



**UW School of Public Health  
Re-Envisioning the Master of Public Health (MPH) Program**

**Phase 1 Report to Executive Sponsors  
Administrative Working Group  
July 15, 2019**



## Table of Contents

Participants in the Phase 1 Administrative Working Group .....	3
Introduction .....	5
Curriculum .....	7
Admissions .....	12
Student Services .....	13
Administration .....	14
Finance and Budgeting .....	19
Final Summary .....	21
Appendices .....	23
Appendix 1. Charge to MPH Re-Envisioning Administrative Working Group .....	24
Appendix 2. Current List of MPH Degrees .....	26
Appendix 3. Faculty Selection Process for MPH Common Core Courses .....	27
Appendix 4. MPH Revisions Draft Timeline, through 2021-22 .....	28

## Participants in the Phase 1 Administrative Working Group

---

### Committee Members

Uli Haller	Assistant Dean, Finance and Administration, Office of the Dean, Working Group Co-Chair
Jeff Harris	Professor and Chair, Health Services, Working Group Co-Chair
Janet Baseman	Professor, Epidemiology; Associate Dean, Public Health Practice, Office of the Dean
Julie Beschta	Assistant Director, Academic Programs, Global Health
Julie Brunett	MPH Program Manager, Global Health
Carey Farquhar	Professor, Global Health (MPH Re-Envisioning Steering Committee Chair)
Lurdes Inoue	Associate Chair, Biostatistics
Anne Lund	Senior Lecturer, Epidemiology; Director, Graduate Coordinated Program in Dietetics, Nutritional Sciences Program
J. Scott Meschke	Professor and Assistant Chair, Environmental and Occupational Health Sciences
John Paulson	Assistant Director, Academic Services, Epidemiology
Donna Porter	Associate Director, Academic Program Operations, Health Services
Kevin Schuda	Curriculum and Student Services Specialist, Academic Services, Epidemiology
Clarence Spigner	Professor, Health Services
Trina Sterry	Manager, Student and Academic Services, Environmental and Occupational Health Sciences
Bruce Weir	Professor, Biostatistics; Director, Public Health Genetics
Kimberly Hay	Project Manager, Office of the Dean

### Executive Sponsors—Office of the Dean

Hilary Godwin	Dean
Shirley A. A. Beresford	Senior Associate Dean (MPH Re-Envisioning Steering Committee Associate Chair)

### Executive Sponsors—Department Chairs

Jeffrey Harris	Professor, Health Services
Stephen E. Hawes	Professor, Epidemiology
Patrick Heagerty	Professor, Biostatistics
Judith Wasserheit	Professor, Global Health
Michael Yost	Professor, Environmental and Occupational Health Sciences

### **Executive Sponsors—Curriculum and Educational Policy Committee**

---

Michael E. Rosenfeld	Professor, Environmental and Occupational Health Sciences, Chair
James Condon	Senior Lecturer, Health Services
Carey Farquhar	Professor, Global Health
Alison Fohner	Assistant Professor, Epidemiology (Public Health Genetics Program)
Anne Lund	Senior Lecturer, Epidemiology (Nutritional Sciences Program)
Sara Mackenzie	Senior Lecturer, Health Services (Public Health-Global Health Major)
Kurt O'Brien	Senior Lecturer, Health Services
Juanita Ricks	Director, Student and Academic Services, Office of the Dean, Ex Officio
Ali Rowhani-Rahbar	Associate Professor, Epidemiology
Adam A. Szpiro	Associate Professor, Biostatistics

---

## Introduction

---

This work was charged by the Dean of the UW School of Public Health in November 2018; the MPH Re-Envisioning Administrative Working Group has been meeting regularly since, discussing work that is both complex and multi-faceted.

The main goal of the Administrative Working Group is to ensure the new Master of Public Health (MPH) common core courses, as determined by the MPH Re-Envisioning Steering Committee<sup>1</sup>, are transitioned smoothly into the curriculum for each of the applicable 16 MPH degrees<sup>2</sup>. The Working Group's charge also includes overseeing all operational aspects to ensure the new MPH common core is launched in the 2020-2021 academic year (the full Charge is provided in *Appendix 1*).

Further, the Working Group is reviewing other possible MPH program improvements, as noted in the Charge:

- ◆ Curriculum—reviewing curriculum for each MPH degree for changes needed due to the new MPH common core (e.g., what courses can be removed from a curriculum that would overlap in content with the core).
- ◆ Admissions—reviewing how admissions is facilitated within each department and interdisciplinary program to see if modifications are needed to ensure potential MPH students are receiving the highest levels of support possible.
- ◆ Student Services—reviewing the structure of services within each department and interdisciplinary program to see if modifications are needed to ensure MPH students are receiving the highest levels of support possible.
- ◆ Administration—reviewing additional aspects of administration beyond student services that need to be modified; including any financial considerations (e.g., compensation for faculty teaching in the new common core, and how the new common core will be scheduled among existing courses each quarter).
- ◆ Other areas determined to be required for the MPH common core launch and/or program improvements.

Fitting the pieces of this large puzzle together is no simple task, and getting it right takes time. There are many issues to work through with departments and programs regarding the above list and at the time of this writing, the work is ongoing.

---

<sup>1</sup> See the MPH Re-Envisioning Steering Committee Phase 1 and Phase 2 reports for further details.

<sup>2</sup> There are two additional MPH degrees at the UW School of Public Health, but they are fee-based programs and are not currently part of this re-envisioning project.

