
| A | *Faculty currency*  |  |  |
|  | External reviews of proposed or existing courses or curricula, outside of normal university processes |  | Planned for Feb ’22 and Feb ‘23 |
|  | Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.  |  | January – core content/alignment reviews (MPH + BSPH) |
|  | Annual or other regular reviews of faculty productivity, relation of scholarship to instruction  |  | Gardner to review over the holidays (reach out to her to help) |
|  | Faculty maintenance of relevant professional credentials or certifications that require continuing education  | 2/3 faculty |  |
| B | *Faculty instructional technique*  |  |  |
|  | Frequency of internal quality reviews of existing courses or curricula  |  |  |
|  | Participation in professional development related to instruction  | 4/7 – pedagogy5/7– content5/7 - diversity |  |
|  | Student satisfaction with instructional quality  | BSPH: 3.9MPH: 4.5 |  |
| C | *Program-level outcomes*  |  |  |
|  | Courses that involve community-based practitioners  | BSPH: 0/9MPH: 2/10\*\*1 semester only each |  |
|  | Courses that integrate service learning | BSPH: 0/9MPH: 3/10\*\*1 semester only each |  |
|  | Courses that integrate community-based projects  | BSPH: 0/9MPH: 0/10 |  |
|  | Courses that employ active leaning techniques: |  |  |
|  | * group projects
 | BSPH: 2/9MPH: 5/10 |  |
|  | * presentations
 | BSPH: 2/9MPH: 6/10 |  |
|  | * case-based/problem-based learning
 | BSPH: 0/9MPH: 6/10 |  |
|  | Courses that use higher-level assessments  | BSPH:MPH: |  |
| **E4** | **Faculty Scholarship** |  |  |
|  | Percent of T/T Faculty participating in research activities  | 100% (5/5) faculty |  |
|  | Number of Faculty-initiated IRB applications  | 1/7 faculty PI3/7 faculty Co-I |  |
|  | Number of community-based research projects  | 1/5 faculty1 project |  |
|  | Number of articles published in peer reviewed journals  | articles |  |
|  | Total research funding  | $19,519 (Co-I) |  |
|  | Presentations at professional meetings  | 1 presentation  |  |
|  | Number of grant submissions  | 2 submissions |  |
|  | % of time in research per T/T faculty | XD: 41.5%CF: 10%MG: 1%GL: 7.5%GM: 28%CW: 30% |  |
| **E5** | **Faculty Extramural Service** |  |  |
|  | Percent of Faculty (primary, total) participating in extramural *(outside of the University)* service activities  |  | Eagle – BRIGHT Coalition |
|  | Number of Faculty-student service collaborations  | 1 faculty1 project |  |
|  | Number of community-based service projects  | 4/7 faculty |  |
|  | Public/private or cross-sector partnerships for engagement and service  | 0; 0 with students |  |
| **F1** | **Community Involvement in Program Assessment & Evaluation** |  |  |
|  | Assessment of student competence | 23/23 respondents reported WKU students were “adequately or well-prepared” | Professional Practice Survey results |
|  | Assessment of changing practice needs  | See professional practice report | Professional Practice Survey results (revised MPH competencies); faculty to keep track of changes made based on external feedback |
| **F2** | **Student Involvement in Community & Professional Service**  |  |  |
|  | Examples of service projects | MPH students engaged in service beyond GrAPEs. BSPH engaged in service outside of classroom | Revise exit survey to clarify “service projects” |
|  | KPHA Membership | BSPH: 2/8MPH: 6/13 |  |
|  | Membership in other professional organizations | BSPH: 3/8MPH: 7/13 |  |
|  | Professional development (workshops, training) | BSPH: 2/8MPH: 9/13 |  |
| **F3** | **Assess community professional development needs** |  |  |
|  | Academic health department Professional Practice Survey | Minutes2021 PPS Results |  |
| **F4** | **Deliver professional development** |  |  |
|  | PD delivered by Faculty | 0; 0 projects |  |
| **G1** | **Diversity and Cultural Competence** |  |  |
|  | Priority Populations  |  |  |
|  | * Hispanic/Latinx
 | BSPH: 0/10MPH: 0/25\*\*denominator is the number of students admitted in AY 20-21 for whom we have race/ethnicity data |  |
|  | * Black/African American
 | BPSH: 0/10MPH: 2/25\*\*denominator is the number of students admitted in AY 20-21 for whom we have race/ethnicity data |  |
|  | * Multi-racial
 | BPSH: 0/10MPH: 0/25\*\*denominator is the number of students admitted in AY 20-21 for whom we have race/ethnicity data |  |
|  | * Immigrant/1st generation\*
 | BPSH: 1/7MPH: 0/14\*\*denominator is the number of students admitted in AY 20-21 who answered on the orientation survey |  |
|  | * Medically underserved counties
 | BPSH: 1/6MPH: 1/14\*\*denominator is the number of students admitted in AY 20-21 who answered on the orientation survey | *How do we measure this accurately? – Farrell to look into* |
|  | * Under-rep/Marginalized
 | BPSH: 0/7MPH: 1/14\*\*denominator is the number of students admitted in AY 20-21 who answered on the orientation survey |  |
|  | Goals, Strategies, & Actions | Diversity Report |  |
|  | Student assessment of culture: quantitative (5 pt scale; mean reported) | BSPH: 3.9MPH: 4.3 |  |
|  | Student assessment of culture: qualitative | BSPH: Exit survey reportMPH: Exit survey report |  |
|  | F/S assessment of culture: quantitative (5 pt scale; mean reported) | Program: 3.6Department: 3.3 CHHS: 3.4WKU: 3.1Students: 3.3  |  |
|  | F/S assessment of culture: qualitative | See Comments |  |
| **H1** | **Academic Advising** |  |  |
|  | Student satisfaction w/advising(5 pt scale; mean reported) | BSPH: 4.4MPH: 4.6 | For BSPH need to clarify PH advisor |
|  | Advisor availability(5 pt scale; mean reported) | BSPH: 4.2MPH: 4.9 | For BSPH need to clarify PH advisor |
| **H2** | **Career Advising** |  |  |
|  | Student satisfaction w/ career services (5 pt scale; mean reported) | BSPH: 5.0 (2/8 students used)MPH: 4.7 (3/13 student used) |  |
|  | Student satisfaction w/ career from faculty (5 pt scale; mean reported) | BSPH: 4.9 (7/8 students r’cd)MPH: 4.7 (8/13 students r’cd) |  |
| **H4** | **Student Recruitment and Admissions** |  |  |
|  | Quantitative scores (eg, GPA, SAT/ACT/GRE, TOEFL) for newly matriculating student |  | *Banner* |
|  | Number of entering students with distinctions and/or honors from previous degree (eg, National Merit Scholar)  |  |  |
|  | Percentage of newly matriculating students with previous health- or public health-related experience  | BSPH: 10% (1/10)MPH: 80% (12/15) |  |
|  | Percentage of multilingual students | BSPH: 14.3% (1/7)MPH: 14.3% (2/14)\*denominator is the number of students admitted in AY 20-21 who answered on the orientation survey |  |