The Working Group has had successful engagements via two open houses, attended by faculty, staff, students, and members of the practice community in early April. Additional communications will be forthcoming with status updates for this work, both internally and externally.

With the new MPH common core courses for MPH students come new possibilities. The Working Group is pleased to present options below regarding possible administrative structures for the Executive Sponsors to consider, and looks forward to the decisions ahead to continue moving this important work.

# Curriculum

---

## Academic Year 2020-2021

At the time of this writing, faculty and staff within the departments (Biostatistics, Environmental and Occupational Health Sciences, Epidemiology, Global Health, Health Services) and interdisciplinary programs (Nutritional Sciences, Public Health Genetics) are working to determine curricular changes to each of their MPH degrees. The primary purpose of making these changes is to incorporate the six new MPH common core courses that all incoming MPH students will take, effective Autumn quarter, 2020.

These new MPH common core courses are as follows:

<i>Quarter</i>	<i>Number</i>	<i>Title</i>	<i>Credits</i>	<i>Per Quarter</i>
Autumn	PHI <sup>3</sup> 511	Foundations of Public Health	3	10
	PHI 512	Analytic Skills for Public Health I	7	
Winter	PHI 513	Analytic Skills for Public Health II	3	6
	PHI 514	Determinants of Health	3	
Spring	PHI 515	Implementing Public Health Interventions	4	7
	PHI 516	Public Health Practice	3	
				<i>Total: 23 credits</i>

The new MPH common core courses incorporate competencies required by the School of Public Health and the [Council on Education for Public Health](#) (CEPH).

For the most part, the applicable 16 MPH degrees<sup>4</sup> share the same total minimum number of 63 credits required for MPH students to graduate. With the new MPH common core at 23 credits, and the Applied Practice Experience (APE) and thesis currently totaling 13 credits, it leaves a minimum of 27 credits within departments for their identified degree requirements and electives (where applicable).

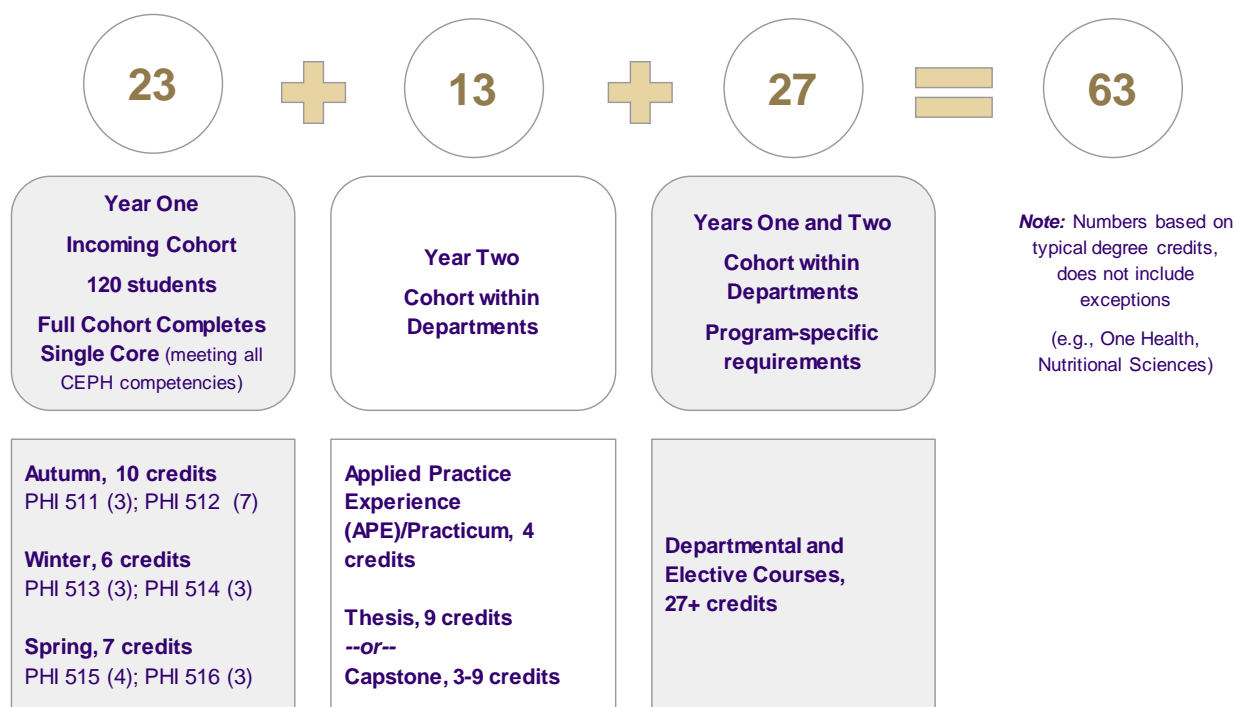
Two of the degrees, for Nutritional Sciences Dietetics and One Health, require more than a minimum of 63 credits for their students; meaning they will have greater than 27 credits to distribute for their degree requirements.

See diagram below:

---

<sup>3</sup> PHI = Public Health Interdisciplinary

<sup>4</sup> The full list of the 16 UW School of Public Health Master of Public Health degrees is included in *Appendix 2*.



## Academic Year 2021-2022 and/or beyond

### The Administrative Working Group discussed the following possibility:

**Consider creating a school-wide, “general,” practice-focused MPH** (actual name of degree to be determined).

*Background:* At the time of this writing, admittance for a Master of Public Health in the UW School of Public Health is by one of the 18 MPH degrees (the 16 degrees discussed above, plus the fee-based Community-Oriented Public Health Practice and online Executive MPH degrees, both housed in Health Services) listed on the [SPH web site today](#).

Students can only be admitted into a specific department/program under a specific degree. This creates a gap in options for students. Students who desire a MPH degree but may not necessarily want a specific option likely go to other schools, where the “general” MPH is offered.

### *Possible approach:*

- ◆ Create a new “general” degree that is School-wide, practice-focused, and capstone only.
- ◆ Students begin their first year with the new MPH common core courses and electives they can choose, with guidance from a student advisor, to help select their area of degree focus (assuming it’s not public health practice).



*Benefits:*

- ◆ Provides a new option in admission for students.
- ◆ Adds students who would have previously chosen another school.
- ◆ Serves students interested in public health practice, an area where the School does not currently provide a focused degree.

This new option would not affect students who are confident in their choice of discipline or topic. Their admission into that degree would remain the same.

**Highlights of this new potential degree (*still under development and subject to change*) include:**

*MPH Degree Requirements and Number of Credits*

<i>Requirement</i>	<i>Credits</i>
Common core courses	23
APE	4
Capstone	3
MPH Seminar	2
Elective courses	<u>31</u>
Total minimum number of credits	63

---

*Applied Practice Experience (APE)*

The primary purpose of the APE is to allow MPH students to demonstrate acquisition of and effective use of the knowledge, skills, and values they have acquired in their MPH course work through the completion of a credit-bearing, supervised practice experience in public health or population health. (4 credits completed in second year of curriculum)

---

*Capstone*

Students will participate in a practice-oriented capstone project; consulting with advisor for guidance. (3 credits completed in second year of curriculum)

---

*MPH Seminar*

The MPH Seminar provides information about matriculation and works-in-progress. It also functions as a forum to meet faculty and learn about APE and capstone opportunities. (1 credit completed in Spring quarter of first year and 1 credit completed in Autumn quarter of second year)

---

*Elective Courses*

Students can consult with advisor for guidance on courses to meet areas of interest. (self-selected, first- and second-year courses, to meet minimum 31 credits)

---

This information was shared with the Curriculum and Educational Policy Committee (CEPC) at their March 18, 2019 meeting. Janet Baseman, Associate Dean of Public Health Practice, is now leading the effort for more specific details of the curriculum and administration for this new potential degree.

### Upcoming Approvals for Revised Curriculum

For 12 of the 16 MPH degrees that are revising curriculum to implement the new MPH common core courses, the departments and programs have successfully facilitated approvals within their respective curriculum committees as well as the SPH Council on Education and Policy Committee (CEPC). At the time of this writing, degree change requests are being prepared to submit to the UW Graduate School in July 2019.

These 12 MPH degrees are:

<b>Environmental and Occupational Health Sciences</b>	<ul style="list-style-type: none"> <li>◆ Environmental and Occupational Health Sciences</li> <li>◆ Occupational and Environmental Medicine</li> <li>◆ One Health</li> </ul>
<b>Epidemiology</b>	<ul style="list-style-type: none"> <li>◆ Epidemiology</li> <li>◆ Epidemiology: Global Health</li> <li>◆ Epidemiology: Maternal and Child Health</li> </ul>
<b>Global Health</b>	<ul style="list-style-type: none"> <li>◆ Global Health</li> <li>◆ Global Health: Metrics and Evaluation</li> </ul>
<b>Health Services</b>	<ul style="list-style-type: none"> <li>◆ Health Services</li> <li>◆ Health Services: Health Systems and Policy</li> <li>◆ Health Services: Social and Behavioral Sciences</li> </ul>
<b>Public Health Genetics</b>	<ul style="list-style-type: none"> <li>◆ Public Health Genetics</li> </ul>

The **Nutritional Sciences** MPH degree will be updating and finalizing its revised MPH curriculum on a slightly longer timeline, as the changes being made affect their Master of Science and PhD degrees as well. Nutritional Sciences will submit all revisions to each curriculum together for approval. The Nutritional Sciences program, as above, has successfully facilitated all internal SPH approvals.

## Reduction of MPH Tracks

In addition to the above-noted changes for curriculum updates, and under the same July timeline, there are three degrees that have chosen to suspend applications for the 2020-21 incoming MPH student cohort. These departments, as above, have successfully facilitated all internal SPH approvals and the request for UW approval has been submitted to the Graduate School.

These degrees are:

<b>Biostatistics</b>	◆	Biostatistics (a dual PhD degree)
<b>Global Health</b>	◆	Global Health: Leadership, Policy, and Management
<b>Health Services</b>	◆	Health Services: Maternal and Child Health

Due to low enrollment trends in these degrees, the departments are opting at this time to no longer accept applications. All students currently enrolled will be provided the necessary resources to complete their degrees. Some of these course requirements may also be removed from the course catalog and no longer taught, providing some financial savings.

Having curriculum and application suspensions finalized as soon as possible is critical for student advisors and recruiters as they speak with potential MPH students about the curriculum, admissions, and expectations of the program. Potential students will decide to apply for the 2020-2021 academic year at the end of this summer (2019).

Upon Graduate School approval, changes will then be submitted to update the UW Degree Programs Catalog and to request substantive degree changes through the Council on Education for Public Health (CEPH). These tasks are expected to be completed by the end of this summer (2019).

# Admissions

---

## Academic Year 2020-2021

Currently, MPH students are admitted directly into one of the degree programs. No changes are recommended to the process at this time.