# APPENDIX D – Diversity, Inclusion, and Equity Goals, Strategies, and Actions

*\*Note: I (Rust) added people’s names beside the ongoing/new action plans that were/are being discussed. If there’s an issue with any of those, let me know and I will revise in preparation for our next meeting and approval of the minutes.*

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

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” (March 2017)*
* Action Taken: Created diversity statement for program materials and syllabus (Jan 19)
* Action Taken: Encouraged use of pronouns on syllabi, website, email signature, and Zoom ID (when?)
1. Hold diversity-related event (training, lecture, workshop, etc.) within program meeting or workday at least once per academic year.
* Action Taken: Green dot training: August 14th 2017 workday
* Action Taken: Making documents accessible: Jan 2019 meeting
* Action Taken: Inclusive language: November 11th 2020 meeting
1. Include diversity information and resources in program materials.
* Action Taken: Diversity statements included MPH student Guidebook, MPH orientation, and on departmental website (summer 2019)
* Action Taken: Diversity statement added to syllabus (WHEN?)
* Action Taken: Created expanded diversity statement for MPH syllabus (summer 2021)
* Action Plan: Add resources on inclusive language to MPH Student organizational site (Gardner)
* Action Plan: Add resources for creating accessible content (Gardner)
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 (Spring 2018); Disbanded and made DIE part of every meeting (Fall 2020)
* Action Taken: Added diversity professional development measure to faculty annual assessment (Spring 2021)
1. Increase diversity of external advisory committee.
* Action Taken: Recommended committee membership to include priority populations. (May 2019)
1. Attend DIE-related professional development beyond what is provided by program
* Action Taken: Added DIE-related professional development to annual faculty assessment (April 2021)
* Action Plan: Offer or strongly advertise cultural competency trainings to students (Safe Zone Training, Implicit Bias Training, etc)
	+ Monthly email of webinar opportunities, including these trainings. (Rust)
1. Create a physical and virtual environment that is inclusive and accessible
* Action Taken: Non-gendered bathrooms in department (Farrell – AY20/21)
* Action Taken: Use of live transcripts in zoom meetings
	+ Governance Committee Meetings (Rust)
	+ MPH Committee Meetings (Rust)
	+ BSPH Committee Meetings
	+ PHUGAS Meetings
	+ KPHA Meetings
* Action Plan: Ensure accessibility of program documents and instructional materials
	+ Develop and formalize program standards for accessibility regarding instruction. (Rust, Brewer, Eagle)

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. (Jan 2020)
* Action Plan: Create DIE statement to include on position announcements.
	+ “We respect physical, social, and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status.”