## Academic Year 2021-2022 and/or beyond

**The Administrative Working Group discussed the following possibility:  
Consider creating One School, One Process Admissions.**

### *Background:*

- ◆ At the time of this writing, the departments and programs, and in some cases, specific MPH degrees within departments, have unique admissions criteria—beyond the minimum UW Graduate School requirements. The question is, can the School find process improvements by streamlining and making these criteria and admissions protocols more consistent, if not all (or mostly) the same.
- ◆ The size of the new single cohort taking the MPH common core courses together also brings classroom and other constraints. There needs to be a process by which it is determined how many students each degree can admit.

### *Possible approach:*

- ◆ Tasking a new School-wide admissions committee with determining whether the admissions process can be streamlined through more consistent criteria and requirements and administrative unification, as well as to see if streamlining this work can reduce staff and/or faculty time in this area.
- ◆ Assigning the new MPH Core Director to coordinate with departments and programs to determine the number of students to admit per degree (see the *Administration* section on suggestions of management responsibility for this task).

### *Benefits:*

- ◆ Clarity and consistency in the admissions process for students, staff, and faculty across the School.
- ◆ Ensure the appropriate number of students are admitted into the MPH cohort to accommodate classroom sizes, etc.

## Student Services

### Academic Year 2020-2021

Student services are currently administered by departments and interdisciplinary programs within the UW School of Public Health. Parallel groups, set up per department and program, manage student services for the MPH Program (see below table noting the current structure). Most teams manage other departmental or program degrees as well (e.g., MS, PhD).

In order to successfully launch the new common core within each current MPH degree, no changes are needed to current student services structures. The new common core will, however, require dedicated administrative management, as noted in the report section to follow. Further changes, such as the adoption of a general MPH degree or the umbrella MPH approach (also noted in the next section of this report), would require future adjustment of student services support.

Department/ Program	Biostatistics	Environmental and Occupational Health Sciences	Epidemiology	Global Health	Health Services	Nutritional Sciences	Public Health Genetics
No. of MPH Degrees	1	3	3	3	4	1	1
Student Services	<ul style="list-style-type: none"> <li>◆ Student recruitment</li> <li>◆ Admissions</li> <li>◆ Curriculum management, scheduling</li> <li>◆ Student Advising</li> <li>◆ Career Services</li> <li>◆ Alumni Relations</li> <li>◆ Thesis management</li> <li>◆ APE coordination</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student recruitment</li> <li>◆ Admissions</li> <li>◆ Curriculum management, scheduling</li> <li>◆ Student Advising</li> <li>◆ Career Services</li> <li>◆ Alumni Relations</li> <li>◆ Thesis management</li> <li>◆ APE coordination</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student recruitment</li> <li>◆ Admissions</li> <li>◆ Curriculum management, scheduling</li> <li>◆ Student Advising</li> <li>◆ Career Services</li> <li>◆ Alumni Relations</li> <li>◆ Thesis management</li> <li>◆ APE coordination</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student recruitment</li> <li>◆ Admissions</li> <li>◆ Curriculum management, scheduling</li> <li>◆ Student Advising</li> <li>◆ Career Services</li> <li>◆ Alumni Relations</li> <li>◆ Thesis management</li> <li>◆ APE coordination</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student recruitment</li> <li>◆ Admissions</li> <li>◆ Curriculum management, scheduling</li> <li>◆ Student Advising</li> <li>◆ Career Services</li> <li>◆ Alumni Relations</li> <li>◆ Thesis management</li> <li>◆ APE coordination</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student recruitment</li> <li>◆ Admissions</li> <li>◆ Curriculum management, scheduling</li> <li>◆ Student Advising</li> <li>◆ Career Services</li> <li>◆ Alumni Relations</li> <li>◆ Thesis management</li> <li>◆ APE coordination</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student recruitment</li> <li>◆ Admissions</li> <li>◆ Curriculum management, scheduling</li> <li>◆ Student Advising</li> <li>◆ Career Services</li> <li>◆ Alumni Relations</li> <li>◆ Thesis management</li> <li>◆ APE coordination</li> </ul>

## Administration

---

### Academic Year 2020-2021

In order to ensure not only a successful launch for the new MPH common core and future changes/revisions to the MPH program structure overall, the Working Group recommends creating an MPH Core Director position, to be filled by a faculty member, with an adequate percentage of their time (e.g., 35%) dedicated to this work.

Tasks included in work for an MPH Core Director position<sup>5</sup>:

- ◆ In collaboration with departmental chairs, manage the approved process of faculty selection of the common core PHI courses (see *Appendix 3* for process).
- ◆ Work with departments and programs to coordinate admissions numbers (ensuring overall incoming numbers do not exceed what can be accommodated). The Administrative Working Group recommends this task begin as soon as possible to advise departments and programs on expected numbers to admit in the 2020-21 academic year. This task includes crafting a process similar to the common core faculty selection process and having it approved by the dean and department chairs.
- ◆ Coordinate any piloting of common core courses during the 2019-20 academic year (further details on piloting courses for the MPH common core is included in the Phase 2 MPH Re-Envisioning Steering Committee report, page 27).
- ◆ Convene and collaborate with the MPH Core Steering Committee and the MPH Common Core Instructional Working Group to complete common core course development and ensure a successful go-live prep and launch of the new MPH common core curriculum effective Autumn 2020 (committees reviewed in table below).
- ◆ In coordination with the Senior Associate Dean, manage training workshops for the common core faculty, in collaboration with the UW Center for Teaching and Learning (further details on faculty training for the MPH common core courses is included in the Phase 2 MPH Re-Envisioning Steering Committee report, pages 28-29).
- ◆ Coordinate scheduling and other administrative aspects of common core courses with appropriate staff.
- ◆ In collaboration with the Associate Dean for Public Health Practice, engage with the practice community re: the common core curriculum (further details on practice community engagement for the MPH common core is included in the Phase 2 MPH Re-Envisioning Steering Committee report, page 26).
- ◆ Monitor the measurement and evaluation (M&E) plan (further details on M&E for the MPH common core are included in the Phase 2 MPH Re-Envisioning Steering Committee report, pages 25-26).

---

<sup>5</sup> This MPH Core Director, staff, and committees section is also included in the Phase 1 Steering Committee report, pages 23-25.

- ◆ Pursue the development of a general MPH degree, relevant admissions processes, as well as the possibility of students switching degrees in spring quarter of their first year (details included in the above *Curriculum* section of this report).

The Director will be supported by a full-time staff position. The individual in this role would require a wide-ranging skill set for both program coordination and project management functions. Duties could include:

- ◆ Schedule the common core courses each quarter, working in coordination with other MPH schedulers.
- ◆ Support the Director and Committees noted above and below.
- ◆ Manage the hiring of teaching assistants for the common core courses.
- ◆ Additional common core course support that includes, but is not limited to, Canvas, web site updates, and processing course evaluations.
- ◆ Project management and coordination through all UW systems for a new general MPH degree and other possible MPH structural changes that may be forthcoming.

Additionally, the Working Group and Steering Committee recommend creating two new committees: a steering committee to oversee the vision of moving the UW Master of Public Health degree into the future; and a working group of the core course instructors to create faculty cohesion to both finalize course development and act as the curriculum committee for these courses, when needed.

Further details for each committee include:

***MPH Core Steering Committee***

- ◆ Work with and advise the MPH Core Director to ensure successful go-live effective Autumn quarter 2020 of the new MPH common core curriculum.
- ◆ In collaboration with other applicable committees, manage changes as needed to the Applied Practice Experience (APE) and the Integrative Learning Experience (ILE).
- ◆ Work with departments and programs on any MPH degree changes and ensure perspectives from across the School are considered in meeting student educational needs.
- ◆ Explore areas of possible collaboration among departments and programs (and other schools) in the delivery of curricular and/or service needs.
- ◆ Oversee management for the rollout of the new General MPH degree, anticipated to launch Academic Year 2021-22.

***MPH Common Core Instructional Working Group***

- ◆ Under the direction of the MPH Core Director, act as the curriculum committee for PHI courses, provide overall direction and strategic planning for common core/PHI curriculum, and coordinate course content and pedagogy.

<p><i>Committee members will include:</i></p> <ul style="list-style-type: none"> <li>◆ The MPH Core Director.</li> <li>◆ Departmental and Program MPH Directors.</li> <li>◆ Associate Dean for Public Health Practice.</li> <li>◆ Other faculty as needed and appropriate to ensure diverse viewpoints are considered.</li> <li>◆ Staff sufficient to help advise on and administer administrative aspects of the new MPH common core.</li> </ul>	<p><i>Committee members will include:</i></p> <ul style="list-style-type: none"> <li>◆ The MPH Core Director, who serves as committee chair.</li> <li>◆ Faculty members teaching the common core PHI courses.</li> <li>◆ Staff sufficient to help advise on and administer administrative aspects of the new MPH common core.</li> </ul>
---	--

## Academic Year 2021-2022 and/or beyond

### What a future state *could* look like:

**Consider unifying most, if not all, MPH degrees under an umbrella MPH degree.**

*Background:* At the time of this writing, admission for a Master of Public Health in the UW School of Public Health is by one of the 18 MPH degrees (the 16 degrees discussed above, plus the fee-based Community-Oriented Public Health Practice and Online Executive Program) listed on the [SPH web site today](#).

Students need to know exactly what they want to do in order to attend this School. Once they arrive, if a student realizes another degree would have been more suitable for them, it is difficult within the present systems (both UW and SPH) to make a transfer.

SPH is also unique in the number of separate Master of Public Health degrees it currently provides (18 in total). The other top schools of public health provide a Master of Public Health with several concentrations/options that a student can choose as their focus.

### *Possible approach:*

- ◆ Hire a market research firm to conduct a study of what options/tracks/certificates are of the most benefit to students, querying the public health practice fields as well as students. This market research will allow the School to make evidence-based decisions on how to move forward.
- ◆ Create a single MPH and develop the appropriate number of “options” and/or “certificates” ([the terms used by the UW Graduate School](#)) for students to identify their area of focus (on transcripts, this change would not remove this item).
- ◆ This approach requires a ‘major change’ (in Graduate School terms) to existing degrees, and therefore requires ample time for planning and implementation.