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. (Rust)

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. (Lartey)
* Action Plan: Create a list of Kentucky high schools and community colleges that predominately serve under-represented or marginalized groups for BSPH recruitment efforts (Lartey)
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.
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); Made MPH Orientation Form mandatory (Fa19); Made BSPH Orientation mandatory (WHEN?)

Action Plan: Partner with AHEC and GEO International High School for recruitment. (Lartey)

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 ACHD partners to identify projects. (Ongoing)
* Action Taken: Capstone with GRDHD on adverse childhood events (summer 2019)
1. Promote service/engagement opportunities via program’s social media, calendar, and other communication systems.
* Action Taken: Opportunities announced via social media (ongoing)
* 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 – Workforce Development Results

**Bold** **agencies** are ones who then indicated they would want our faculty/students to provide a webinar/workshop to their organization

## Grants (writing and finding) – Grant… (MG)

* **Barren River District Health Department (Janarae)**
* **Floyd County Health Department**
* **South Central AHEC**

## Technology Skills

* **Floyd County Health Department**
* **Three Rivers District Health Department**

## Policy

* **Barren River District Health Department (Janarae) – “policy writing”**
* **Lincoln Train District Health Department**

## Advocacy

* **Lincoln Train District Health Department**
* **St. Claire HealthCare/Northeast Kentucky AHEC**

## Program Evaluation

* **Barren River District Health Department (Matt)**
* **Lincoln Train District Health Department**
* **South Central AHEC**
* **Unknown1**

## Data – Farrell + Ding?

* **Barren River District Health Department (Matt) – “data interpretation”**
* **Barren River District Health Department (Matt) – “survey development”**
* **South Central AHEC – “collecting useful data”**
* **South Central AHEC – “data presentation”**

## Communication

* Lake Cumberland District Health Department – “positive messaging”
* **Lincoln Trail District Health Department – “Communicating impact across a variety of audiences”**
* **Northern Kentucky Health Department – “How to deal with elected officials”**
* **Northern Kentucky Health Department – “How to deal with anti-government, anti-public health people”**
* **Unknown2 – “public relations”**

## Other Soft Skills & Similar

* Lake Cumberland District Health Department – “flexibility”
* **South Central AHEC – “Leadership/management trainings”**
* **Three Rivers District Health Department – “Stress Management”**
* **Unknown1 – “strategic planning”**

## Other Public Health-specific Topics

* **Ashland-Boyd Co. Health Department – “Ethnicity and equality training”**
* **Barren River District Health Department (Janarae) – “Disaster Preparedness and response trainings” (FEMA has)**
* **North Central KY Area Health Education Center – “Training resources and funding sources for Community Health Workers (CHWs)”**
* **Unknown 2 – “Environmental science”**

# APPENDIX F – Accreditation Timeline Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fa 21 | Sp 22 | Su 22 | Fa 22 | Sp 23 | Su 23 | Fa 23 |
| Update assessment doc per revised criteria | Oct |  |  |  |  |  |  |
| Syllabi review: higher order 🡪 GA? | Oct |  |  |  |  |  |  |
| Substantial change notification: MPH & BSPH |  Nov |  |  |  |  |  |  |
| Curricular review: Faculty submit updated content & alignment forms per revised competencies |  Dec |  |  |  |  |  |  |
| Curricular Review: Peer assessment  |  | Jan |  |  |  |  |  |
| Executive Advisory Committee meeting |  | Feb |  |  |  |  |  |
| Prep self-study doc |  |  | July - Dec |  |  |  |  |
| Community Advisory Committee meeting |  |  |  | Sept |  |  |  |
| Review draft self-study  |  |  |  | Nov |  |  |  |
| Executive Advisory Committee meeting |  |  |  |  | Feb |  |  |
| Self Study due to CEPH |  |  |  |  | TBD |  |  |
| Prepare for site visit |  |  |  |  |  | July |  |
| Site Visit |  |  |  |  |  |  | TBD |

# APPENDIX G – CHHS Welcome Back Event