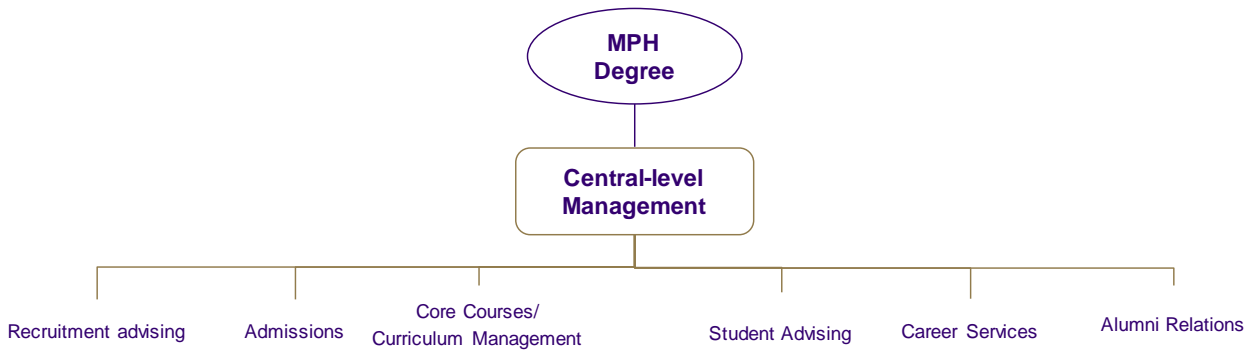


*Benefits:*

- ◆ A single degree, along with a unified administrative structure, will remove barriers for students in switching the focus of their study (if they so choose).
- ◆ Would provide more flexibility in admission for students.
- ◆ Unified and consistent administrative functions and processes.
- ◆ Cohesion as one School.
- ◆ Potential cost savings.
- ◆ Adds students who previously would have chosen another school.
- ◆ Current degrees continue as options or certificates

The diagram below shows a *possible* vision in moving from today's administrative structure (depicted under the *Student Services* section) to a future state within a unified MPH Umbrella. Student Services teams would all be affected by such a re-structure.

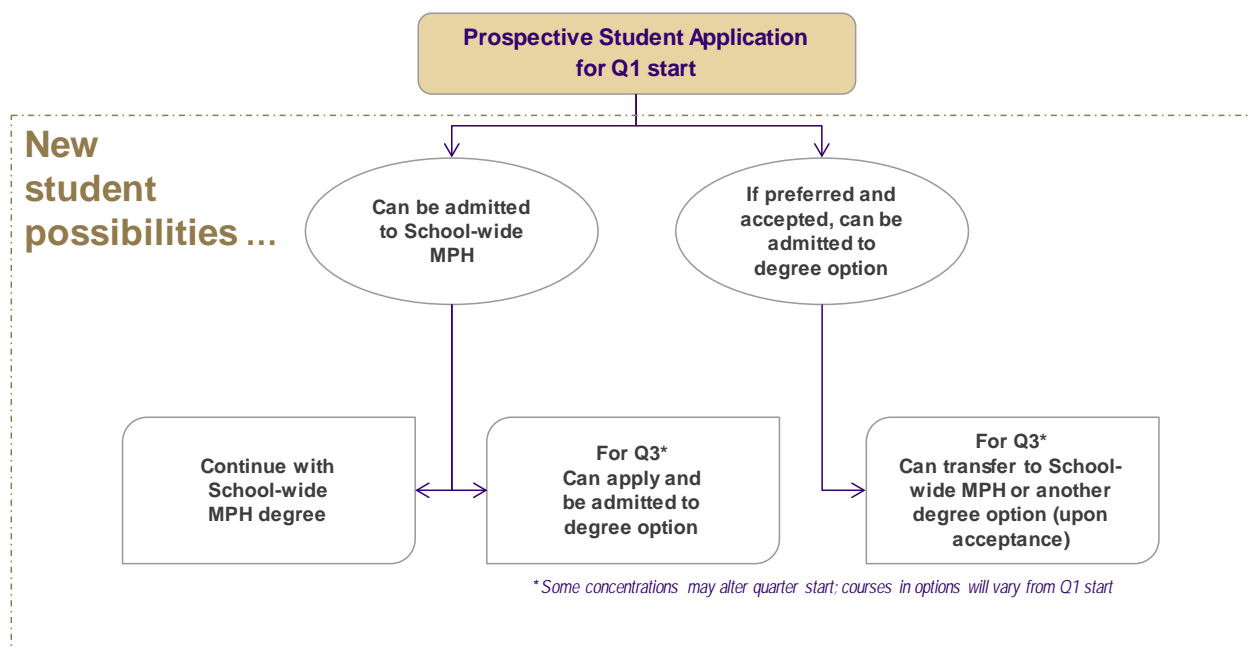
## Proposed State: Unifying MPH Administration



**The umbrella option also provides a new admissions path that gives students more choice, and time to make that choice.**

See diagram below:

# Proposed State: Paths to MPH



For now, it is recommended to focus work in phases, as suggested in the table below.

Phase	Item	Academic year
One	<ul style="list-style-type: none"> <li>Launch the new MPH common core courses into revised curriculum per degree.</li> </ul>	2020-21
Two	<ul style="list-style-type: none"> <li>Launch a new general MPH degree and admissions for said degree.</li> </ul>	2021-22
Three	<ul style="list-style-type: none"> <li>Create an umbrella MPH single degree with concentrations and certificates.</li> <li>Re-envision student services/administrative structures to support a unified, umbrella MPH.</li> </ul>	2023-24

In *Appendix 4* of this report, a draft working timeline is provided through academic year 2021-22.

## Finance and Budgeting

---

### Academic Year 2020-2021

#### Faculty Compensation

Faculty teaching the MPH common core courses will be compensated on a 5% per-credit, per-course basis. When two faculty co-teach a course, each will receive 75% compensation. For example, for a 3-credit course, the compensation formula per instructor will be:

- ♦  $3 \text{ credits} \times 5\% \text{ FTE} \times 75\% = 11.25\% \text{ FTE compensation.}$

The table below outlines this approach for all common core courses. Compensation for all other MPH courses will follow current departmental compensation plans. The number of teaching assistants (TAs) assigned to each course are outlined below as well.

Course (Quarter) Title	Credits	No. of Instructors	Joint Comp Rate	FTE/ Credit	FTE paid per Instructor	Total FTE Paid	No. of TAs <sup>6</sup>
PHI 511 (Autumn) Foundations of Public Health	3	2	75%	5%	11.25%	23%	2 @ 50%
PHI 512 (Autumn) Analytic Skills for Public Health I	7	2	75%	5%	26.5%	53%	2 @ 50%
PHI 513 (Winter) Analytic Skills for Public Health II	3	2	75%	5%	11.25%	23%	2 @ 50%
PHI 514 (Winter) Determinants of Health	3	2	75%	5%	11.25%	23%	2 @ 50%
PHI 515 (Spring) Implementing Public Health Interventions	4	2	75%	5%	15%	30%	2 @ 50%
PHI 516 (Spring) Public Health Practice	3	2	75%	5%	11.25%	23%	2 @ 50%

Compensation for initial course development for the new MPH common core courses and for any potential course pilots during the 2019-20 academic year will be paid as additional compensation (see table below).

In addition, each course development team may select one 50% TA to assist with course development, including building case studies or incorporating additional examples from multiple disciplines. This funding will be compensated centrally.

---

<sup>6</sup> Faculty assigned to teach in the MPH common core courses can determine the number of teachings assistants needed per course (within the numbers noted in the above table).

Course (Quarter): Title	Fixed payment per instructor	Total Cost	No. of TAs
PHI 511 (Autumn): Foundations of Public Health	5,000	\$10,000	1
PHI 512 (Autumn): Analytic Skills for Public Health I	10,000	\$20,000	1
PHI 513 (Winter): Analytic Skills for Public Health II	5,000	\$10,000	1
PHI 514 (Winter): Determinants of Health	5,000	\$10,000	1
PHI 515 (Spring): Implementing Public Health Interventions	6,000	\$12,000	1
PHI 516 (Spring): Public Health Practice	5,000	\$10,000	1

### **Budgeting**

The MPH Core Director, MPH common core staff, core course faculty, and TA costs, as well as any ancillary costs related to the common core courses (e.g., course or lab fees, etc.), will be budgeted together in a cost center assigned to the MPH Core Director. This cost center will be funded at cost through school funds. All net MPH revenues, after School holdback, will be distributed to all departments per the existing revenue-allocation approach.

The MPH Core Director, in consultation with School leadership, will be responsible for reviewing and adjusting the faculty compensation approach. The MPH Core Director will annually submit a budget for approval to the Office of the Dean. These compensation and budgeting approaches will be reviewed and revised whenever the School's funding approach is reviewed and revised.

## Final Summary

---

The Charge for the MPH Re-Envisioning Administrative Working Group included many aspects, the main goal of which was to ensure the new MPH common core courses, as determined by the MPH Re-Envisioning Steering Committee, would be transitioned smoothly into the curriculum for each of the applicable 16 MPH degrees. Operational aspects were considered to ensure a smooth transition for the launch of the new MPH common core in the 2020-2021 academic year.

The working assumption that any recommendations not increase overall MPH costs has generally been met in the narrow sense of recommendations around the core curriculum itself. While opportunities for cost savings were explored, none are currently recommended for the launch of the new common core/revised curriculum phase of work. This is in part because some opportunities need to wait for other implementation, e.g., consolidating admissions work can only proceed with general MPH admissions (as noted above). It is also the case that the common core, together with the umbrella MPH and increased capstone options discussed within this report (and in the MPH Re-Envisioning Phase 2 Steering Committee report), as well as online possibilities not discussed here, open the MPH degree to significantly increased enrollment down the road. While increased enrollment will not lower the common core costs, it will increase enrollment in, and raise the financial viability of, the other MPH courses, providing a path to financial break-even for the non-fee-based MPH program as a whole.

Departmental costs, such as the need to continue to teach prior MPH core courses—for Master of Science and PhD students—or to otherwise rearrange other departmental courses to accommodate the new MPH common core curriculum, lie outside the scope of the Charge to this Working Group. In addition, while departments have begun their own curricular reviews and may yet eliminate courses that will no longer be required, those reviews are neither finalized nor within the scope of this work. As a result, the full financial impact of the common core curriculum has not been measured.

It should be noted that in its present form, the collective costs of running the various non-fee-based degrees across the School exceed the revenue generated by tuition. The Working Group has found few viable options for lowering MPH program costs in the near-term. Longer-term, removing the redundant layers in administration currently set up in each department could lead to some savings.

Even with these administrative savings, the more likely path to increased financial sustainability for the MPH program is increasing tuition revenue. UW's leadership has signaled strongly that significantly increasing tuition is not an option. Increasing the number of students, however, is an option. Adding degree options that culminate in a capstone rather than a thesis, whether through adjustments to existing degrees or by the addition of a general degree, would likely increase the number of students without exceeding the capacity of faculty to supervise theses (this suggestion is also noted in the Phase 2 MPH Re-Envisioning Steering Committee report, pages 20-21). This, in time, would allow for increased program enrollment and tuition revenue.

To obtain financial stability, there are difficult choices ahead, and none will be easy or simple. To ensure the "health" and longevity of this School, however, the Working Group Chairs recommend the Dean and departmental chairs begin these discussions and the decision-making process as soon as possible, allowing time for planning and for implementation of this next phase of work.

# Appendices

---

## Appendix 1. Charge to MPH Re-Envisioning Administrative Working Group

---

The primary charge for the MPH Administration Workgroup is to recommend the optimal operational framework for managing the School's MPH students, courses and programmatic administration in light of the proposed core courses for the reimagined School MPH degree that have been recommended by the MPH Curriculum committee. This re-imagined MPH Common Core aims to prepare practitioners who appreciate the value and utility of evidence-based approaches to public health and researchers who value public health practice approaches to advance the health of populations. This core will also provide our students with breadth and depth in public health: both a richness of disciplinary excellence and interdisciplinary opportunity, using examples from local, national and global public health.

This workgroup is tasked with addressing those administrative adjustments which are required or desired for implementing this vision of common core MPH classes across departments and interdisciplinary programs within the School. This workgroup is further tasked with exploring the dimensions of organizational support, ranging from departmentalization to cross-group collaboration/coordination to centralization to determine the conditions that would need to be met for any recommended approach to be cost beneficial and result in improved student services or curricular delivery. A working assumption for any recommended framework should be that it does not increase overall cost; ideally recommendations will offer opportunities for cost savings while at the same time improving how our students experience the MPH programs in our school.

The workgroup is expected to specifically address these areas:

1. Curriculum/student services support
2. MPH administration
3. MPH admissions
4. Other (as required)

This workgroup is not expected to address issues relating to Inter-Professional Education, Applied Practice Experiences, or Integrative Learning Experiences.

We greatly appreciate the effort that this workgroup will put into developing its recommendations. It is envisaged that the workgroup will develop a timeline and conduct its work so that a detailed final recommendation report will be available to the MPH Re-envisioning executive sponsors by June 10<sup>th</sup> 2019.



*The Workgroup Members are:*

Jeff Harris, Co-Chair of MPH Administration Workgroup, Health Services  
Uli Haller, Co-Chair of MPH Administration Workgroup, Office of the Dean  
Carey Farquhar, Global Health  
Lurdes Inoue, Biostatistics  
J. Scott Meschke, Environmental and Occupational Health Sciences  
Clarence Spigner, Health Services  
Janet Baseman, Epidemiology  
Anne Lund, Nutrition  
Bruce Weir, Public Health Genetics  
Trina Sterry, Environmental and Occupational Health Sciences  
Julie Beschta, Global Health,  
Donna Porter, Health Services

## Appendix 2. Current List of MPH Degrees<sup>7</sup>

---

<b>Biostatistics</b>	<ul style="list-style-type: none"><li>◆ Biostatistics (a dual PhD degree)</li></ul>
<b>Environmental and Occupational Health Sciences</b>	<ul style="list-style-type: none"><li>◆ Environmental and Occupational Health Sciences</li><li>◆ Occupational and Environmental Medicine</li><li>◆ One Health</li></ul>
<b>Epidemiology</b>	<ul style="list-style-type: none"><li>◆ Epidemiology</li><li>◆ Epidemiology: Global Health</li><li>◆ Epidemiology: Maternal and Child Health</li></ul>
<b>Global Health</b>	<ul style="list-style-type: none"><li>◆ Global Health</li><li>◆ Global Health: Leadership, Policy, and Management</li><li>◆ Global Health: Metrics and Evaluation</li></ul>
<b>Health Services</b>	<ul style="list-style-type: none"><li>◆ Health Services</li><li>◆ Health Services: Health Systems and Policy</li><li>◆ Health Services: Maternal and Child Health</li><li>◆ Health Services: Social and Behavioral Sciences</li></ul>
<b>Nutritional Sciences</b>	<ul style="list-style-type: none"><li>◆ Nutritional Sciences (includes optional Registered Dietitian credential)</li></ul>
<b>Public Health Genetics</b>	<ul style="list-style-type: none"><li>◆ Public Health Genetics</li></ul>

---

<sup>7</sup> There are two additional MPH degrees at the UW School of Public Health, but they are fee-based programs not currently part of the re-envisioning project (Health Services: Community-Oriented Public Health Practice and Health Services: Online Executive MPH Program).

## Appendix 3. Faculty Selection Process for MPH Common Core Courses

---

The MPH Steering Committee strongly recommends ensuring representation from all UW School of Public Health departments in the faculty selected to co-teach the collective set of common core courses (PHI 511 to 516). The diversity of academic as well as racial, ethnic, and gender perspectives is critical to the cross-cutting themes and we want our instructors to reflect this same diversity.

- ◆ Nomination of potential MPH common core course co-instructors for PHI 511, 512, 513, 514, 515, and 516 should be an open process. Nominations will be sought from:
  - Department Chairs
  - Members of the MPH Steering Committee
  - Current SPH students and staff
  - Self-nominations will be sought from faculty
- ◆ The nomination or self-nomination should describe the qualifications of the nominee to co-teach in the particular common core course(s) with respect to both content and student centered learning skills. Nominations should be sent to the staff coordinator of the MPH Steering Committee (Kimberly Hay, kfs3903@uw.edu), who will send them to the Department Chairs as well as the members of the MPH Steering Committee.
- ◆ Each Department Chair and the MPH Program Director or Interim Director, with support from the MPH Steering Committee, will create short lists of co-instructors. Focus will be on nominees' qualifications relevant to specific core course content and their ability to deliver integrated student centered learning. Specific courses draw from disciplinary domains that align with departments and those courses should have instructors set by the respective department chairs. For example, the chairs of Biostatistics and Epidemiology would have primary responsibility for PHI 512 (Analytical Skills for Public Health I).
- ◆ The Department Chairs and the MPH Core Director (representing the MPH Steering Committee) will review the short lists and make final recommendations to the Dean that include dissenting voices if no consensus is reached. Chairs must approve all recommended appointments.
- ◆ The Dean will make the final determination as to who should be invited to teach these MPH common core (PHI) courses.

## Appendix 4. MPH Revisions Draft Timeline, through 2021-22

